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Reflection 2.2

**2.2 Reading promotion**

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

**Artifacts**

1. [ISTC789 Reading Promotion Program](../Internships/Glenwood%20Middle/Proposal%20for%20Radical%20Readers.docx)

 2. [ISTC 789 Book Talk/ Book “Speed Dating” Activity](../Internships/Glenwood%20Middle/Grade_6_Speed%20Dating%20Book%20Talks.docx) w/ [PowerPoint](../Internships/Glenwood%20Middle/Book%20Speed%20Dating.pptx)

 3. [ISTC 789 Book Displays](../../Book%20Displays%20for%20Portfolio.docx)

**Relevance**

 Students are required to read all kinds of literature in schools, but many forget to read for enjoyment too. It can be hard for students to keep up with their required literature, and still make time for reading the books they *want* to read and *choose* to read; therefore I believe that it is up to the school library media specialist to remind them of that important activity. I am a huge advocate for students choosing what they want to read and discovering their own unique love of literature. Whether they are reading non-fiction or fantasy, I believe it is essential that students read for pleasure, and as a future school media specialist, this will be one of the many areas that I will take a huge role in. Since the implementation of Common Core, reading for pleasure has not been as highly emphasized, therefore in my future school I will do everything in my power to keep this activity alive and lasting.

 In my middle school internship, I was able to create and implement a school-wide reading promotion program. In the month of March, the Read Across Maryland Program is held, and this year they implemented a program for middle school students, called the Radical Readers Program. I adapted this program for the students at my school, giving them more incentives to read every day for at least 30 minutes. It can be hard to get young adults to read, especially 8th graders, therefore I knew I had to give them some pretty cool incentives to want to read every day. My program included chances to win iTunes gift cards for participating in the program, English classes in each grade competing against each other to get the highest average number of minutes read to win extra recess, and two students from each English class that had the highest number of minutes read, a chance to win an iPad mini. I proposed my plan to the principal and he accepted it! The PTSA was able to fund the prizes, and I was able to go to every English class to introduce the program to the students and get them excited about it. It was a huge success! Participation was high and students were reading *a lot* more than 30 minutes a day. Due to the success of this program, I have confidence in developing more reading promotion programs in my future as a media specialist. It is so important for students to be able to choose what they want to read, and for them to read a lot, and these school-wide programs are a great way to accomplish that goal.

 Another way I was able to promote reading in my internship was by orchestrating a book “speed dating” activity. I set-up four different tables for different genres: graphic novels, non-fiction, fantasy/ science fiction, and mystery/ thriller. Before the “speed dating” began, I book talked a few books from each table so the students knew what kinds of books were at each table. Then I set the timer for 4 minutes, and allowed the students to “get to know” the books at the table, by looking at the cover and reading the summaries, in order to determine if they wanted to start a “committed relationship” with that book. The students had a lot of fun with it (as did I), it gave them a chance to look at some genres they weren’t familiar with, and it encouraged them to choose books they wanted to read for enjoyment. Weeks later, several students came back and asked for a book that they had looked at during the activity, showing that they had remembered some of the interesting books they explored. I will definitely use this type of activity in the future, especially for high school when students forget to read for fun even more. I would also adapt this activity for elementary school students, by not call it “dating,” but perhaps book “speed shopping.” I just really liked the idea of this event to get students excited to read and to let them explore different genres. It was quick and a lot of fun, I will definitely continue to implement this activity, and others like it, in my future.

 Book displays can grab students’ attention and entice them to look at books that they normally might not think to look at. Students can look at the covers and read the summaries of the books on display quickly, and without the extra effort of searching through the myriad of shelves, which can be overwhelming for a young adult. In my placements, I was able to create many different book displays including a St. Patrick’s Day display, where all the book covers were green, to a graphic novels display, a “readbox” display, and more. It is important to remember to switch the book displays up every few weeks or so, to keep things fresh and exciting for students who visit the library. I loved hearing the reactions of the students when they saw a new book display. For example with my St. Patrick’s day display, students saw all of the green book covers and said, “Wow, I had no idea that so many books were green!”, and then they went over and starting perusing the books. In the future, I will use these display ideas again. However, I will also be sure to not do the same displays all of the time, and change them frequently, so students don’t get bored of the same old displays, and get excited when they see something new. If I can draw students in with exciting and colorful displays to encourage them to pick up a new book, I will be sure to continue doing it and to think of more creative ideas. Getting students excited to read, is one of the many reasons why I cannot wait to become a school library media specialist, and I believe my artifacts reflect how important it is to promote reading for enjoyment.