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ABSTRACT

Intended for use by teachers who are seeking techniques for involving the reluctant reader, this resource booklet contains 29 teaching ideas that emphasize reading as a pleasurable activity. The ideas include games, multimedia activities, and writing exercises that focus on survival reading materials, newspapers, reference materials, vocabulary extension, and skill reinforcement. For each idea presented, the booklet includes a list of the materials needed, directions, and a statement of purpose. (FL)

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READING REMEDIES FOR INVOLVING THE RELUCTANT READER

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## READING REMEDIES FOR INVOLVING THE RELUCTANT READER

It has been suggested that the capable reader who chooses not to read has no advantage over the person who is incapable of reading. This seems to aptly describe the reluctant reader and his/her involvement in reading, or more accurately lack of involvement.

Educators recognizing the importance of reading as a recreational activity for the individual, are constantly searching for additional strategies, methodologies and techniques to involve the reluctant reader. These educators are looking for ways to provide the students with pleasant and successful reading experiences which may result in the students' enjoying reading.

The participants in a special 1980 summer reading workshop, held at Lehigh University, devoted a considerable amount of time to develop a resource booklet for classroom teachers who deal with reluctant readers. Ideas included focus on: survival reading materials; newspapers; reference materials; vocabulary extension; and skill reinforcement through games, multi-media activities and writing.

It is our belief that this compilation will be of assistance to teachers who are seeking remedies for involving the reluctant reader.

Sheryl Joseph, Editor

Diane L. M. Wittig, Editor

## NEWSPAPERS

**TITLE** Headlines Make News

**DESCRIPTION** Have students read excerpts from a newspaper. Make sure to delete the headline. Ask students to create an appropriate headline for the article.

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**TITLE** What Happened on Your Birthday?

**MATERIALS** Old newspapers, teacher-designed questions

**DIRECTIONS** Have student read newspaper from his/her birthdate. Questionnaire could ask questions such as - what was the weather? who were the politicians? what toys were popular? which were the popular movies?

**PURPOSE** Utilize newspaper and note changes in customs, activities, etc. from past to present.

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**TITLE** An Evening Out for Dinner

**MATERIALS** Newspaper, paper and glue

**DIRECTIONS** Using the newspaper, find advertisements of places that are advertising menu specials. Pick a place and meal that you would enjoy most. Cut it out of the paper and glue your choice to a piece of paper. Make sure to include an appetizer, main dish, and dessert.

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**TITLE** Entertainment

**MATERIALS** Newspaper, scissors, paper, and glue

**DIRECTIONS** Have students bring in the entertainment section of a newspaper. Explain to them that they are to be the social director for a weekend. Have them pick shows and other interesting things to do over the weekend. Have them glue these on paper after cutting them out of the paper.

**TITLE** Careers

**MATERIALS** Directions for giving a perm, comprehension questions, paper

**DIRECTIONS** The student is asked to read the directions on giving a perm. They would then be asked to demonstrate their ability to give a perm by answering teacher-made questions and giving a perm to a doll or a wig.

**COMMENTS** This particular activity can be adjusted to any career the student is interested in learning more about.

**TIME** 2-3 periods

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REFERENCE SKILLS

**TITLE** Look It Up

**MATERIALS** Book of Lists (other record books)  
Teacher-made questionnaire

**DIRECTIONS** Make questions which indicate the student's ability to use this reference book. i.e. On what page does topic x begin? What topic begins on page 36? What is the largest, the most, the oldest x? Be sure to use an item which measures cross-referencing.

**PURPOSE** Utilize reference materials.

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**TITLE** What Kind of Toy?

**MATERIALS** Library trade books

**DIRECTIONS** Have students look up what kinds of toys were available in the 1860's and how they were made (spoon dolls, apple dolls, cornhusk dolls, rocking horse, etc.). Student then has one of two options.  
1. Write instructions for how to make two toys or  
2. Make a toy.

**PURPOSE** Research skills, sequencing, production

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**TITLE** I See What I Read

**MATERIALS** House classified ads

**PROCEDURE** Student draws or paints an illustration of a classified house ad.  
Discusses missing elements.  
Writes concise ads himself.

**VARIATION** Use other classified ads.

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**TITLE** Cartoonery

**MATERIALS** Comic books, comic section

**PROCEDURE** Remove words from several comic strips.  
Student supplies the dialogue.  
Students share comics with one another.  
Read orally or silently.

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**TITLE** TV-rama

**MATERIALS** Television guide  
Teacher questionnaire  
TV set

**DIRECTIONS** Make questions which: indicate that student can adequately utilize guide; require student to watch program in order to answer questions; require student to evaluate - ex. based on what you saw on this program, would you watch it again? Why or why not?

**PURPOSE** Utilize TV guide.

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**TITLE**                   What a Bargain!

**MATERIALS**             Newspaper

**PROCEDURE**           Using an ad in the newspaper as a model, student constructs an ad selling himself. If student has difficulty, he makes a list of good points on a sheet of paper.

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**TITLE**                    Supermarket Shopper

**MATERIALS**             Newspaper

**PROCEDURE**           Student reads and collects several articles on economy-minded buying. Practices smart buying by spending an imaginary amount of money. Buys items from the newspaper ads. Compares choices with teacher and class.

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**TITLE**                    Four Basic Food Groups

**MATERIALS**             Newspaper, magazines

**PROCEDURE**           Students develop a notebook. Four headings (four basic food groups). Paste newspaper or magazine pictures under the headlines. Use headline letters to identify food stuffs.

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**TITLE**                    Greeting Card

**MATERIALS**             Construction paper, markers, newspaper

**PROCEDURE**           Student uses newspaper elements to design a greeting card for a special occasion or a special friend.

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**TITLE** Photo I.D.

**MATERIALS** Newspapers, magazines

**PROCEDURE** Ask students to select pictures of people from magazines or newspapers.  
Name the emotion on their faces.  
Write a paragraph about a type of situation which might have influenced the mood of one of the persons in the photos.

**VARIATION** Student reads paragraph.  
Class guesses emotion.  
Student shows picture to the class.

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**TITLE** Me Collage

**MATERIALS** Newspaper, magazines

**PROCEDURE** Using headline illustrations, photos, ads, illustrations, child constructs collage that accurately describe him.  
Teacher randomly collects projects.  
Shows to class.  
Class tries to guess who the person is that the collage depicts.

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**TITLE** Silly Sentences

**MATERIALS** Newspaper

**PROCEDURE** Student cuts out headline words that will complete the sentences. The answers may be silly or serious but they must be true.  
i.e. I wish grown-ups would.....  
When I make a mistake, I.....  
Our home is.....  
I can't understand why.....  
My favorite place.....

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**TITLE** Cartoon Sequence

**MATERIALS** Newspaper cartoons mounted on cardboard, laminated, if possible.  
Correct sequence recorded on back of card.  
Envelope to hold set of cards.

**DESCRIPTION** Cartoon title on envelope leads to student choice. Student looks at pictures and sequences them.

An extension of this activity is to have children write or tell orally what may happen next.

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**TITLE** Comics Promote Reading

**DESCRIPTION** Have students choose their favorite comic strip and bring it in to class. Cut up the comic strip into frames. Have students mount frames on cardboard creating a puzzle.

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## SURVIVAL READING SKILLS

**TITLE** Cereal Boxes

**MATERIALS** Empty cereal boxes, pencil and paper

**DESCRIPTION** Examine the different kinds of cereal boxes.

1. Which cereal would a person buy if he were trying to lose weight?
2. Write a story using only the words on one of the boxes.
3. Find all the three-syllable words on all the boxes.

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**TITLE** Labels Can Make a Difference

**DESCRIPTION** Have students bring in various types of labels from packages. Spend some time examining the various components of a label. Create an advertising campaign by asking students to design a label which is more appealing than the current labels on the market.

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**TITLE** Menu Man

**MATERIALS** Several menus from area restaurants.  
Large picture of man with menu on stomach.  
Numbered answer keys to match questions.

**DESCRIPTION** Use menu to ask questions about lunch or dinner selections. Nutrition can also be reinforced as well. Laminated questions can be marked and checked quickly by student or teacher.

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**TITLE** Telephone Director

**MATERIALS** Telephone books  
Student-suggested problems or questions

**DESCRIPTION** As a group activity, students working together learn how to locate names, addresses, and telephone numbers to solve questions encountered daily. Some examples include pet suppliers, bike repairs, movie theatres.

This activity also uses synonyms when looking for alternate listings.

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**TITLE** Getting from Here to There by Map

**MATERIALS** Map (county, state, or United States)  
Teacher-made question sheet

**DIRECTIONS** Choose a starting city and a finishing city for the car ride.  
Ask questions which indicate the student can utilize the legend and the symbols; plot a direct course, etc.

**PURPOSE** Interpret maps

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**TITLE** Shopping by Catalog

**MATERIALS** Catalog with accompanying order form  
Teacher-made activity card

**DIRECTIONS** Teacher-made activity card lists situation (going camping, buying stereo equipment, etc.) and amount of money student may spend.  
Student then "shops" and fills out order form.

**PURPOSE** Fill out order blanks - as well as budget.

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**TITLE** Bookworm

**MATERIALS** Construction paper, scissors, and marker

**DIRECTIONS** As students read books, have them make a section of the bookworm with the title and author of their book. The teacher will start the bookworm by making the head out of construction paper and placing on the wall of the classroom. Students then continue with sections of the worm. By the end of the year, the worm will probably be around the room at least once--maybe twice.

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**TITLE** Lost and Found

**MATERIALS** Newspaper

**PROCEDURE** Read lost and found article.  
Student makes up story behind the ad.  
Writes or uses tape recorder.  
Student pretends he is the animal or thing lost.  
Class tries to guess what it is.

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**TITLE** A New Look at Book Reports

**DESCRIPTION** Instead of asking students to do a standard book report, have students place want ads which reflect the characters in the story. Students have been too conditioned by the constant requirement of book reports. Reading for pleasure should not always have a catch.

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**TITLE** One Picture Equals a Thousand Words

**MATERIALS** A story, magazines, construction paper, paste

**DIRECTIONS** Have the students read an assigned story. When the student is finished reading, cut pictures from magazines that depict the setting, the characters and any other highlights of the story. Order these pictures so the story can be told at a glance, then have the students paste their pictures in order on construction paper.

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