

Super Summer Success
Reading Project
Wattles Elementary
Troy School District
2006

By Trudi Motzenbecker, Reading Teacher

The purpose of this slide show is to provide a “sneak preview” of a Super Summer Success pilot program.



Wattles Elementary Pilot Project

June 2006

Principal: Dr. Judy Garrett

Project Coordinator: Trudi Motzenbecker, Reading Teacher

Target group:

- **21 second grade Title I students**
- **2 third grade Title I students**

Purpose:

Provide students with six or more appropriately leveled books of their choice to be read during the summer



How Super Summer Success Project Got Started

After reading the research about summer reading loss and working with the Super Summer Success Committee, Mrs. Motzenbecker wanted to do something to help her targeted students.

She presented a proposal to Dr. Garrett, Wattles Principal, which provided background on summer reading loss and explained the details of the program. After reviewing the research and proposal, Dr. Garrett enthusiastically endorsed the program. They shared their program goals and objectives with Kathy Davisson, Assistant Superintendent of Elementary Instruction. Funding for the project was secured through Title 1 funds, building funds and donations.

Once funding was secured, a detailed project plan was developed which included items such as: a time line, task/person responsible, parent/student educational plans, book selection procedures, etc.



Getting Started

Twenty-one Title I students who were reading at or below grade level in May of second grade were chosen to participate. Two third grade students who had special circumstances were also included.

Mrs. Motzenbecker met with the students' classroom teachers to explain the program and enlist their help.

The students were tested to determine their independent reading levels. This helped determine the number of books needed (e.g. 20 books for each child reading below the 2nd grade level and 6 books for each child reading at or above the 2nd grade level).

Parents were sent a letter explaining the program and requesting their support in reminding their children to read during the summer.

Organizing Materials

Books were purchased from book club orders, garage sales and used book sales. Some were donated by teachers and parents. Books from the Reading Room and school Literacy Library were also used.



Books were sorted and labeled according to reading level. Parent volunteers assisted in cataloging and labeling the books. This provided easy accessibility for students to choose books at their independent reading level.

Volunteers also prepared the SSS take-home book bags to keep the books safe. Bags were labeled with the program logo and student name.



Student book selection

Students looked over the books at their independent reading level.

They came in groups according to their reading level to make choices easier and less confusing.



Students choose books

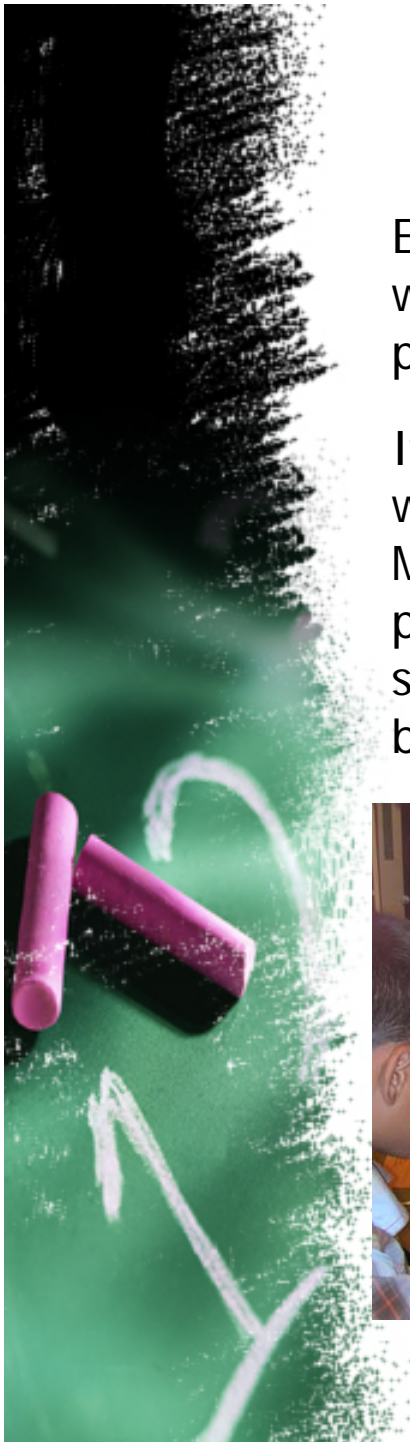
Each child selected 3 books they were interested in reading and put these on a book wish list form.

If more than one student wanted a certain book, Mrs. Motzenbecker borrowed or purchased the duplicate titles so that each student had 3 books that they wanted to read.



Once the first three books were distributed, each child went back and selected three more titles from what was available.

Mrs. Motzenbecker pulled the books and put them into the student's bag along with a reminder note and parent bookmark.



Book Selection Factors

- **Independent reading level**
- **Interests of the students**

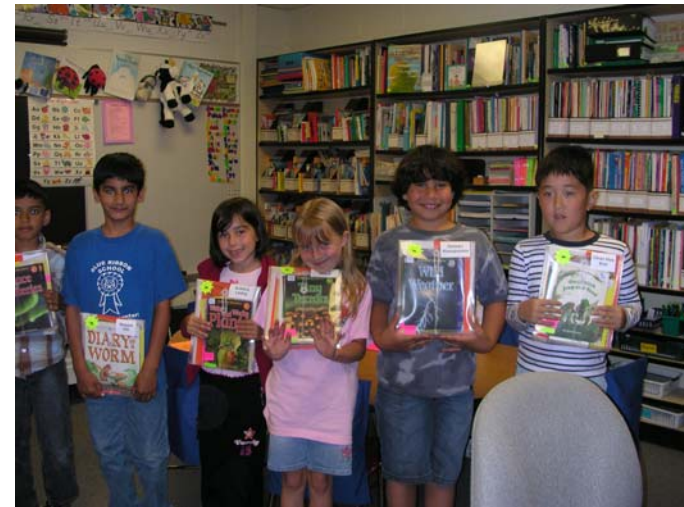


Mrs. Motzenbecker encouraged students to choose a variety of genre. Having a variety of books to choose from allowed all the students to find interesting books. Independent reading level and interests of the students were very important motivators.



Ready To Go!

Students selected several bookmarks to put in their take home book bags. These were to serve as reminders on the importance of reading on a regular basis. The group also brainstormed “safe” places to keep their bags and books so they could easily be found.



Contents of Summer Reading Bag



- 6 books
- 3 bookmarks
- program explanation sheet



Reminder Postcards

As a way to motivate students to read throughout the summer, Mrs. Motzenbecker designed postcards that would be sent to students at different intervals. Each student received at least 3 postcards.

Keeping Motivation High - The postcards were sent by a variety of people: Dr. Garrett (principal), Mrs. Motzenbecker (reading teacher), their teachers: Ms. Yang, Ms. Field, Mr. Binford and Mrs. Thomas, (ESL teacher).

September Rolls Around

Many students returned their Summer Reading Bags to school the first week of school. They were anxious to talk about their books and summer reading experiences.



A reminder note was sent home to those that forgot. Good news - 100% of the books were returned.

Celebration!

Students discussed the experience and shared some of their favorite stories, characters and events.



Students enjoyed decorating their own cookies and took home a goodie bag.





Student Survey Results

Besides discussing the experience with the students, a simple survey was conducted. Students were encouraged to be honest and not report what they felt the teacher wanted to hear.

The feedback from students is cited below:

74% of the students read all 6 books.

68% of the students read the books more than once.

74% of the students enjoyed their books a lot.

32% of the students enjoyed their books a little bit.

4 % of the students didn't enjoy a few of their books.

89% of the students got more books from the library, store or a friend.

61% of the students said the postcards helped them remember to read.

Student Survey Results

Student's comments:

"I thought reading during the summer was...":

- Fun
- Awesome
- Terrific
- Easy
- Exciting
- I wish I had more to read
- I wish I could exchange the books





Parent Survey Results

<u>Question</u>	Yes	No
My child eagerly read the six books.	69%	31%
My child needed encouragement to read.	50%	44%
My child could read the books on his/her own.	88%	12%
My child read all/some of the books.	69%	19%
I think this program helped my child.	100%	-

75% of the Parent Surveys were returned.



Bottom line:

The program made a difference.

Whether the students read all or some of the books, they read!

In addition, a strong message was sent to students and parents:

**READING OVER THE SUMMER IS
*IMPORTANT AND WORTHWHILE.***