

K-3 Essential 1, Bullet 5 Motivation Sample Video

MAISA Literacy Essentials

<https://youtu.be/ZB-TMmOY12g>

Narrator: When teachers generate excitement about reading and writing, they foster literacy, motivation and engagement within and across lessons in these classrooms. Teachers have been using a wide range of strategies to motivate students.

Teacher 1: Students in my classroom really know how much I love books and how much I love talking about books. I always make sure that they know that that's something that I not only enjoy here at school, but also when I'm at home that that's a big hobby of mine that I really enjoy doing. Reading is a reward. It's something that we get to do and something that we look forward to doing, not something that we're ever forced to do or something that we frown upon in here. Since we place such great value on reading in my classroom, it really wouldn't make sense to use reading or writing as a punishment by having a student maybe read in the hallway or write during their recess. These are things that we get and want to do in our classroom, so it really would be counterproductive to use that as a negative consequence in our classroom.

One problem I used to run into was that students would often come up to me in the middle of a lesson or any type of activity we were doing with a book that they were really excited about and they wanted me to read it to them, and I hated turning them away when they were excited about a book, but it was often at a time that just wasn't appropriate for a read aloud. So I came up with a bin, it's a Please Read bin, and it's something that I use to encourage students to add books to, so that way, whenever it is appropriate for us to do a read aloud, I can head over to the please read bin, pick a book out and read that book to my students. And it's a way for them to take ownership in the read alouds, especially when it's a book that they know that they put in the bin. They get really excited because they know that that's why I am reading it to the class.

Teacher 2: So we want reading not to be viewed as a chore, like something you have to be paid to do. So we want that to be intrinsic. We want the kids to really enjoy it. When I first started teaching, we would have these sticker charts that the kids would fill in once they read so many books or did so many minutes, and then they would get some type of a reward for that. And I felt like, great, they're reading a lot and basically they only did it for getting their reward. And really what we want to do is have kids read because they want to read. So what I use is positive peer pressure, and I kind of start off with my own positive peer pressure as far as I'm just excited about a book that I just got in the class and I can't wait to share it with them. Getting the excitement level up is really what it's all about with reading. So, I want to do that by previewing a book and getting super excited when we have a new book in our classroom or in our school. And I will use that excitement and do a short book blessing or book talk to get the excitement going.

So, I got some new books in our classroom. I just got 'em yesterday and I'm really excited about 'em. This new book that we have, the clock Struck one, it starts out like Hickory Dickory Doc, and I'm like, oh, I have already heard that nursery rhyme. But then I turned the page and I saw that when the clock struck one, something else happened. A cat woke up and started chasing the mouse. And this hilarious chase keeps going on throughout the book on every hour. So, I thought if you were in the mood for a chuckle or a giggle that you would love to read this book. And another book that I just got is Volcanoes and we were studying landform in social studies this year, and I know that you guys were interested in

volcanoes and so was I, so I wanted to read the book, but I got this great surprise when I read it. There's jokes in here and there's also silly little postcards that are in here too. And of course there's the great pictures and photographs in here, and I know some of you are interested in myths, and they have the myths about how the volcanoes were actually named in here too. So, this book has a little bit for all of you in it. I'm put 'em on the shelf and I know they won't last there long.

When reading is over, a lot of times you're going to hear this collective. Oh, and I say, all right, if we do our other work really well today and we get through it quickly, you can have more reading time. We have some special events that we do with reading too. They can do flashlight reading. We have our buddy class across the hall and they come over, and so they are fourth and fifth graders, so they come over and we have buddy reading that can happen, or we have pajama day reading with a towel on the floor. So, any reward is just reading in a fun, different way. As we are finishing our lessons in the closure from reading each day, the kids talk about their books as well. So, the kids are now showing how much they enjoy their book and it makes the other kids want to read the books. I remember one boy was reading Percy Jackson book and he was super excited about it, and he talked about the things he enjoyed about the book at the end of the lesson. And then somebody else said, when you're done, let me have it.

Teacher 1: A series that the students in my classroom absolutely love and has been one of my favorites for many, many years is Elephant and Piggy. So, we actually have a special drawer in our classroom, and we only open that drawer at certain times. It's something that we earn, and when I open the door, I just hear gasps throughout the room. They're so excited. So, we've been working on reading all of the books in that series in order throughout the year, so that's something special that we get to do.

Teacher 2: Another thing that we do that's helping kids talk to kids about books and even other staff members is over my shoulder. Over here you can see that we've got the Nita book, that's our book recommendation site. On those cards, the kids wrote down their favorite books, so they're all four- or five-star books up there, and as the kids need a book to look at and they don't know what to read, they can go over and see what their friends are reading and kind of choose from there. I started adding other people's recommendations up there too. Our guest recommender, so our principal has one up there, and one of the little girls yesterday saw that our principal, Mrs. Begelman, has a recommendation up there. So immediately she wanted to find that book to read it. We want them to become lifelong readers. We don't want them to just stop reading when they stop school. We want them to enjoy reading and keep on reading for the rest of their lives and pass it on to their kids.

Narrator: Learn more@literacyessentials.org.