

Anderson Book Talk Café and Increasing Students Reading Motivation Through Book Circulation1

Book Talk Café and increasing students reading motivation and book circulation in the library

An Action Research Project

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Abstract

Motivating readers will always be a concern for library media specialists and teachers. The purpose of this study was to determine if student participation in a book talk program, titled *Book Talk Café* would help to motivate reluctant readers. The participants in this study were 29 fourth grade students, including one IEP student. Students were first given a reading survey to determine what motivated them to read and then they were allowed to participate in the *Book Talk Café* program. Throughout the study, the researcher monitored the number of books being circulated in the library. Students were also given the same reading survey at the end of the program to determine if they were still motivated by the same factors. The results of this study show an increase in the number of books circulated during the program and for some participants a change in their motivation to read.

Book Talk Café and increasing students reading motivation and book circulation in the library

Research has proven that students reading motivation levels decrease as they progress through school. By the time students reach the intermediate grades much of the motivation to read for pleasure has gone and is replaced by an acceptance that reading is required, boring, and something that only happens at school and not during free time at home. “As educators, we must encourage them to understand that reading at school is necessary for classroom success and that recreational reading is truly a pleasure that will benefit them personally” (Powell-Brown 2006, p. 85). How then can a researcher motivate students in the intermediate grades to want to read for pleasure? How can motivation and book circulation in the library coincide to achieve a common goal? The answer is not going to be found in the fact that some students cannot read, (illiteracy), but in the fact that some students are not motivated to read, (aliteracy). Finding that tool that will help reach all students is one way of helping to achieve the common goal.

Intrinsic motivation (personal enjoyment in reading) is the key to motivating students. By the time students reach the intermediate grades they are no longer motivated by extrinsic rewards. The researcher feels that the goal of targeting intrinsic motivation in students should be founded on making the books they select to read for self-selected reading more personal. Students should take ownership in the books they select for self-selected reading. One way to foster this love of reading is to promote programs that allow students to share and discuss what they read with one another.

Statement of the Problem

To increase book circulation in the library, librarians should focus their attention on motivating students to read for pleasure and setting a purpose for reading. Technological advances at a pace that books cannot keep up are constantly stimulating students. Many students

view books as being second rate to interactive gaming and other fast-paced ways of entertainment (Powell-Brown 2006). Books fall close to the bottom of the list of ways for students to pass the time. Librarians have a huge job ahead of them to motivate students to step away from the television long enough to grab a book.

Extrinsic rewards are motivators for only a short time. Once the pleasure of getting whatever tangible reward the student received wears off the student once again loses the motivation to read for the sake of reading. The task of the librarian is to tap into what will motivate students to read for pleasures sake. The key to intrinsically motivating students seems to be getting students to take ownership of their learning and setting a purpose for reading may allow the student to feel like they are in charge of their learning.

Motivating students to read needs to begin with student interest. Communicating socially is something that all students are interested in. The *Book Talk Café* program aims to intrinsically motivate intermediate students. The *Book Talk Café* program allows students to give book talks to their peers. Students will be able to form groups with other students who enjoy the same genre or type of book and share their ideas and thoughts about the books. By cheering each other on students will motivate themselves and others to read for the pleasure of reading. Intrinsic motivation will increase. This will then help the illiterate, alliterate and the intrinsic motivation of all of the students. Accomplishing these goals will ultimately increase book circulation in the library and motivation to read for pleasures sake.

The purpose of this study is to measure whether students participating in book talks will help motivate students to read more and then therefore increase book circulation in the library.

Research Question:

Question: What effects will student participation in a new reading program called, Book Talk Cafe have on increasing circulation in the library?

Hypotheses: Book circulation will increase due to student participation in a new reading program called, Book Talk Cafe.

Question: Will students begin to view self-selected reading more favorably after participating in the program?

Hypotheses: Students will begin to view their self-selected reading more favorably by participating in the reading program, *Book Talk Café*.

Definitions

Illiteracy: Cannot read.

Aliteracy: Not motivated to read for pleasure.

Intrinsic: Internal enjoyment and motivation. Motivation comes from the desire to please myself and others.

Extrinsic: Operating from the outside. Motivation comes from somewhere other than within and is usually based around tangible rewards.

Literature Review

Making students want to read for the pleasure of reading is the goal of every teacher. However, with our educational system firmly entrenched in the concept of teaching to learning standards motivating students to read for intrinsic reasons falls by the wayside (Gruenthal 2008). Many teachers are asking, “How do I get my students to want to read?” (Williams, 2008, p. 135). Extrinsic rewards are a fleeting promise that quickly is forgotten. Extrinsic rewards may actually, in the long run, reduce intrinsic motivation and devalue learning (Gruenthal 2008).

Guthrie and Wigfield in their book titled, *Reading Engagement: Motivating Readers through Integrated Instruction*, state that motivation is defined in terms of “beliefs, values, needs, and goals that individuals have” (Guthrie, 1997, p. 5). Teachers need to spark interest using those goals or target those beliefs and values that will help motivate readers to want to read. What motivates each individual child is going to be unique and it is the job of the teacher to begin to tap into that motivation to make each child want to read. Reluctant readers, aka alliterate readers, are not motivated or do not desire to read on their own. Dr. Beers, in her article titled, “No Time, No Interest, No Way! The Three Voices of Aliteracy,” states there are three categories of alliterates.

1. Dormant readers: they like to read but often do not make the time for it.
2. Uncommitted readers: don’t like to read but say they may read in the future.
3. Unmotivated readers: don’t like to read and don’t ever expect to change their minds. (Beers, 1996, p. 110).

In their article titled, “Motivation: Going beyond Testing to a Lifetime of Reading”, Williams, Hedrick, and Tuschinski, state that there are eight principles for teachers to consider as they are motivating students to want to read.

1. Choice and Control: Students need to have some power over their educational goals. Once they have a choice they will then feel empowered to participate more.
2. Social Interaction: If students are allowed to share what they read in a community of learners and it becomes “cool” to read for pleasure then more students will be motivated to read for the fun of it.
3. Novelty: Being able to share what they learn in a group should entice readers.

4. Feedback/response: Students need to know that their learning matters and is important to not only them but to the people who are in charge of their learning. Teachers should interact with their students on a weekly basis about what they are reading to make the students realize that other people care about their learning.
5. Attainable success: Students will succeed if you set measurable, attainable goals for them. Allowing students to read books that are on their level will help with this goal.
6. Interest: Tapping into students interest levels and abilities helps to motivate them to learn and read for the sake of simply doing it.
7. Real-world experiences: Students will respond better to learning if it is applicable to them and their real life.
8. Positive learning atmosphere: Students will come faster to the learning table if it is set by a smiling face with a positive attitude. No one likes to learn from or interact with a grump (Williams, 2008, p. 136).

Three of the above principles, choice and control, social interaction, and interest are important when trying to instill a love of reading in students and intrinsically motivate them to want to read on their own. These principles are significant in helping students make the connection that learning and reading are all lifelong pursuits. Allowing students to have choice and control over what they read gives them ownership over their own learning. Fostering a sense of ownership in students prepares them for the “real world” in which they had better be owners over their life if they plan on attaining any goals.

Allowing students to socially interact while learning lets them maintain friendships and see that their peers also have as much a stake in learning as they do. Learning becomes “cool” and is not something that needs to be hidden. Ann Powell-Brown in her article titled,

“Why can’t I just see the movie? Fostering Motivation in Children who Struggle with Reading”, states that human brains are wired to make meaning of their environments, and humans are wired for communication. The social aspect of communication is critical in forming positive attitudes toward reading (Powell-Brown, 2006) Powell-Brown also goes on to state that children love to talk and that perhaps in order to foster motivation and a love of reading students should be engaged in their learning through the use of communication with peers. (Powell-Brown, 2006) Students socially may also enjoy belonging to an organization that promotes reading. Through joining a group in which they can talk and share what they liked about reading a book student may be enticed to read more so they will have more to discuss at group meetings.

Dr. Beers, in her article, “No Time, No Interest, No Way! The Three Voices of Aliteracy,” discusses the importance of membership or belonging to a group. Once students decide to belong to a group and participate in activities related to reading their motivation to read more increased (Beers, 1996). Tapping into student’s interests also is another way to motivate them to want to read and learn. As adults we like to read about things that interest us and children are no different.

There are many factors to consider when motivating students to want to read more for pleasure. All of them should come together to help make students attain their goals. Extrinsic rewards are fine for the moment but our objective should be to inspire students to want to learn for the simple pleasure of it. Intrinsically motivating students is our goal as educators so that we can create a community of lifelong learners.

Methodology

The researcher wants to increase book circulation within the school library and begin to increase intrinsic motivation for students to read. To do this the researcher will use a reading program titled “*Book Talk Café*” to motivate students to read more for enjoyment. The following objectives have been set in place by the researcher: 1) Increase student motivation to read for enjoyment and to be intrinsically motivated to read. 2) Encourage students to talk about their reading within small groups and therefore increase book circulation in the library.

Subjects:

The subjects in this study are a group of 29 fourth grade students. The class has a mixture of ability levels, from very high achieving students to students with learning disabilities. The class consists of 14 girls and 15 boys. The age range is from nine to ten years old. The socioeconomic status is varied; with five students receiving free and reduced lunch and participating in the “Backpack Snack” program. The ethnicity of the students is not as varied as the ability levels and socioeconomic backgrounds, there are two African American students and one student who is Middle Eastern. None of the students are physically handicapped, so therefore they do not receive special services, such as physical therapy or occupational therapy. There is one student who receives special services and leaves the room for speech and resource time as needed.

Research Design

The researcher will measure and collect data through the use of a pre and post survey asking students how they feel about reading, and what motivates them to read. The researcher will also collect data with the help of the librarian by monitoring the number of books checked out before we begin the “*Book Talk Café*” program, during the program and after the program.

The independent variable is the “*Book Talk Café*” program, the dependent variables are the book circulation in the library, and the data collected from the pre/post surveys about reading enjoyment.

Procedure

After many collaborative meetings between the researcher and the library media specialist it will be determined that having students participate in the “*Book Talk Café*” will increase communication between students and thus increase book circulation in the library. Fourth graders are a perfect group to research because they are beginning to lose the intrinsic motivation to read.

The researcher began the research by administering a pre-survey to each student. Each student was asked how much they read (frequency per week), how they feel about reading (Boring, enjoyable, or okay), and what motivates them to want to read (for enjoyment, for an assignment, or they are unsure of their motivation). The results of the survey will be compared with a post-survey (same questions as the pre-survey) given at the end of the program, by using an Excel spreadsheet to determine whether intrinsic motivation increased. Data will also be collected by monitoring the book circulation in the library before, during and after the “*Book Talk Café*” program.

To the groups being monitored the researcher will introduce the “*Book Talk Café*” program. The program consists of students choosing a book to read, reading it, and making a recommendation to other students about whether or not the book is a “good” book and what makes it so. That is where the “*Book Talk Café*” program comes into play because the students will use book talks to discuss the books and make recommendations to each other regarding books, “readability”. There will be certain categories that the books can be nominated into, such

as best characters, best plot, etc. Students will discuss the reasons why they chose the books they nominated within small book talk groups. The fact that the students are communicating about books with each other together should be motivation to read more and then that leads to a larger number of books being circulated in the library.

Statistical data gathered and analyzed will include the number of books checked out by students (whole group and individual data) before, during and after the program. Also analyzed will be the results of the pre/post survey. The research will be conducted over approximately two weeks. All of the data gathered will be tabulated on a graph comparing how much book circulation increased for students and the group as a whole.

The final culminating activity for the program will be to participate in an awards program where students can feel proud of their accomplishments throughout the program. A free book will be given as an incentive prize at the end of the program.

Instrumentations

Attached in the appendix is a copy of the pre/post survey. The questions on the pre/post survey are the same, including, how much they read (frequency per week), how they feel about reading (boring, enjoyable, or okay), and what motivates them to want to read (for enjoyment, for an assignment, or they are unsure of their motivation).

Results and Findings

Analysis of Data:

Data gathered during the Action Research Project encompassed many different topics. Circulation data was gathered regarding the number of books checked out before and after the *Book Talk Café* programs completion. Data was also gathered regarding student responses on the pre survey and the post survey.

Figure 1 below depicts circulation before and after the Book Talk Café program. Circulation before the program was at 60 books for the week before the program began. Then after the program was finished book circulation had increased to 80 books per week for a class of 29 students.

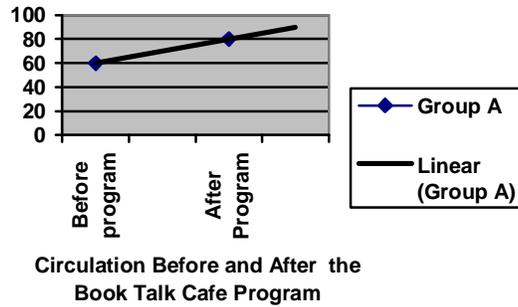


Figure 1: Book circulation before and after the Book Talk Café program was begun.

On the survey given before the program began over half of the students stated that they viewed reading as enjoyable, while 22 percent responded that reading was okay and another 22 percent responded that reading was boring. See Figure 2.

Pre Survey: How do you view reading?

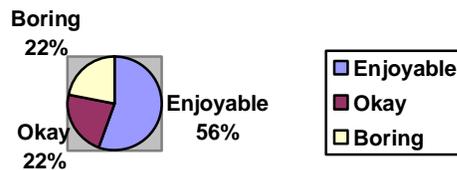


Figure 2: Response to pre survey question: How do you view reading?

So basically, half of the class really enjoyed reading while the other half view it as only okay or boring.

On the post survey, figure 3 shows how students changed how they viewed reading. The students that had stated that they viewed reading as boring decreased from 22% to only 10%. The number of students who view reading as enjoyable rose about 4 percent and the students who viewed reading as okay rose 8 percent.

Post Survey: How do you view reading?

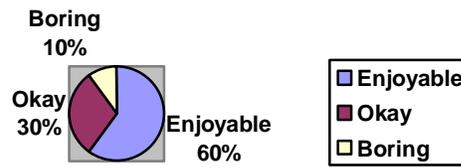


Figure 3: Responses to post survey question: How do you view reading?

Overall, the majority of the students view reading as an enjoyable or okay pastime.

The pre survey question depicted in figure 4 below shows reading motivation and what triggers that motivation. 16 of the 29 students responded that they enjoyed reading if they could share the books with friends. Five of the students responded that their teacher motivated them to read and the other eight students were unsure as to what motivated them to read.

Pre Survey: What motivates you to read?

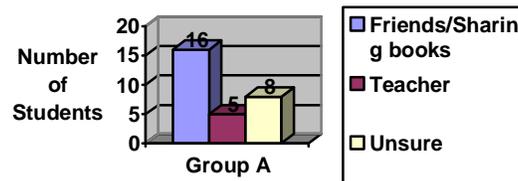


Figure 4: Responses to pre survey question: What motivates you to read?

Over half of the class is motivated to read because they enjoy sharing what they read with friends. That data made me aware that the Book Talk Café program could be successful considering the foundation of that program was based on the students discussing what they had read in groups.

What motivated the students to read once the program was complete were the same types of ideas. Figure 5 below shows student responses to the post survey question about reading motivation. Sharing with friends rose from 16 students to 20 students out of a class of 29. Motivation to read because of the teacher stayed the same and the students who were unsure why they were motivated to read dropped to only four students which was half what it was originally.

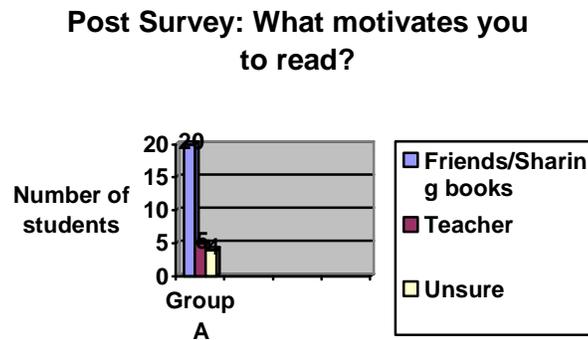


Figure 5: Responses to post survey question: What motivates you to read?

Students obviously felt favorably toward the Book Talk Café program. Figure 6 below shows how many of the students would continue to read after the program was complete. After the programs completion 20 students answered yes to the question that asked them if they would continue to read after the program was over. Nine students stated that they would not continue to read for pleasure after the program was completed.

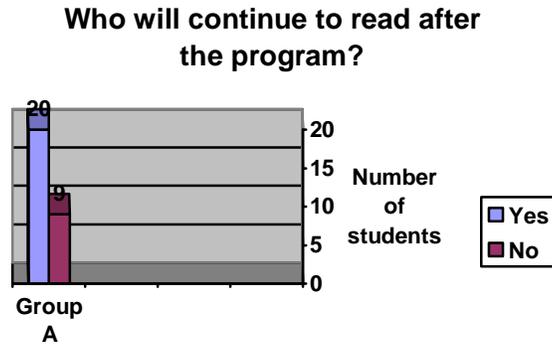


Figure 6: Responses to post survey question: Who will continue to read after the program?

Once I began analyzing my data from my research I noticed that the students seemed to have a healthy respect for reading at the onset of the program. My goal was to see if participating in the program would positively influence the number of books circulated in the library media center. My results proved my hypotheses. When looking over the data from the number of books that were circulated during that time I noticed a 25% jump from 75% to 100% of the students checking books out of the library in anticipation of the program. When the program first began and I explained the process to the students was when the highest overall jump in circulation increased. After the program became established and the students were used to participating in the discussions the circulation levels stayed steady until the end of the program. After analyzing the number of books checked out I began to then look at the data from the pre survey. Based on that data I could determine if reading ability, sharing books with friends, or difficulties with reading would have had any impact on the circulation of books. Half of the students stated that reading was enjoyable to begin with, which surprised me, because when students are asked to read in class, I usually hear groans! The rest of the class, equally, stated that they felt that reading was okay or boring. After the Book Talk Café program the number of students who found reading enjoyable rose from 50% to 60% and the percent of students who found reading

okay rose from 20% to 30%. The number of students that found reading boring was originally 20% but fell to 10% after the program. The responses from the post survey related to motivation all fell into the category of being able to share and discuss what they liked about a book. This showed that there was a direct relationship between the Book Talk Café program and students motivation to read. I feel that this is due to the fact that during the program students shared with others what they enjoyed about their books. After the program was over many of the students stated that they now go home and talk to mom or dad about the books they are reading because being able to talk about the book made it much more fun to read!

Conclusions, recommendations, and social actions

When the researcher analyzed the data, it was noticed there was a direct relationship between the ability of students to discuss what they had read with each other through the Book Talk Café and the circulation of books in the library. The Book Talk Café program (independent variable) did show a relationship with the number of books circulated in the library (dependent variable). After analyzing the data from the surveys it was determined that students viewed reading as enjoyable once they had completed the Book Talk Café program. The results of the study helped to defend the research found in the literature review, which pinpointed a relationship between intrinsic motivation and increasing reading enjoyment.

The surveys helped to show the reasons behind why some children choose to read for enjoyment and others do not. Allowing the students to talk about what they had read with their peers helped the students to view reading as fun and enjoyable because they got to “chit chat” in class. The students became excited when the time for the Book Talks began and they did not want the allotted time to end. Most days they asked for more time. As the researcher circulated and listened to the conversations, they were all about books! Not a single student strayed off

topic. The implications of this study lead the researcher to believe that allowing students to share and talk with their peers about their learning will make students more invested in their final outcomes of their education.

Recommendations for further study

The results of this study yield very positive implications for the future of continuing this program in the hopes that students will gain motivation to read. The researcher would like to see this program in place for all intermediate grades at this school with the goal of increasing motivation to read for enjoyment. A longer span of time to complete another study would help the researcher to define if it is truly the program or some other variable that is motivating the students. Other studies could be done regarding the use of book talks to motivate even younger students. Older students could present book talks to the younger grades using age appropriate books. It would be interesting to see if younger students would be interested in giving book talks also.

Social Action

This research supports the idea that there is a direct relationship between motivation to read and sharing with one's peers about what one was reading. It is imperative that we focus less on test scores and more on building a love of reading for the sake of reading. Students will begin to take ownership of their own learning and see the greater purpose behind what they are learning and why they are learning it. Participating in the *Book Talk Café* program can give students the tools they need to be successful and happy in life. Educators must begin to focus on why most students "hate" school and begin to go back to the ways of trying to make students understand that learning can be fun again. The members of the school faculty will be introduced to the program at the upcoming family literacy night, Camp Read-A lot, and will get to

participate and interact with students about their book talks. Discussion will occur after the program regarding the use of the program in the library media center on a weekly basis for the upper grades in the school.

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Appendix A: Project Reflection

Describe the process you went through to complete this project.

I chose a question that would work well for my school, my situation of being a classroom teacher, and allow me to gain the maximum knowledge to be a future librarian and to help further my teaching ability. The question was fairly simple but at the same time very complicated because I had to design the experiment so that I could increase student motivation to read and then therefore increase book circulation in the library. I referred to the textbook, prior action research projects, and the rubrics to help lay out my plan and conduct my research. I did not want my research to have been for nothing; I honestly wanted to develop a program my class and I would continue throughout the year. I took my time when developing and creating the materials that students would use and see for the *Book Talk Café* program. I found the discussion boards very helpful when I was initially developing my question because that is the part I think I had the hardest time with. Getting to discuss it with other students in the class helped me to discover we were all in the same boat and I was not alone. I began to realize I wanted a way to let the students discuss what they read with their peers so they could develop good reading habits for the future and not just when they were with me in class. I conducted my research after I had administered the pre-survey; I found from administering the pre-survey that you can learn a lot about the way a person feels about reading. I will administer the pre-survey every year that I teach from now on because it was a great way for me to understand my students better. I stayed in constant contact with the librarian at the school because I needed to discuss and analyze the data on the number of books being circulated in the library. As the program was going on I gathered data on the number of books being checked out and analyzed that data. I also observed

the discussions that occurred in the book talking groups. The students really did enjoy themselves. Finally, I analyzed all of the data into charts and graphs and made conclusions based on that data. Based on those conclusions I plan on sharing what I learned with the principal at our school and the librarian. I plan on initiating this program every year.

What are some things you learned about yourself, the research process, or anything else?

This was my first action research project. I had conducted a project that was somewhat similar in nature during my undergraduate work. However, it was not nearly as involved as this project. Teachers are constantly assessing the ability of their students to retain information and master it for testing purposes. Most of the data I analyze is focused around that purpose only. I had never really asked questions of my students that allowed them to share a personal preference or their thoughts on a topic. Giving the pre-survey allowed me to think about my students in a more personal way and it helped me to analyze some of the reasoning behind their behaviors. Also, I should spend more time reading scholarly journals and focusing on the implications of what the research says because it could directly affect how I teach in my classroom.

Who did you collaborate with and on which aspects?

I collaborated with the librarian at our school to complete this project. She was a big help in giving me ideas as to how to conduct my research, the types of questions to ask, and how to allow them to give their book talks in groups. She helped me to collect the data about the book circulation and helped me to analyze it. Thanks to her I felt more confident about this project.

Reflect on possibilities for your professional development based on the designing, implementing, and assessing research for this project. What are at least two areas of your professional competence that should be a focus for further training for you?

Data analysis is one area that I had already needed some guidance in based on how as a school our initiative is to test, analyze, and then regroup our students based on our findings. So I would love a professional development helping us to learn more effective and efficient ways to analyze data from tests. Probably the other area I could use some help in is conducting the research and knowing what would be best to use.

Discuss how you considered the diversity of potential students.

I used my own fourth grade class for my action research project. I chose them because they have an equal mix of ability levels and personalities. I have some very low level readers and was curious to note that they were as equally motivated to read as the rest of the class.

Discuss how you assessed yourself during this research project.

I constantly assessed myself, how I normally do my job, and tried to change the normal ways to the new researcher ways. Teaching involves instruction, guidance, and then assessment, and that is usually when the process is over. With the action research that is really, when the process is just beginning because you analyze your data at the end of the process. So, I was not really used to waiting to know the outcome. I did feel a little confident with desegregating the data because we always have faculty meetings over our state accountability testing data and we spend quite a bit of time in groups doing just that.

How long did it take you to complete the project?

It took about 6 weeks by the time the entire process was complete. Every week I had to collect the data about book circulation. I logged many hours completing the book talks in groups.

Writing about the research took about 10 hours all together. Organizing the data and analyzing it took the longest out of the entire process.

Select three disposition statements (on page 1 of the syllabus) for the course and discuss how you demonstrated those during this action research.

1.1.b Demonstrates belief that all children have the right to a quality education.

This statement goes along with my teaching philosophy. I believe that all students are entitled to great education. During my action research project, I was very enthusiastic about the *Book Talk Café* program. My sample book talk I gave to all the groups was very scary and “grabbed” many of the students so that they ran to check out the book. I felt that this project gave all the students a feeling of empowerment and ownership over their education, which all children need to succeed.

2.2 Demonstrates Enthusiasm

I definitely demonstrated enthusiasm for this project. The students were so pepped to get into groups one day that they were willing to stay in from recess to begin the *Book Talk Café*! I was very proud of them and the effort that they put forth for this project.

4.1 Demonstrates Professionalism

Professionalism is one of my qualities as a teacher that I am very proud of and conducting this project was no different. I handled all situations related to the project with diplomacy and tact. I did have several parent phone calls questioning the extra homework related to the project, (the students had to read the book at home), and I handled them like I always do which is to answer their questions politely and respectfully.

Appendix B

Documents used in research:
Used in both pre and post surveys
Reading survey

Name _____

1. My friends think I am _____.
 - a) A very good reader
 - b) A good reader
 - c) An ok reader
 - d) A poor reader

- 2) Reading a book is something I like to do _____.
 - e) Never
 - f) Not very often
 - g) Sometimes
 - h) Often

- 3) I read _____.
 - i) Not as well as my friends
 - j) About the same as my friends
 - k) A little better than my friends
 - l) A lot better than my friends

- 4). My best friends think reading is _____.
 - m) Really fun
 - n) fun
 - o) Ok to do
 - p) No fun at all

- 5). When I come to a word I do not know, I can _____.
 - q) Almost always figure it out
 - r) Sometimes figure it out
 - s) Almost never figure it out
 - t) Never figure it out

- 6). I tell my friends about good books I read.
 - u) I never do this.
 - v) I almost never do this.
 - w) I do this some of the time.
 - x) I do this a lot.

- 7). When I am reading by myself I understand _____.

- y) Almost everything I read.
 - z) Some of what I read.
 - aa) Almost none of what I read.
 - bb) None of what I read.
- 8) People who read a lot are _____.
- cc) Very interesting
 - dd) Interesting
 - ee) Not very interesting
 - ff) Boring
- 9). I am _____.
- gg) A poor reader
 - hh) An okay reader
 - ii) A good reader
 - jj) A very good reader
- 10). I think libraries are _____.
- kk) A great place to spend time.
 - ll) An interesting place to spend time.
 - mm) an okay place to spend time
 - nn) A boring place to spend time.
- 11). I worry about what other kids think about my reading _____.
- a) Every day
 - b) Almost every day
 - c) Once in a while
 - d) Never
- 12). Knowing how to read well is _____.
- a) Not very important
 - b) Sort of important
 - c) Important
 - d) Very important
- 13). When my teacher asks me a question about what I read I ____.
- a) Can never think of an answer
 - b) Have trouble thinking of an answer
 - c) Sometimes think of an answer
 - d) Always think of an answer
- 14). I think reading is a _____.
- a) A boring way to spend time
 - b) An ok way to spend time

- c) An interesting way to spend time
 - d) A great way to spend time
- 15). Reading is _____.
- a) Very easy for me.
 - b) Kind of easy for me.
 - c) Kind of hard for me.
 - d) Very hard for me.
- 16). When I grow up I will spend _____.
- a) None of my time reading.
 - b) Very little of my time reading.
 - c) Some of my time reading.
 - d) A lot of my time reading.
- 17). When I am in a group talking about stories _____.
- a) Almost never talk about my ideas.
 - b) Sometimes talk about my ideas.
 - c) Almost always talk about my ideas.
 - d) Always talk about my ideas.
- 18). I would like my teacher to read books out loud to the class _____.
- a) Everyday
 - b) Almost everyday
 - c) Once in a while
 - d) Never
- 19). When I read out loud I am a _____.
- a) Poor reader
 - b) Ok reader
 - c) Good reader
 - d) Very good reader
- 20). When someone gives me a book for Christmas I feel _____.
- a) Very happy
 - b) Sort of happy
 - c) Sort of unhappy
 - d) Unhappy
- 21) After the Book Talk Café program will you continue to read books for pleasure and share them with your friends?
- A) Yes B) no

Book Talking 101!



Assignment: a 3-5 minute book talk

Due date: Week of March 30-April 3, 2009

Criteria: You have been selected to participate in a new program here at Cox’s Creek Elementary. It is called “Book Talk Café”. You and your class members are going to prepare book talks, present them to each other, get in groups and discuss your books, and then nominate books for the Cox’s Creek Honorable Mention Awards.

Specifics:

- Select a book that you have either already read or would like to read.
- Read the book.
- Focus on why you enjoyed reading the book. Was the book funny or scary?
- Once you figured out way you liked the book then begin to prepare your book talk. (Do not say that you just “liked” the book! Not a good enough reason.)
- Choose one short scene from the book that you want to share. Reread it. Reread it again and again until you know how to read it like a movie star!
 - Reading like a “movie star”:
 - I can read it with feeling, emotion and facial expressions.
 - If I am trying to scare my reader I can do it just by showing the authors emotions in my body language, gestures, and pauses.
- Practice your book talk in front of a mirror, in front of your dad or mom, or in front of your dog until you feel confident speaking about your book.
- You may have one note card with notes on it to help you during your book talk. Remember to keep it brief.

This assignment is due next week. You will be expected to present your book talks beginning Monday. If you are confused think about the book talk I did about the book, Wait Till Helen Comes. Remember how it made you want to read the book! That is what you need to try to do with your book talk.

Good luck and happy reading!

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