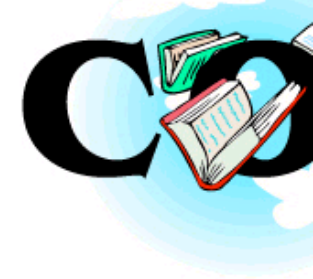


Reading Because They Want To, Not Because They Have To: Supporting Reading Motivation in Elementary School

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Concept-Oriented Reading Instruction Lesson – (Week One, Day One)

Motivation Focus: *Relevance*
Reading Strategy Instruction:
Questioning

Week One

	Monday	Tuesday	Wednesday	Thursday	Friday
Math or Science	(Science Goals) Observe & question Chart 1: My Habitat Walk Questions from real-world observations	(Fluency & Vocab) <i>On the Wing</i> , Florian Model expressive reading Word Log	(Science Goals) Introduction of concepts feeding, locomotion, predation	(Fluency & Vocab) <i>On the Wing</i> , Florian Model expressive reading in pairs Word Log	(Fluency & Vocab) <i>On the Wing</i> , Florian Model expressive reading in pairs Word Log
Comprehension Instruction (whole)	<i>Welcome to the World of Owls</i> , Swanson Questioning - Asking questions	<i>Welcome to the World of Owls</i> , Swanson Asking questions using background knowledge	<i>Welcome to the World of Owls</i> , Swanson Asking questions about concepts	<i>Welcome to the World of Owls</i> , Swanson Asking higher level questions	(none)
Guided Reading	<i>Feathers and Flight</i> , Biddulph	<i>Feathers and Flight</i> , Biddulph	<i>Owls</i> , Stone <i>Owls</i> , Holmes	<i>Owls</i> , Stone <i>Owls</i> , Holmes	<i>Owls</i> , Stone <i>Owls</i> , Holmes
Emerging Readers	<i>Owls</i> , Ring	<i>Owls</i> , Ring	<i>Owls</i> , Ring <i>Owls</i> , Rusell-Arnot	<i>Owls</i> , Ring <i>Owls</i> , Rusell-Arnot	<i>Owls</i> , Ring <i>Owls</i> , Rusell-Arnot
Writing	Chart 2: My Questions	Chart 3: My Background Knowledge and Questions	Chart 4: My Owl Questions	Chart 5: My Owl Concept Chart	Chart 5: My Owl Concept Chart Extended writing
Independent Reading	General class: <i>Owl Moon</i> SR: <i>Welcome Brown</i>	General class: <i>Owl Moon</i> SR: <i>Welcome Brown</i>	General class: <i>Owl Moon</i> SR: <i>Welcome Brown</i>	General class: <i>Owl Moon</i> SR: <i>Welcome Brown</i>	Informational book of choice

Week Two

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency or Vocabulary Goals	(Science Goals) Owl pellet investigation	(Fluency & Vocab) <i>On the Wing</i> , Florian Expressive reading in pairs Word Log	(Fluency & Vocab) <i>On the Wing</i> , Florian Expressive reading in small groups Word Log	(Fluency & Vocab) <i>On the Wing</i> , Florian Model expressive reading in small groups Word Log	(Fluency & Vocab) <i>On the Wing</i> , Florian Reading expressive to an audience Word Log
Comprehension Instruction (Whole class)	<i>Welcome to the World of Owls</i> , Swanson Organizing Graphically - Identify and organize key words	<i>Welcome to the World of Owls</i> , Swanson Organize information to show main idea and supporting details	<i>Welcome to the World of Owls</i> , Swanson Graphic organizing to compare/contrast information	Team Poster Project Team poster project: Student guidelines & Optional poster arrangement Integrating information	Presentations: Team posters Team poster project Poster component checklist Communicating knowledge
Reading Guiding Questions	<i>Hunters in the Sky</i> , Prescott	<i>Hunters in the Sky</i> , Prescott	<i>Birds</i> , Gray and Walker	All class and team books	All class and team books
Reading Guiding Questions	<i>Birds of Prey</i> , Yurkovic	<i>Birds of Prey</i> , Yurkovic	<i>Birds of Prey</i> , Yurkovic	All class and team books	All class and team books
Writing	Chart 6: Organizing Graphically	Chart 7: Graphic Organizing	Groups construct concept map on chart paper	Team poster project	Team poster project Chart 8: Bird Essays

Science Goals

Emphasis: Habitat walk; observe and question
Motivation: students build interest by connecting reading experience or observation (relevance)

Texts: selection of CORI books

Overall Plan: Group students in teams of 4. Provide each team with a selection of 4 or 5 CORI books to preview and browse. Student teams discuss interesting illustrations with each other and share background knowledge about birds to prepare for a schoolyard habitat walk. Teacher asks students to name some of the birds they know.

Before walk: Introduce student chart My Habitat Walk and discuss the three columns for recording bird observations. Teacher models how to use the chart by providing an example for each column.

During walk: Students observe birds in teams, discussing what they see. Each student completes chart My Habitat Walk, writing two questions they have about birds on the bottom of the chart. *Optional: With a disposable camera, have teams take pictures of birds and evidence of bird life, such as nests, feathers, seeds to chronicle in the classroom.*

After walk: Students discuss bird observations in small groups. Teacher asks students to share questions they have about birds from the bottom of My Habitat Walk chart. Teacher writes 2 or 3 good questions on sentence strips and posts on class Curiosity Chart.

Teacher asks students to name the birds they saw during the habitat walk. Teacher lists the names of the birds on the board under heading Birds We Saw. Teacher asks students to name the birds they didn't see on the habitat walk (teacher prompts students by asking *What birds did you see in the books that you did not see outside?*). Teacher records students' responses under the heading Birds We Didn't See.

My Habitat Walk

Bird Appearance
What do birds look like?

Bird Behavior
(What are birds doing?)

Signs of Bird Life
(feathers, nests, etc.)

Questions I have about birds:

Guided Reading and Comprehension Instruction

Emphasis: Questioning

Texts:

Class: *Welcome to the World of Owls*, Swanson

Team: *Feathers and Flight*, Biddulph

Whole Class: Teacher introduces text *Welcome to the World of Owls*. Teacher and students discuss the cover illustration together. Teacher asks students if owls were seen on the habitat walk (teacher adds 'owls' to list if not previously recorded). Teacher asks students to share what they know about owls. As a class, discuss why owls were seen on the habitat walk (e.g., many owls live in forests or near farms, owls are active at night when they hunt,)

Teacher reads aloud chapter 'World of Difference' (pp. 1- 3). Teacher and students discuss new knowledge about owls.

Teacher asks students to share questions they have about owls. Teacher posts one or two good questions on class curiosity chart.

Teacher contrasts questions that are derived from observation with questions that are derived from reading (e.g., teacher identifies questions on the curiosity chart that came from today's observations and questions that came from today's reading).

Guided Reading: Preview text *Feathers and Flight*. Student pairs take a book walk and discuss background knowledge. Each student writes background knowledge on chart My Questions. Teacher points out table of contents and chapter headings in text. Student pairs choose a chapter of interest to read together. Student pairs discuss what they learned with partner and write new knowledge on chart. Students discuss questions they have after reading.

Struggling Readers

Emphasis: Questioning
Motivation: Teacher emphasizes reading together aloud in pairs (collaboration)

Texts: *Ow/s*, Ring

Overall Plan: Preview text *Ow/s*. Discuss title and illustration on the cover of the book. Teacher and students take a book walk and discuss background knowledge together. Teacher supports students in writing background knowledge on chart My Questions.

As a group choose a chapter to read. Teacher reads aloud the first paragraph of the chapter. Teacher and students read the remainder of the chapter aloud together. Student pairs reread chapter aloud together. Teacher and students discuss new knowledge learned from reading. Teacher supports students in formulating one new question about something they read. Students write question on chart My Questions.

My Questions

Title of Book _____

What I know before reading

What I know after reading

Questions I have after reading:

1. _____
2. _____

Writing and Communicating

Emphasis: Write questions after reading
Motivation: Students increase control of reading by asking own questions (choice)

Texts:
Team: *Feathers and Flight*, Biddulph
SR: *Owls*, Ring

General Class: Complete chart My Questions. Each student writes two new questions after reading. Students share their questions with a peer.

Students can choose to post a question on class Curiosity Chart. Questions can come from bird observations or from reading.

Struggling Reader: Students complete chart My Questions in pairs. Students work together in pairs to write one additional question on chart. Pairs share their question with another pair.

Students can choose to post a question on class Curiosity Chart. Questions can come from bird observations or from reading.

Independent Reading

Emphasis: Narrative reading

Texts:

General Class: *Owl Moon*, Yolen

SR: *Welcome, Brown Bird*, Ray

General Class: Read the first half of *Owl Moon*. Students read on their own for enjoyment.

Struggling Reader: Read the first half of *Welcome, Brown Bird*. Students read on their own for enjoyment.

(Note: Prior to independent reading, provide struggling readers with background information about the story. For example, explain that the story is about a boy in the United States and a boy in Central America, both of whom welcome the same brown bird at different seasons as it migrates, introduce migration, describe a wood thrush, etc.)

Homework: Introduce My Bird Watching Chart. Students make observations at home and school during for two days to complete the chart. Students can also collect evidence of bird life (feathers, nests, seeds, etc.) while bird watching. Homework and observations will be shared on Day 3.

e _____

Instructions: Observe birds to fill in the chart. Use at a window feeder, home, school, park, or other places.

What did the bird(s) look like?	What was the bird doing?	Where was the bird?	What was the time? Where were you?	What bird did I see?
Bird #1	Activity:	Location:	Time: Where:	Name:
Bird #2	Activity:	Location:	Time: Where:	Name:
Bird #3	Activity:	Location:	Time: Where:	Name:
Bird #4	Activity:	Location:	Time: Where:	Name:

List of activities:

- Drinking
- Eating
- Wading
- Fighting
- Looking for food
- Walking
- Pecking
- Flying
- Drinking
- Cleaning itself
- Watching
- Fishing
- Diving
- Swimming
- Sleeping

List of locations:

- in a bush
- in a tree
- on the ground
- at our feeder
- on a fence
- on a building

Motivational Practice

Relevance is the extent to which instruction is linked to students' direct or recalled experience, and then integrated with their background knowledge.

- **Link reading to an immediate experience by connecting text to a hands-on activity, such as science inquiry**
- **Example: collecting data and sorting artifacts (bones from an owl pellet), which is intrinsically motivating**
- **Reading books about these artifacts is motivating - the books are viewed as relevant**

Reading Strategy

Instruction

Questioning is a strategy that enables students to ask higher level questions that tap their curiosity and knowledge about a topic, and then search text for information to satisfy that curiosity.

- **Students ask self-initiated questions about concepts and text**
- **Students ask questions before, during, and after reading**
- **Questions are higher order (not just factual), and fall into a four level rubric:**
 - 1) **Factual – yes/no questions**
 - 2) **Conceptual**
 - 3) **Conceptual + Background Knowledge**
 - 4) **Multiple concepts that are related**

Scaffolding

Motivation:

- **Assess students' background knowledge in order to provide appropriate real-life experiences**
- **Begin with situations or experiences that students are familiar with, then move to novel situations and relate these back to their prior knowledge**
- **Emphasize connections between self and text, then progress to text-to-text connections**

Reading Strategy Instruction:

- **Model forming questions at each level of the rubric**
- **Guide students in forming questions that are relevant to the text**
- **Guide students in evaluating the quality of their questions**

Reading because they *want* to!

Reading activity is relevant

—
Student interest is peaked; reading is perceived as purposeful

—
Students begin to self-direct their reading

—
Engaged readers