Utilizing the Classroom Library to Motivate Students

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I identified common themes from all of these data sources. The data I collected showed evidence of how I integrated the use of the classroom library to facilitate students’ motivation in learning and personal reading.

How can I use the classroom library to motivate students in their learning and personal reading?

Methodology & Framework

- To gain full reading potential, students need the following in a classroom library: relevant titles, a wide range of material, reading opportunities, choice, social interactions, challenging text, and incentives (Gambrell, 2011).
- Classroom libraries should include materials from a variety of genres, magazines, the Internet, and other resource materials to motivate students to get in the habit of reading for pleasure (Gambrell, 2011).
- Letting students choose how they want to organize a library will motivate them to read and drive teacher instruction (Jones, 2006).
- Activities and interventions enhance a child’s experience with informational books that can increase reading achievement and engagement (Reutzel, Reutzel, and Clark (2011).
- Using visual literacy tools (charts, diagrams, magnets) is a major component of student reading development (O’Neill, 2011).

Supporting Literature

Research Question

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Research Findings

- Daily 5 method of “Retelling the Story” motivated students to build stamina.
- Students were motivated to read using “Word Work” and “Listening Stations” (see Figures 1 and 2) because these activities challenged them to read in a nontraditional method.
- Students were more motivated to read nonfiction books than fiction books (see Figure 3).
- Site word assessment motivated students to increase Fountas and Pinnell’s reading level.
- I used a variety of nontraditional teaching methods to increase my students’ motivation to read for learning and pleasure.

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Students’ Genre Preference

Figure 3. This graph shows that more students prefer non-fiction that fiction books. This data is obtained from questionnaire responses.

Conclusion

Teaching trends are constantly changing and differing in popularity; because of this, there is a constant need for re-evaluation of curriculum and instruction. It is hard to say what types of books and kinds of motivation will benefit students because no one is sure what the trends in core curriculum and instruction will look like in the next ten to fifteen years. However, this is the point of my study: to investigate what drives teacher instruction and what tactics benefit students learning. Overall, my findings support that students’ motivation to learn and read for personal purposes is influenced by the ways the classroom library is presented and how well it is utilized to engage students in reading.

I would like to thank my research advisor, my cooperating teacher, and my Kindergarten students for their continuous support throughout the year. They have made me grow as an educator throughout this entire project and I am forever grateful to them.

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