Increasing Students’ Love of Reading

By

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Date

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Abstract

Learning to read is exciting, challenging, and sometimes difficult for young students. The literacy skills developed early in a child’s education are essential for future success. Students who love to read are self-motivated to pick up a book and become part of the book, but some students do not have an inherent love for reading. It is important that teachers find ways to motivate children to live, love and learn through reading since it is an essential part of life. Teachers are always trying to motivate children who are reluctant readers to fall in love with reading. In order to help children fall in love with reading the researcher carefully prepared literacy activities to motivate children to read and love it. This action research focuses on implementing a joy of reading curriculum to influence students’ attitudes toward reading. The author of this study feels that teachers can help to engage and motivate children along with their families to read and love it. The study measured the feedback from parent and student perspectives while conducting different classroom and at home reading activities. The research shows an increase in reading engagement during classroom activities that engage and motivate children to read.

Keywords: Literacy, reluctant readers, motivation
Increasing Students’ Love of Reading

The purpose of my action research project is to help children love reading. I examined the effects on students’ love of reading using reading activities in the classroom and creating a home-to-school connection. When a child has a love and passion for reading, it sparks their senses and inspires them to have an imagination. This in turn will help lay the foundation for success inside and outside of the classroom. Thus joy of reading is an essential building block for a child’s education to help them prepare for the life ahead of them. The first part of my study took place in a Kindergarten classroom. In Kindergarten children learn to live, love and learn through community building, reading, writing, math, science, social studies and everything else that is compiled into a day of kindergarten. It is a fresh start to a journey through education. It is a chance for children to fall in love with school and education, especially reading. The second part of my study was as a Reading Specialist in a program called Read With Me. In this context, I wanted to create a home-to-school connection for students and families by helping to create a joyful and safe reading environment.

The first part of my study was done in a kindergarten classroom. From my experience as an early childhood educator I have noticed many children imitate each other in and outside of the classroom. As an early childhood special educator I was taught to take the imitation skill and have children positively imitate and or mock each other in social and academic areas. Since I have seen children imitate and or mimic their peers positively and negatively, I wanted to increase the positive imitations while implementing a joy of reading curriculum to increase all student attitudes towards reading. To be proactive, I wanted to create a love for reading in the classroom from the beginning of their elementary school experience.
The second part of my study was done as a Reading Specialist through a reading program called Read With Me. Read With Me is designed to give extra support to elementary students struggling in the area of reading. Students met with me five days a week for 30 minutes in addition to their regular reading instruction. Read With Me provides students with the additional support, practice, and encouragement they need to enhance their reading skills and develop a love of reading.

Read With Me is a process where students learn literacy skills to last a lifetime. Reading and writing skills are at the very foundation of a solid education. The skills necessary to become a successful reader include phonemic awareness, phonics, vocabulary, decoding, fluency, and comprehension. These skills are taught in a small group through targeted instruction using a variety of engaging activities. After the first part of my study I noticed that the home to school connection is very important for a child to have successful school years. I wanted to create that home to school connection during the Read With Me program to empower students and their families and create an environment that is imbued with the joy of reading.

The purpose of study two was to discover whether encouraging parents to implement joy of reading activities for children at home influenced student’s attitudes toward reading. In order to answer this question I sent home activities with the children to do at home with their families, including a survey of their attitudes toward reading. Other activities that were sent home for a home-to-school connection include Read With Me Fun Packages (including literacy manipulatives and activities), Reading Bingo, Cereal Box Scavenger Hunt, making words, sentences and stories with letter and fun stickers. The activities I sent home for parents for Read With Me include Read With Me Brochure, Read With Me Parent Handbook, literacy information and activities such as ideas to involve parents in the their child’s reading, list of free websites and
apps, Read and Write on The Road, along with much more. After the research study I found that all student and parent reading attitudes improved.

**Literature Review**

**Reluctant Readers**

According to Joelle Brummitt-Yale (2008), a reluctant reader is “anyone who does not show interest in reading” (p. 54). A reluctant reader may need to be coaxed into reading texts or may be one who refuses to read. Students may start to have behavior problems during reading time to hide their negative attitudes toward reading. Then assessment needs to be done to identify the cause of the problem.

Before a teacher can help select what strategy to use to support a reluctant reader, they need to know why the student is disengaged from reading. Yale (2008) recommends observing the child when he is approaching a reading task and while he is reading. Notice the strategies he uses to help decipher text or if he seems to not know how to work through it. Once the root cause is identified, a teacher can select the appropriate intervention. Some of the tools Yale promotes to help reluctant readers include specialized reading services, individualized reading instruction and experiences, high interest reading material, role modeling, and strategies for supporting boys. Specialized reading services may include ways to help develop essential reading skills to target specific basic reading skills. Teachers should individualize a reluctant reader’s reading instruction and focus on the specific skills. Children need to visualize themselves in what they read. If they are not able to relate, they will have more difficulty staying engaged and will therefore struggle with comprehension. Yale recommends high interest reading material since children are used to fast paced movies, video games and Internet sites. There is a value to
modeling positive and enjoyable reading experiences for reluctant readers; at the same time acceptance is important so they need to see friends and idols reading.

Reluctant readers can be also described as alliterate readers who are unwilling to read, although able to do so. Kylene G. Beers (1996) describes three categorizes of alliterate readers. Beers describes dormant, uncommitted and unmotivated readers. The dormant readers like to read, but don’t often make the time to do it. The uncommitted readers don’t like to read, but say they may read in the future. The unmotivated readers don’t like to read and don’t ever expect to change their minds.

Sharen A. String and Bill Mollineaux (2003) discuss positive approaches to reading combined with psychological principles. The word “reluctant” can be removed from the label “reluctant reader,” leaving something special - a READER. If we are able to get away from the notion that difficulties or gaps signal inadequacy, then we collaborate and share complementary strengths with our reluctant readers. String and Mollineaux (2003) believe “a person who attributes failure to lack of effort is more inclined to try harder at the next challenging opportunity compared to a person who attributes failure to lack of ability” (p. 73). A successful program for reluctant readers promotes psychological resilience helping students and teachers appreciate the rewards of overcoming adversity. Children need hope as well as role models to get through this sequence of events creating a triumph over problems.

Steve Reifman (2010) describes that children become hooked on reading when adults build reading as a very appealing, satisfying activity in their daily schedules. There are multiple ways to encourage reluctant readers, starting with the child’s passions, making reading a social experience, reading aloud to children, taking advantage of new technology, being a role model to
children, camouflaging reading, creating opportunities to read and write beyond the pages, and
giving children books that are appropriately challenging.

**Literacy Motivation**

It is important for teachers to consider the role of motivation in literacy learning.

According to Linda B. Gambrell (2011), there are seven rules of engagement, which include

students being motivated to read when:

1. the reading tasks and activities are relevant to their lives;
2. they have access to a wide range of reading materials;
3. they have ample opportunities to engage in sustained reading;
4. they have opportunities to make choices about what they read and how they
   engage in and complete literacy tasks;
5. they have opportunities to socially interact with others about the text they are
   reading;
6. they have opportunities to be successful with challenging texts; and
7. classroom incentives reflect the value and importance of reading (p. 173-176).

Student motivation is enhanced when instructional practices focus on connections
between school reading and the personal lives of students. When instructional practices are
focused on students they create text-to-self, text-to-world and text-to-text connections. Student
motivation to read is higher when the classroom environment is wealthy in reading materials.
The variety of reading materials shows children that reading is valuable which sets the stage for
students to develop a reading habit. It is all about helping children find the value and meaning in
classroom reading tasks and activities.
Students’ lack of motivation to read can sometimes be traced to a low amount of time spent on reading in classrooms. The amount of time spent reading in and out of school predicts reading comprehension and is associated with reading proficiency. Reading practice helps children become better readers; in turn, they are more motivated readers. Gambrell (2011) found that part of literacy motivation is student choice, which is a “powerful force that allows students to take ownership and responsibility for their learning” (p. 175). The students who are able to choose their own reading materials are more motivated to read and gain a better understanding of what they are reading.

Gambrell (2011) also states that social interaction is a motivator and is defined as “communicating with others, through writing and discussion, about what has been read” (p. 175). Student observations of their peers’ progress can increase confidence in their ability to succeed, and working with others promotes student interest and engagement. Instruction that gives a chance for social interaction about any text increases student motivation to read. It is important to give instruction in reading tasks and activities that offer improvement instead of overwhelming the reader.

Gambrell (2011) also states, “students are more motivated to read when classroom incentives reflect the value and importance of reading” (p. 176). When a teacher gives positive praise this can provide a verbal scaffolding to support and direct the students leading them to motivate themselves to learn. Teacher praise can be more motivational than prizes, although if the student feels the teacher praise to be not true or deserving, motivation may decline.

Atwell (2007) discusses how the power of encouragement and advice from a teacher along with other literacy elements can give children the power they need to become readers. By creating a school environment that offers engaging literacy activities and choices, students will
feel empowered to read. According to Zadora (2002), teachers can provide “a comfortable environment in which to read, giving students ample time to read and providing a broad selection of reading material.” (p. 58-59). Motivation to read is when children are engaged in reading or choose to read. Motivated students see reading as a desirable activity and will be able to stay engaged in reading, and therefore become better readers.

Readers blossom in a rich literacy environment. Jane Erin (2009) describes how to create an environment for literacy success. Erin discusses that “finding strategies that motivate readers is a challenge, but the spark of inspiration for struggling readers often comes from a classroom environment that provides opportunities for success” (p. 69). Once this is established children are able to see themselves as readers.

**Creative Reading**

Small and Arnone (2011) describe reading as a creative art. Reading can be considered a creative art, which captures the imagination of the reader in ways that manifest into creative thought and expression. Ways to create art while reading include reading as both skill and art, creative reading in the library, fostering curiosity and imagination, assuring confidence and competence, providing access and choice with activities. Therefore creative reading should ultimately lead to creative expressions of learning (Small & Arnone, 2011).

Creative reading includes fostering curiosity along with imagination, providing a safe and friendly environment for reading while assuring confidence and a sense of competence. Fostering curiosity and imagination is tapping into students’ natural curiosity, which is an effective way to encourage reading for enjoyment. Helping students to become competent readers while encouraging their disposition to read for enjoyment assures self-confidence.
Students’ must have open access to a wide range and variety of reading materials both at school and at home (Small & Arnone, 2011).

Some examples of reading group activities include creative activities such as reading partners, reading through writing and reading relay. When a struggling reader is paired with a student who has attained reading competence this creates reading partners. Reading through writing can be done when children combine their knowledge and imagination. Reading relay is where groups of both competent and struggling readers come to the library to read a play.

**Home-to-school Connection**

Parents’ involvement in their children’s education is a successful way to increase school effectiveness (Lewis, Kim & Bey, 2011). A classroom environment that is positive and safe, established by the teachers’ care and concern for the children, builds a relationship with children and eventually with the parents. The method to create a positive and safe environment includes consistent, democratic classroom policies with the use of teaching materials reflective of the learners and their families along with an open-door policy. When a teacher uses a variety of strategies to empower their parental involvement efforts, there is a greater possibility that teachers will perceive parents as competent collaborators. In order to gain higher parent participation and attendance at school events, teachers need to gain a more positive attitude toward parent involvement and hold more frequent parent-teacher conferences and weekly meetings with parents. This, in turn, will satisfy the parents’ expectations of the teachers’ practices, allowing the students to notice the high expectations that their parents and teachers have for their performance. Teachers’ strategies to involve parents at home and at school may result in increased parent involvement and improved academic performance of students.
Methods and Findings

The purpose of this research study was to influence reluctant readers and their attitudes and to enhance their passion for reading by implementing a joy of reading curriculum. This study took place at Rock Elementary School (pseudonym) in the community of Water. Water is a small town of 18,000 residents located on the bluffs of a national scenic riverway near a metropolitan area. The study was conducted in two different parts. The first part (Study 1) was conducted in spring of 2013. The second part (Study 2) was conducted in fall of 2013. During study one the participants were thirty-three kindergarten students and their parents. During study two the participants were forty students in first, second and third grade and their parents.

From my literature review I learned that observing children before and during literacy activities is important to understand what kind of a reader they are before implementing a literacy intervention so I gave a Garfield Reading Attitude Survey (Appendix A, McKenna and Kear, 1990) along with a Literacy Parent Survey Monkey (Appendix B). I gained the knowledge that struggling readers need positive motivation to feel successful in the classroom so I implemented a set of I Love to Read Month Activities (Appendix D) for students to feel engaged and motivated about overcoming adversity towards reading. From my literature review I acquired a knowledge pertaining to struggling students responding to high interest reading materials so I created Warm Up with a Good Book (Appendix E) to encourage them to choose high interest materials and share them with each other. I found that struggling students connect to things that are relevant to their lives since all of my students were more than familiar with Dr. Seuss I implemented the Dr. Seuss Week Activities (Appendix F). From my literature review I absorbed and grasped that a strong home-to-school connection creates a positive impact for
students so I increased Read With Me parent communication (Appendix G) and at-home activities (Appendix H).

**Study 1**

The purpose of study one was to implement joy of reading focus activities for children at school to see if they influence students’ attitudes toward reading. In order to implement a joy of reading curriculum I created a safe and joyful classroom by having consistent, democratic classroom policies where children felt empowered to grow as individuals. I created school activities for the kids including I Love to Read Month, Warm Up With a Good Book, and Dr. Seuss Week celebrations. Students were assessed by a pre and post Garfield Reading Attitude Survey (McKenna and Kear, 1990). I surveyed parents using an online survey tool. After the research study I found that all student and parent reading attitudes improved.

At the beginning of the study I administered the Garfield Reading Attitude Survey in order to gain information about students’ attitude towards reading. The study started in February with a kick off to I Love to Read Month. February was a great month to kick off the start of my action research project with my class and their families. Since February is I Love to Read Month, every Friday there was a reading coordinated dress up day including Slip into a good book: wear your slippers to school, hats off to reading: wear your favorite hat to school, sock it to reading: wear crazy socks to school and snuggle up with a good book: wear your pajamas to school!

During the month of February we also celebrated by Warming Up with A Good Book theme. The goal was for each child to read at home for twenty minutes each and every day. The three ways to read at home include read to someone, read with someone, and listen to someone. Each is equally effective and important in its own way. Children and families would record minutes on the ice cubes and the total minutes would be recorded at the end of the week on the
igloo (Appendix E). Children would clip and return the weekly slip to me. Students who read every day for twenty minutes were recognized for their efforts at our weekly team celebrations and with an Owl Bookmark Badge. We celebrated reading by snuggling and warming up with a good book during a pajama party at the end of the month.

Moving into March, we celebrated Dr. Seuss’ birthday with a week full of reading and fun. The celebration consisted of Wacky Wednesday, Red and White Day, and The Lorax Art Day. On Wacky Wednesday children dressed up in wacky clothes (mismatch, backwards, inside out) and we read *Wacky Wednesday*. On Red and White Day children dressed up in red and white clothing and we read *The Cat in the Hat*. On *The Lorax* Day children brought in two recyclable items for a Lorax inspired art project (paper tubes or cartons) and we read *The Lorax*.

Throughout the action research project I made sure to give my children time to read in the classroom. I had them read to self, read to someone else, and listen to reading as a routine into our daily schedule. I also gave my students choice time during part of our literacy block. Even though all of the choices available were related to literacy, students were so excited to make choices. Some of the choices included reading morning messages, reading big books, using pointers to read, playing teacher, using connecting cubes to make letters and words, using letter cubes to make words, and readers theatre.

At the end of the first study, I administered another Garfield Reading Attitude Survey (McKenna and Kear, 1990) in order to understand how the action steps affected their attitude towards reading. Then each parent completed the literacy online survey, and I looked at how current student and parent reading attitudes compared to previous reading attitudes.

After the first research study I found that all student and parent reading attitudes improved on average. I used the Garfield Elementary Reading Attitude Survey Scoring Guide,
and students went from one point to three points on how they felt when they read a book on a rainy Saturday. On average students went from one point to four points on how they felt when reading a book in school during free time. On average students went from one point to four points on how they felt about reading for fun at home. On average students went from three points to four points on how they felt about getting a book for a present. (See study results below.)

**Study 1 Student Survey Results**

<table>
<thead>
<tr>
<th>Scoring Guide</th>
<th>4 points</th>
<th>Happiest Garfield</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
<td>Slightly smiling Garfield</td>
<td></td>
</tr>
<tr>
<td>2 points</td>
<td>Mildly upset Garfield</td>
<td></td>
</tr>
<tr>
<td>1 point</td>
<td>Very upset Garfield</td>
<td></td>
</tr>
</tbody>
</table>

1. How do you feel when you read a book on a rainy Saturday?

<table>
<thead>
<tr>
<th></th>
<th>Survey 1 Average</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Survey 2 Average</td>
<td>3 points</td>
</tr>
</tbody>
</table>

2. How do you feel when you read a book in school during free time?

<table>
<thead>
<tr>
<th></th>
<th>Survey 1 Average</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Survey 2 Average</td>
<td>4 points</td>
</tr>
</tbody>
</table>

3. How do you feel about reading for fun at home?

<table>
<thead>
<tr>
<th></th>
<th>Survey 1 Average</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Survey 2 Average</td>
<td>4 points</td>
</tr>
</tbody>
</table>

4. How do you feel about getting a book for a present?
Survey 1 Average 3 points
Survey 2 Average 4 points

Study 1 Parent Survey Results

After the study I found that parents believed their children’s attitude towards reading increased. All parents said that their child enjoyed reading more at the end of the year compared to the beginning of the school year. One parent commented that their student “latches on to books they read in class. He is excited to learn how to read for himself.” Another commented, “We are so pleased with his progress in being able to read to us out loud. He is very skilled at sounding out words and he feels confident in his reading skills. He loves picking out books at the library and he has a variety of interest in the books he reads.” One parent said, “I can’t believe the improvement in his reading and attitude towards reading this year.” (See study results below.)

1. What is your child’s overall view of reading?
2. How often does your child read for pleasure at home?

3. How often does your child ask for you to read with them at home?

4. How often does your child talk about what books we are reading at school?
5. Does your child enjoy reading more now compared to the beginning of the school year?

![Graph showing Yes with 100%]

6. Are there any additional comments that you would like to add about child’s reading this year?

<table>
<thead>
<tr>
<th>Comment</th>
<th>Date</th>
<th>View respondent's answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>He really latches on to books they read in class. He is excited to learn how to read for himself.</td>
<td>4/22/2013 11:01 AM</td>
<td>View respondent's answers</td>
</tr>
<tr>
<td>We are so pleased with his progress in being able to read to us out loud. He is very skilled at sounding out words &amp; he feels confident in his reading skills. He loves picking out books at the library &amp; he has a variety of interests in the books he reads.</td>
<td>4/21/2013 6:34 PM</td>
<td>View respondent's answers</td>
</tr>
<tr>
<td>I can't believe the improvement in his reading and attitude towards reading this year.</td>
<td>4/21/2013 5:32 PM</td>
<td>View respondent's answers</td>
</tr>
<tr>
<td>I think the parent's play a huge roll in motivating their children to read. The teachers to a great job, but it needs to be reinforced by the parents.</td>
<td>4/21/2013 3:42 PM</td>
<td>View respondent's answers</td>
</tr>
</tbody>
</table>

**Study 2**

The purpose of study two was to implement activities that would promote a joy of reading for children at home to see the influence of these activities on students’ attitudes toward reading. In order to implement a joy of reading I created a safe and open classroom environment by having consistent, democratic classroom policies for children along with their families. I created an open communication and an abundance of activities for Read With Me students and their families to do at home. As a Read With Me teacher I sent home activities with the kids to
do at home with their families. I sent home resources and information for parents. After the research study I found that all student and parent reading attitudes improved.

In the classroom I have seen and heard the positive comments about children reading at home with their families. One student told me, “My mom has been gone for work so I read her a story on ‘Face Time’ and she loved it and said I did a really great job.” Another student told me, “My sister and I were making words with the sticker letters and we were having so much fun. Thank you for all of the stickers.”

Parents are reaching out to thank me for creating the open communication and fun activities for them to do with their children at home. While joining up with a friend at a local Starbucks I ran into a student and her mom. The student came running to give me a hug and her mother followed with multiple positive comments. The parent told me “Thank you for all you have done for my daughter, she loves Read With Me and all of the activities you send home. I cannot thank you enough for all you have done to create such a great program. She has already had great growth this first month of school.”

**Study 2 Student Survey Results**

**Garfield Reading Attitude Survey**

<table>
<thead>
<tr>
<th>Survey Points Possible</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational</td>
<td>40 points</td>
</tr>
<tr>
<td>Academic</td>
<td>40 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Survey 1 Results</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational</td>
<td>25 points</td>
</tr>
<tr>
<td>Academic</td>
<td>21 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Survey 2 Results</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational</td>
<td>31 points</td>
</tr>
<tr>
<td>Academic</td>
<td>30 points</td>
</tr>
</tbody>
</table>
### Study 2 Parent Survey and Results

<table>
<thead>
<tr>
<th>What is your child’s overall view of Read With Me?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Loves</td>
<td>9 parents</td>
</tr>
<tr>
<td>Likes</td>
<td>6 parents</td>
</tr>
<tr>
<td>Dislikes</td>
<td>2 parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does your child like doing his/her Read With Me homework?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9 parents</td>
</tr>
<tr>
<td>Kind of</td>
<td>6 parents</td>
</tr>
<tr>
<td>No</td>
<td>2 parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does your child enjoy reading more now compared to the beginning of the school year?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14 parents</td>
</tr>
<tr>
<td>Sort of</td>
<td>2 parents</td>
</tr>
<tr>
<td>No</td>
<td>1 parents</td>
</tr>
</tbody>
</table>

Any additional comments:

- **You’re doing a great job!! Thank you for everything!**
  - Until my child finds that "perfect" book their love of reading will continue to be elusive

- **Great work Cadi!**
  - Love the excitement and energy in helping these kids learn to read!

- **RAZ-Kids have been another great way to motivate her to do some more reading on her own.**
  - I have seen such an improvement in the attitude towards reading since she has started Read with Me. It is so nice to help with Homework now.

- **Thanks you for doing a great job!! We are very pleased with our daughter’s progress!!**
  - Thank you for doing such a wonderful job and getting my daughter to enjoy reading!

- **Keep it up!**
  - The Read with Me program has been very good for our child. He really enjoys the time he spends there and his homework.

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### Discussion and Implications

Several limitations interfered with the effectiveness of this action research study. Due to the time and frequency of instruction, the students did not have the opportunity to read as much as I would prefer every day. Secondly, some students were sick for multiple days during the classroom reading celebrations; therefore, those students were unable to receive the full week of
celebration and love of reading. Lastly, I was unable to monitor the results at home. I was only able to go off of survey results and quotes from parents.

During my action research project I could see, hear, and feel the love for reading in my classroom. The engagement of reading in the classroom flew through the roof. Just starting the conversations of reading at home and school created a stir in the classroom to read, read and read. Students were talking about reading at home and school. Students were talking about earning Owl Bookmark Badges. Students were talking about their favorite books and what their favorite part was. Students are still talking about all of the reading they are doing at home and at school. It has felt so reassuring to know that what I was putting together and creating for students and their families was successful.

Connecting the reading activities with home and school made for a little more work for a lot of great results. Children and parents were communicating about reading independently or with each other. Like one of my parents said from the survey, “I think the parent's play a huge role in motivating their children to read. The teachers do a great job, but it needs to be reinforced by the parents.” This study created a connection between home and school that enhanced the love for learning. Children are more motivated to read and more engaged in the reading that is taking place when it is meaningful and authentic. From school to home these children are full of love for reading. It has been amazing for me to watch the love of reading grow in school and at home.

In conclusion, I feel the research study not only helped student attitudes towards reading improve at school and at home but also helped me grow personally and professionally as an educator. The findings from my study are important because they show that the research helped me create activities to implement a joy of reading curriculum that improved student attitudes
towards reading. Along with student attitude improvement, parents noted the same reading attitude improvement at home.

I have a passion for teaching children how to read. I want to continue to develop a process to enhance children’s attitudes towards reading. I will continue what I have been doing along with implementing a joy of reading curriculum.
References


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