Pop some culture into literacy: Using pop culture to enhance the literacy achievement for one group of third-grade students

Anna Therese Bono

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Pop Some Culture Into Literacy:

Using Pop Culture to Enhance the Literacy Achievement for one Group of Third-grade Students

Anna T. Bono

University of Arkansas
Abstract

This study investigated the impact of popular culture on reading comprehension, reading fluency, and writing in one group of third-grade students. The literacy lessons infused with pop culture characters, references, and style were aimed to inspire students and engage students in a love of literature while also improving their overall literacy. The study involved six students in the third grade with a wide range of readiness levels. The research question, “Does popular culture infused literacy lessons enhance the literacy achievement of one group of third-grade students?” was investigated. It was intended that involvement in the after-school Pop Literacy Club (PLC) would transfer to reading achievement in the classroom, and it was concluded that each student experienced some form of growth in literacy achievement, as well as greater self-confidence in being successful in school. Data were compiled to create six in-depth case studies to show the specific areas of literacy achievement each student improved and recommendations for using pop culture for all classrooms are shared.

Keywords: popular culture, pop culture, literacy achievement
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Introduction

Learning should make students smile. The problem is that too often children lose their vigor and natural excitement for learning as they age because of the academic demands and monotony of the structured school day. The intrinsically motivating aspects of play need to be brought to the elementary grades in an age appropriate, meaningful way, keeping students excited about literacy and excited about learning. Numerous experts (Bromley, 2000; Dyson, n.d.; Dyson 1999; Marsh & Millard, 2000; Morrell, 2002; Willis, 1990) believe that pop culture is that dose of fun that can also tie in literacy with vocabulary, figurative language, fluency and reading practice, strategies for inferring and predicting, writing practice, and careful analysis and re-creation of a narrative through music, games, movies, TV shows, and comics. Play can be brought back into the school day through play with pop culture.

Background of the Problem

Many students do not find relevancy and excitement in classroom literacy. Students think that literacy is only for the classroom. Researchers (Bourdieu, 1977; Ladson-Billings, 1994; Luke and Roe, 1993) suggest that students’ culture needs to be brought into the classroom. In addition, students from lower socio-economic status (SES) enter school with a much smaller vocabulary than students from middle and higher socio-economic classes. This results in students starting schooling behind and needing to catch up to their peers before they enter the school doors. This discrepancy also find due fewer books in the home (Lee & Burkam, 2002). Although lower SES families may not have children’s literature in the house, it does not mean that there is no literature. This research uses the availability of pop culture to bridge the achievement gap by recognizing the literacy possibilities in pop culture, which is all around us.
Purpose and Significance of the Study

The purpose of this study was to investigate the impact of pop culture infused literacy lessons on literacy achievement in one group of third-grade students. It was designed to examine the effects of play and pop culture in students’ literacy experiences. If the pop culture infused literacy lessons seemed to enable literacy achievement and growth, teachers may use pop culture to bridge the gap of missing literature in the home and to connect students to reading songs, comics, television content, news reporter text, and other pop culture experiences intended to make them better readers and writers. This study investigated the impact of popular culture on reading comprehension, reading fluency, and writing for one group of third graders. The research question, “Does popular culture infused literacy lessons enhance the literacy achievement of one group of third-grade students?” was addressed.

Review of Literature

This literature review examines how to motivate student success in literacy through the use of pop culture references and media practices. Since literacy is an important indicator to academic success and a successful future, literacy should become more enthralling and more attainable, much like play. The literature review is organized into five sections: play, literacy development, pop culture, pop culture in the classroom, and implications for instruction. Adding an element of pop culture in literacy has the promise to develop skills through enjoyable practice.

Play

Play is only natural. Play is intrinsically motivated behavior, not designed to manipulate the environment, to share information, or to develop and maintain social relationships, even though it likely achieves these as well (Cook, 1997). Serious play demands creativity, higher-order thinking, and a strong sense of personal commitment and engagement. Play helps each
learner to construct a more personalized and reflective understanding of his or her world, and can bring flow to learning (Rieber, Smith, & Noah, 1998),

Flow theory, developed by Csikszentmihalyi (1979; 1990), received its name from the way people describe a certain state of happiness and satisfaction while completing a task. People can become so absorbed in an activity that they become carried by the "flow." Flow has many qualities and characteristics, including: optimal levels of challenge, feelings of complete control, and attention focused so strongly on the activity that feelings of self-consciousness and awareness of time disappear (Rieber, et al, 1998). Play with pop culture can create that type of flow in the development of literary strategies and concepts.

**Literacy Development**

Children can engage in a range of popular cultural texts that form a crucial part of their literacy development through play. Play is embedded within socio-cultural practices and is closely related to popular culture, games, imaginary worlds, and socio-dramatic role-play. Many researchers studied the cognitive benefits of play and the potential it has to bring literacy development. Studies (Christie, 1991; Hall & Robinson, 1995; Neuman & Roskos, 1992, 1993; Vukelich, 1991) have shown that incorporating writing and reading materials and activities into play situations can provide children with an opportunity to extend their use of literacy and explore some of its real functions and purposes. Meek (1991) suggests that play can introduce children “to a wide range of symbolic systems” (p. 88). Dodwell (1999) proposes that students’ confidence can be established through play. He states: “Bilingual children who have been introduced to concepts using English vocabulary and encouraged to engage in play which allows them to explore these concepts have been observed practicing the new terminology and trying to
apply it to new situations. Play is thus extending their development of English and developing confidence” (p. 25).

Children can explore real-life uses of literacy through play. Children transform the texts they meet through television, computers, comics, and magazines and use them to create conversations which confront the concerns of childhood. Marsh and Millard state that: “If the medium of play can be the means of creating this synergy between popular cultural texts and children’s lived realities, then the experiences become that much more pleasurable and more likely to provide the narrative satisfaction that will lead to enriched, and enriching, encounters with literacy” (2000, p. 60). Through superheroes, toys, collections, games, and talk on the playground, children tie together pop culture and literacy in the narratives of everyday conversations.

**Pop Culture**

Popular culture refers to aspects of culture shared by a large number of people (Marsh & Millard, 2000), but specific cultural groups will have different forms of popular culture which are produced and consumed primarily amongst themselves. Children’s pop culture includes adult tastes like music, sports, computers and computer accessories, books, magazines, and television and film, but also include toys, games, comics, stickers, cards, clothing, hair accessories, jewelry, sports accessories, oral rhymes, jokes, word play, and even food and drink (Marsh & Millard, 2000). Children create their own culture.

We need to be considerate of the child’s culture and bring it into our teaching practices. Children’s motivation for learning can be enhanced and the culture itself can teach lessons in the elementary classroom (Buckingham & Sefton-Green, 2003). Popular culture can become popular in classroom practices.
Pop Culture in the Classroom

The different uses of pop culture provide opportunities for knowledge and connections to literature. There are a variety of ways pop culture can be brought into the classroom. From the McDonald’s sign and the Nike swoosh, to hip hop and pop music, to the Jam… Space Jam, video games, and comics, they all influence students, and if teachers ‘play’ it right, can develop into engaging and meaningful literacy lessons. This section looks at the use of environmental print, comic books, computer and video games, television, media texts, sports, music, and other popular culture works at work in the classroom.

Pop culture starts with the words and images in the environment. Environmental print is everywhere: at the grocery store, around the block on street signs, on advertisements, and on logos of products. Children take notice of this print, and teachers and parents can use it to bring about early literacy skills. Young children can begin recognizing letter shapes and sounds, like the M in McDonald’s and the S on the Stop Sign; they can look for specific features, like sound patterning with onset and rhyme or alliteration and consonance, like KitKat and Coca-Cola (Marsh & Millard, 2000). Signs, posters and advertising combine text and images in ways where students can consider the association of image and text to improve their visual literacy. Students can also identify specific features of the language used. Print from the culture is all around, providing a good place to start basic literacy learning. It is important to get kids to start reading, reading anything that they can find, because any reading is good reading.

Comic books can get students to start reading, creating a spark for literature. “Comics use jokes, puns and alliterations, a range of voices, such as those of the narrator, the editor, and the inclusion of sound effects which employ visual puns and differentiated type faces to convey meaning, and a multi-layering of meaning, intertextuality – bringing in references to other texts
and cultural forms of knowledge” (Bromley, 2000, p. 34). Teachers can employ these literary tools. A story structure can be created, genre, characters, and settings can be discussed, and predicting and evaluating can go on in an analysis of a comic during literature lessons in the school day. In one study that used the creation of comics to enliven historical events, students engaged deeper in the material and gave certain notice to literary devices like dialogue, vocabulary, humor in writing, and grammar. “Constructing comic books requires students to thoughtfully use appropriate comprehension strategies. Students determined the main ideas from their research and summarized their learning in comic-book format. Students displayed information in a manner that both informed and entertained, while engaging in cross-curricular activities that embrace language arts, visual arts, and content areas” (Bryan, et al., 2002, p. 767).

Comics can bring action to any lesson, and games allow children to be a player, active in the narrative.

Computer games and video games are also a large part of children’s culture. Development of skills like hand/eye coordination (Loftus and Loftus, 1983; Greenfield, 1984; Gagnon, 1985), spatial skills (Gagnon, 1985), the ability to process visual information from multiple sources and figure out their relationship to each other, and problem-solving skills (Greenfield, 1984) are all are benefits of playing video games, like the popular ‘Angry Birds’ game. These screen games have strong visual imagery and require children to read visual images as well as print. Besides the visual literacy and other benefits of learning, teachers can use video games to start a discussion or writing prompt, to develop focus groups to brainstorm problems and solutions of the games, and to creatively develop their own characters in the plot with their own story lines. Computer and video games have the power of the screen to pull children in, and the television has that power of attraction as well.
Ninety-nine percent of students (ages 6 to 17 years old), on average, watch TV for two and a half hours per day (Livingstone & Brovill, 1999). This is a large amount of time, but it does not have to be futile; television and film can be used to promote literacy. Children are not passive when they are watching television; they dance, eat, do their homework, and actively collaborate with the screen, singing along to commercials or jingles, talking about the programs, commenting, creating and recreating their own networks of meanings that are relevant and supportive of their lives (Willis, 1990). Children should be encouraged to talk about television, making sense of what they see and using storytelling conventions to share the plot. Students can compare book and print, thus practicing compare and contrast strategies. In media literacy, older students can analyze video or commercials, identifying film language, producers, audiences, messages, and values. Teachers can also use popular excerpts to focus on character, setting, and language. Media is a tool towards literacy.

Studies have shown the impact popular media has played on children’s learning. In a study with a popular basketball movie, *Space Jam*, starring Michael Jordan and the Looney Tunes characters (Dyson, n.d.), literacy practices brought into awareness symbolic challenges, social expectations, and ideological tensions when students were drawing adventures, telling and retelling stories, composing and recalling songs, announcing and reporting sports events, and making lists of valued knowledge. Story-making, identifying important narrative elements, listing, and creating are valued skills in the classroom. In another study, Marsh (1999) examined how the infusion of pop culture has affected literacy knowledge in a kindergarten classroom that used popular characters and settings to promote team collaboration, reading, and writing. The new method with popular references enhanced student literacy. “For some of the time, the ‘Batman and Batwoman HQ’ provided opportunities for a number of children to push the
boundaries of their marginality from the usual discourses of the classroom. It motivated children who were not usually interested in either playing in role-play areas, writing, or both. It created a rich classroom environment which stimulated a wealth of literacy activities over a sustained period of time” (p. 130).

Using headlines of newspapers and watching news reports is a part of pop culture too. Sports media and news headlines that are popular to adults can bring literacy to children. In a study of an urban school (Dyson, 1999), students most frequently used sports broadcasting, records and statistics, histories and legends, athlete stories, and popular sports teams to reach students’ interest and boost their achievement, especially in writing. In another study (Morrell, 2002), young adults brought current events and broadcasts into the classroom. “Motivated and empowered by the prospect of addressing a real problem in their community, the students learned the tools of research, read difficult texts, and produced their own text of high academic merit” (p. 76). A shared discourse, like a popular television show, a breaking news story, or a big game last night, brings out great conversation and can be present in student oral story telling and writing.

Music plays with words and meanings, producing its own audibly appealing stories. Songs are in advertisements and film, on the radio, and on the streets out of cars, shops, and the mouths of hummers and singers. “In their access and replication of modern popular lyrics in playground rituals, children are transforming meanings to shape their own emergent sense of self and creating different forms of agency” (Marsh & Millard, 2000, p. 171). The rhythm and play with music and words in a tune creates something special. Close analyses of songs can build understandings of analogies and can focus on onset and rime and prediction of line endings. Rap lyrics serve as modern poetry. Karaokeing can bring fluency in reading popular lyrics to the beat.
Cultural studies and interviews connecting students to their parents and grandparents can be done through the study of popular music from different decades. Handwriting practice can be made fun when done to catchy song lyrics. An emphasis on phoneme blends, figurative language, theme discussion, or a lesson on deeper meanings or issues can all be accomplished through a song. Students can create their own songs through their own vocabulary, parodies, and adaptations. Writing fan letters to a favorite pop artist would tie in literacy as well. Songs when chosen with discretion, can be used in literacy and linked to different concepts, promoting memorable and engaging experiences.

Popular culture in the forms of music, television, sport broadcasts, comics, and so forth have their own lessons to teach on literacy.

Luke and Roe (1993) comment: What Bart Simpson, [Beyonce], [J.T.], [Barbie], or [SpiderMan] have to say about the world is far more important to youth than the social and moral lessons teachers extract from literature and basal readers. One way of viewing culture is that it consists of complex and often contradictory narratives by which people negotiate in and make sense of the world. And since schooling is all about inducting the young into specific encultural knowledge and practices, the lack of attention to today’s most pervasive and powerful narrative sources of culture is difficult to justify pedagogically and politically (p. 115).

Teachers must teach with the team of pop culture.

**Implications for Instruction**

“Media provides a source of pleasure, a potential source of displayed knowledge, and material serving affiliation and differentiation in social spheres” (Dyson, 1999, p. 378). Media has the power to educate and entertain, but also the power to persuade and seek control. We must
be aware. Critiques have been raised that pop music is inappropriate, glorifying violence, racism, sexism, and other forms of oppression; however, talking about music in school can help pupils to think through some of these difficult issues. Teachers can bring these important issues that do need discussing to conversation. Students can analyze violence and bullying and seek non-violent solutions to solve problems like these. Students can deconstruct gender stereotyping, analyze race, and analyze class through evaluating pop culture artifacts. Teachers should not be simply celebrating children’s culture in literacy curriculum, but instead, engaging them “in productive and critical analyses of these texts, while not dismissing the intense pleasure they receive from them” (Marsh & Millard, 2000, p. 43).

Critical-literacy educators should envision teaching popular culture as compatible with the current educational climate and, at the same time, as culturally and socially relevant (Ladson-Billings, 1994). Recognizing working-class children’s ‘cultural capital’ (Bourdieu, 1977) in the literacy curriculum is essential if children are to feel that school literacy practices are meaningful reflections of home experiences. With the ease of access, realistic and natural literacy experiences, and the delight of manipulating pop culture, teachers can again interest students in the joy of learning.

**Methodology**

This study investigated the impact of popular culture on reading comprehension, reading fluency, word-recognition, and writing in one group of third graders. The literacy lessons infused with popular culture characters, references, and style were aimed to inspire students and engage students in a love of literature while also improving their overall literacy. It was intended that play in the Pop Literacy Club (PLC) would transfer to reading achievement in the classroom. The study involved six students in the third grade with a wide range of readiness levels. The
research question, “Does popular culture infused literacy lessons enhance the literacy achievement of one group of third-grade students?” was investigated.

**District Setting**

The study took place at an elementary school in Northwest Arkansas. Demographic information provided in this section was based on published information from the 2013-2014 school years (Arkansas Department of Education [ADE], 2014). The school district serves students from pre-Kindergarten through twelfth-grade. The district in which the school is located has a total number of 20,542 students in kindergarten to twelfth-grade in a total of 28 schools. There are 10,115 students in elementary schools, 4,596 students in middle schools, and 5,831 students in high schools. There are 10,660 male and 9,882 female students in the district. The ethnic make up for the school district is as follows: 9,150 Hispanic/Latino students, 8,025 European American students, 2,108 Native Hawaiian/Pacific Islander students, 465 African American students, 355 Asian students, 333 students of two or more ethnicities, and 106 Native American/Native Alaskan students (ADE, 2014) (see Figure 1). According to 2012-2013 school year data, there are 1,923 students in gifted and talented programs, 40 different home languages are represented, 11,725 students qualify for the free lunch program, and 1,813 students qualify for the reduced lunch program (ADE, 2014).
**School Setting**

Data for the school setting for this current study is based on published information from the 2013-2014 school year. The elementary school for this study has a total population of 640 students (ADE, 2014). This school serves students from kindergarten to fifth-grade. The student population consists of 337 male students and 303 female students (ADE, 2013). The ethnic demographics for this school is as follows: 466 Hispanic/Latino students, 108 European American students, 34 Native Hawaiian/Pacific Islander students, 16 students of 2 or more ethnicities, 10 African American students, and 6 Asian students (ADE, 2014) (see Figure 2). The most recent data for the following learner statistics is taken from the 2012-2013 school year. 86% of the students received free/reduced lunch, totaling 550 students, 430 students were classified as English Language Learners, 53 students participated in the gifted and talented program, and 52 students participated in the special education program (ADE, 2014).
Participants

This study was conducted in an after-school literacy program consisting of six third-grade students. Two interested students were selected lottery-style from each of the three participating third-grade classrooms. The group consisted of three females and three males. The racial demographics for the group of students were as follows: five Hispanic/Latino students, and one Hispanic and Asian American student (see Figure 3). There were five English Language Learner students in the classroom at varying language proficiency levels: one student at level two, two students at level three, and two students at level four. All six students qualified to receive free or reduced lunch services. Additionally, there was one student with an Individualized Education Plan. Furthermore, two additional students within the group received special literacy services with a Point-in-Time Teacher during reading and writing instruction. The attraction of pop culture brought a variety of literary skills and readiness levels to the group, ranging from a pre-school level to a fourth-grade levels.
Figure 3. Racial demographics for the third-grade group in Northwest Arkansas.

Confidentiality

Permission to conduct this study was granted by the University of Arkansas Institutional Review Board (see Appendix A) as well as the administration of the school where the study was conducted (see Appendix B). Permission to participate in this study was obtained prior to the commencement of the project. A formal letter (see Appendix C), along with an Informed Consent (see Appendix D), was sent home with each student, and a signature from the parent or guardian was required before data for that child was reported. The Informed Consent yielded a 100% return rate. The Informed Consent explained the purpose and procedures of the study. It also explained that participation is completely voluntary and that there was no reward or penalty for participating, aside from potential benefits of the process. It explained that the child could have withdrawn from the study at any time without penalty. Confidentiality was maintained and assured by the researcher through the establishment of pseudonyms. All data were recorded using the coded pseudonyms. Only the researcher had access to the code and all data were kept
in a locked file cabinet at the researcher’s residence. Once the study was completed, the code was destroyed.

Data Collection

The study was designed to examine the impact of popular culture infused literacy lessons on one third-grade group’s literacy achievement and motivation. Data were collected to determine if participation in PLC enhanced each student’s overall literacy experience, specifically reading comprehension, oral reading fluency, vocabulary and word recognition, and writing, as well as enjoyment. During the 24 meetings, spanning over a 15-week intervention period, literacy achievement was determined through assessment scores, student work, and researcher reflections.

**Evaluation instruments.** Students were given the *Flynt-Cooter Reading Inventory* (see Appendix E for a copy of the assessment) as an informal pre-test to establish levels of literacy achievement. The inventory contained three sections: 1) the sentences for the initial passage selection; 2) the reading passages; and 3) the accompanying assessment protocol forms. The initial passage selection of text was determined by having the student read aloud specific sentences. When two errors were made in a three-sentence level block, the level before was chosen as the most appropriate reading level. Following the reading of the passage, the researcher evaluated each student by using the comprehension protocol forms, oral reading fluency chart, and examiner notes (refer back to Appendix E). The reading comprehension form had questions based on comprehension abilities such as literal, inferential, and evaluative strategies. The oral reading fluency chart documented miscues, error analysis, and words per minute. Examiner notes included check marks to summarize strengths and weaknesses. This process was repeated for both narrative texts and expository texts. This set of tests was chosen
because of the range in content and levels of the program and because of research
recommendations. The test can measure phonemic awareness, phonics, vocabulary, fluency, and
comprehension skills depending on the readiness level of the test-taker. The passages included
wordless picture stories at the lowest level in which the child "reads" pictures to complex written
passages at the highest level in both narrative and expository texts. After the research study
comparing phonics and reading comprehension achievement of first and second-grade students,
McIntyre (2005) suggested using the Flynt-Cooter Reading Inventory because of the more
interesting and relevant stories for the participants and also for the numerical score error count
that allowed simple comparison of achievement by grade level. This instrument was
comprehensive and reliable.

The test was administered by the researcher individually to each student as a pre-
assessment before the Pop Literacy Club began meeting after school, and it was administered
again as a post-assessment at the conclusion of the fifteen-week study to determine any change
in students’ reading achievement. The testing lasted approximately 20 to 25 minutes with each
student each time the test was administered. The scores were calculated using the student
summary form (see Appendix F) established in the examiner manual.

Baseline data. In order to establish a baseline for students’ literacy achievement, with
attention to reading comprehension and oral reading fluency of both narrative and expository
texts, pre-assessments were given. The Flynt-Cooter Reading Inventory Forms A and C were
administered to each student individually before the commencement of the intervention. The pre-
assessments were administered between October 21, 2013 and October 24, 2013.

Other data collection methods. Data were collected during the intervention period to
monitor and record students’ progress related to reading and writing practices. Data were
collected in the form of student work with video-recorded performances, writing samples, and other literacy projects, as well as by recording anecdotes related to the reception and impact of the lesson.

**Post data analysis.** Scores for reading comprehension and oral reading fluency of narrative and expository texts were established prior to the intervention and the influence was determined from the change in these scores after the intervention was implemented. In order to determine the effectiveness of pop culture infused literacy lessons on literacy development, post assessments were given. Students were given Forms B and D of the *Flynt-Cooter Reading Inventory*. The post assessment results were examined and compared to the baseline data. Six individual case studies were conducted to determine if differences existed between the pre- and post test scores of the *Flynt-Cooter Reading Inventory*. Individual case studies were necessary because of the large range of reading abilities. As another part of post data analysis, researcher notes were coded and analyzed to determine patterns and themes that appeared. Pre- and post assessments, anecdotal notes, and student products were all carefully examined and analyzed to determine changes and trends, and then conclusions were drawn.

**Intervention strategies.** This intervention was an after-school literacy club that used pop culture to promote literacy. During the course of this action research, students received a variety of literacy instruction infused with popular culture for approximately 15 weeks. Meetings were one hour sessions from 3:00-4:00pm on Tuesdays and Thursdays in the elementary school’s music room, beginning in late October 2013 and concluding in mid February 2014. With holiday breaks and inclement weather factored in, 25 meetings were held. The instruction was designed to be an enjoyable, hands-on exploration with different forms of popular culture intended to make students better readers and writers.
Before the intervention began, a parent packet was sent home to the parents, which included a welcome letter (see Appendix G), an Emergency Contact Form (see Appendix H), and a Getting Home Form (see Appendix I). Students received their own Pop Literacy Club flyer (see Appendix J) and a student interest survey (see Appendix K) used to gauge interests and begin planning lessons.

Popular culture was used as a vehicle to bridge the gap of missing literature in the home and was used to connect students to reading when students discovered that songs, comics, analyzing television shows and news reporter text, and other pop culture experiences can make them better readers and writers. The intervention was set up as a club, complete with a mascot (a stuffed whale the students named KW) and a cheer. The PLC was a community and a place to have fun, but it also served an educational purpose.

A typical meeting and meeting procedures follows. The meetings started when students entered the room and began discussing the agenda projected on the board, which provided consistency and clear expectations for students (see Appendix L for the compiled daily agendas). The snack procedure then followed where students ate their healthy snack while watching and later discussing an appropriate pop music video (see Appendix M for the list of music videos). The researcher encouraged students to see the different elements the artists used in the video and the meaning the video produced. Besides being exposed to pop culture through music, students had an added purpose to watching the videos since they learned that the club’s big project would be to create a music video with assistance. When the music video of the day ended, so did snack time, and a quick get to know you question or question of the day was addressed to create a sense of community and to allow every person to share and speak. The questions centered around popular culture in the students’ lives. After those procedures, the literacy lesson, whether it was
music, games, or any of the forms of media that have an influence on people, was introduced. The lessons were interactive, playful, and engaging (see Appendix N for lesson samples and Appendix O for student work samples).

**Week one.** The first meeting was about introductions. A pop culture discussion occurred and students helped the researcher define what it meant to be in the Pop Literacy Club. A working definition of pop culture was created with a verbal list of things pop culture includes. The researcher shared a picture introduction, letting the students learn about her so that they could trust her, and then turned the questions to the students to listen to them and begin connecting to them. Explicit instruction on the rules and procedures to follow in PLC occurred as students practiced the snack procedure for the first time. The activity was to match jokes with their punch lines and to piece together a joke. In mixed ability pairs, students worked on decoding and arranging the phrases and took part in discussion of the vocabulary words that created puns. Meeting two reviewed rules and procedures and included a performance of a brief “Looney Tune” skit. Students watched the minute episodes, were exposed to a movie or play skit, and worked in their pairings. This lesson exercised reading fluency and performance characteristics, including talking clearly, reading with emotion, and using gestures.

**Week two.** Students participated in the “Celebrity Who Am I?” activity where each student read their character’s paragraph aloud and the other students were detectives who reasoned which pop culture icon was being described (be it Mario, Jessie from the Disney Channel, or Ronald McDonald). When students were the speaker, they were working towards fluency; when students were the detectives they were using problem-solving strategies (process of elimination, compare and contrast), and the students had to support their reasoning with evidence. The next meeting was Halloween, and the pop culture tool of recipes was discovered.
Students took part in the “Mummy Munch Mixed-up Recipe” activity where they found the errors (where the witches went wrong) and corrected the recipe before making the mix themselves. Students reasoned and supported why which ingredients from the witch’s recipe must be actual ingredients in front of them. Students also worked on grammar while they read through and found the errors together as a group while the researcher modeled and wrote on the board. Students also worked on the skill reading to follow directions.

**Week three.** Students wrote their own script for the silent “Tom and Jerry” cartoon. First, one cartoon’s dialogue was modeled on the document camera as the class worked through one cartoon together. Then, students took the role of cartoon writers, learning the objective of narrative story writing with dialogue. The next meeting was an “Amazing Race” on the playground. Students were divided into two teams, reading clues, racing around and back to pick up the envelope from the researcher each time so that the researcher could monitor decoding ability and fluency. The researcher purposefully planned for students to read different leveled clues, watching students grapple with the poetic phrases and then dashing to find them. Students also had to use the strategy of thinking outside of the box and examining multiple meaning words in this activity.

**Week four.** Students focused on lyrics this week. Students played a rhyming game and kept rhythm, analyzed lyrics for theme, and identified different parts of speech in the lyrics “Roar” by Katy Perry. The parts of speech idea was a need the researcher saw inside the classroom while observing. The lyrics learning objectives included enhancing phonemic awareness skills, reinforcing a grammar lesson, and being exposed to creative writing.

**Week five.** Beginning work with the music video project started. Students were led in a brainstorming session facilitated by the researcher. Students voted to use the mentor text
“Roar” by Katy Perry. Students also decided that the video would be about their work in the Pop Literacy Club. A web graphic organizer was modeled to organize ideas into categories of music, costumes, lights, actions, and visual effects. Students brainstormed lyrics and experimented with words, paying close attention to syllable count and rhythm. Students’ learning objectives for this week included the brainstorm process, which connects to pre-writing or planning, as well as experience with graphic organizers.

**Week six.** The researcher came back with an in-progress lyric plan. Students made edits and additions to the lyrics (see Appendix P for the finalized student-created lyrics). Students also decided to title the song “Read” so that they could encourage others to read. Students practiced fluency, reading through multiple times and practiced the song to the music. This process demonstrated the process of writing and revising. The next meeting was a comic strip lesson. First, students read humorous examples of famous comics, catching the humor and details. Then, students were the cartoonists. Students started with one picture and two characters, looking at the picture for clues to fill in the word bubbles. Then, students received a series of three pictures, which created a storyline that each student interpreted. The differences between thought bubbles and verbal statement bubbles were explored, as well as special attention to the purpose of the commentary underneath the picture on the bottom portion of a comic strip. After being guided through writing comics, the students had a blank frame to create their own comics, which were taken home to be optionally completed because of lack of time. Students practiced creative writing and closely analyzed pictures for meaning in this lesson.

**Week seven.** Thanksgiving caused there to be only one meeting this week which involved a “Tom the Turkey Recipe” activity that focused on sequencing. Students ordered visual steps to making the edible Turkey Tom, and then students matched the different pictures
with a step or multiple step directions. During the last step, students read over the directions and made their Oreo turkey. Sentence decoding and sequencing were the learning goals met for this lesson.

**Week eight.** Back to the music video project, students practiced and audio recorded their “Read” lyrics. Multiple takes were recorded and replayed for students to critique. Students took the lead this week, making suggestions to each other on how to improve their audio portion. Students read through the lyrics multiple times, improving fluency each time. The students also previewed costumes and planned what they would bring for the shooting of the video.

**Week nine.** The pop culture tool television commercials was analyzed. Students built knowledge on the purpose of commercials, necessary components of a commercial, and evaluated if the commercial was successful in accomplishing its purpose after watching popular commercials. After students saw many examples, it was their turn to write and perform a commercial selling an item pulled from the mystery bag to their classmates. Slogans were necessary for each product, but students also added jingles, incentives for buying, like sale prices, funny dialogue, and action. Lesson objectives included evaluation of commercials, persuasive writing, and performance characteristics.

**Week ten.** Action! Students were recorded for the visual footage of the “Read” music video. They danced, utilized props, employed facial expressions and actions, and planned a few synchronized moves. Performance ability and confidence were the lessons from this week.

**Week eleven.** Students focused on poems this week but in unconventional ways. First, students created “Mark-out Poems” where they changed an existing piece of literature into a new product by marking out words and choosing to leave out other words. Students used a non-fiction article from *National Geographic Kids* and either chose to summarize the story or make a
new story out of the already existing words and phrases. During the second meeting, students
were inspired by a self-selected topic and created poems by cutting out words and letters from
magazines and rearranging them to create a poem. Students worked with the skill word choice,
and with two different genres – poetry and non-fiction text.

**Week twelve.** Literary skills were the objective for the week. First, students were
involved in a retelling story time activity. Students drew three sticks with pop culture topics on
them, had to devise a story using those words, and lastly the two competing teams had to retell
the story to earn points, gaining two points for accurate summarizations and one point for
recalling details questioned to their team. A rubric was created to assess word recognition on the
chosen sticks, use of the three words, plot with at least five sentences, and creativity, as well as
retelling and recalling ability. At the next meeting, students watched popular TV clips and
applied literary skills to the media text. The skills predict, connect, evaluate, summarize, and
recall were focused on first through guided discussion, breaking these larger words and concepts
into manageable definitions. The skills were also written on flashcards with a brief description in
the middle of the circle as a visual aid for students to reference if stuck. After viewing each TV
clip, students gathered in a circle and tossed a tennis ball with the five skills written on the ball to
one another. Where their right thumb landed was the skill they had to demonstrate in relation to
the clip.

**Week thirteen.** This week was game week. The researcher created a “Twistalize”
game, which combined Twister and the skill visualizing. Students spun and hopped with two feet
to the corresponding color to read a phrase that required use of one of the five senses. Students
had to visualize and provide details to phrases like, “How does a Razorback taste?” or “What
does a mall sound like?” Besides working on the skill visualizing, the lesson objective was also
to think about and add details that describe the five senses to student writing. The next meeting was based on the game “Bananagrams,” which is similar to the game “Scrabble” but without the board. The lesson focused on the review of three basic literary devices – character, plot, and setting. Game cards with the literary devices character, plot, and setting were positioned face down in the middle of the circle. A card would get flipped over, and then students had to each create a message with their lettered tiles that was an example of the chosen device and then describe why that word is appropriate for that device.

**Week fourteen.** The PLC examined the importance of pictures. Students looked at pictures from CNN’s “2013: Year in Pictures” album. Students had to be the reporters and write a clear caption for the photograph. Students worked on clear, informative writing and interpreting photographs as the objectives for this lesson.

**Week fifteen.** The first meeting was a review and reflection of PLC through a review treasure hunt game. Each clue represented an activity or something we had accomplished in PLC. Sentence decoding, problem-solving, and the reflection process were all objectives of this lesson. The last meeting was a Valentine’s Day meeting that used the popular candy conversation hearts to create messages. Students first read through a fill-in-the-blank letter written to them from the researcher. Students filled in the blanks with conversation hearts that aided the comprehension of the note. Then, students created their own valentines to share that used candy hearts in the messages to make sentences. Students paid attention to word choice and syntax when deciding which hearts to choose.

**Differentiation.** With the range of student ability in this study, differentiation was continuously occurring. The researcher controlled reading selections at the right complexity level for each student. Adjustments like paired choral reading with a more experienced reader or
discussions in native language were also used. Differentiated also occurred when the researcher selected activities based on student interest.

**Results**

The purpose of the study was to determine the impact of popular culture infused literacy lessons on literacy achievement in one group of third-grade students. The participants for this study included six third-grade students in a Northwest Arkansas public school. Over the course of this study, the participants received two one-hour literacy lessons centered on popular culture for 15 weeks. The participants were given the *Flynt-Cooter Reading Inventory* as pre-intervention and post intervention assessments. Data are presented through narrative text and supported by tables and figures. Qualitative data were taken daily through reflections and formative anecdotal records that document growth. Qualitative data are also present through portfolio work throughout the lessons.

**Baseline Data**

The baseline data were established during the *Flynt-Cooter Reading Inventory* administered between October 21, 2013 and October 24, 2014. The Flynt-Cooter Reading Inventory measures the student’s reading comprehension and reading fluency and was administered to students individually. The test was used to measure the student’s reading level at the beginning of the study before the Pop Literacy Club began. Each assessment that was given used leveled reading text. The leveled text used for the student’s pre-test was based on reading ability. The minimum reading level on the *Flynt-Cooter Reading Inventory* is a pre-school level and the maximum level is nine. First for the narrative text structure: One student was at a pre-school level when the test was administered; one student was at a level one when the test was...
administered; one student was at a level two when the test was administered; and two students were at a level four when the test was administered. Only one student was at a level three, which is on grade level when the test was given. Two of the students were at a reading level above three, which is above grade level when the test was administered. Three of the participants were at a reading level below three, which is below grade level when the test was administered. Figure 4 shows the reading levels of the participants on the *Flynt-Cooter Reading Inventory* narrative passage pre-assessment.

**Figure 4.** *Flynt-Cooter Reading Inventory* levels for narrative passage pre-assessments.

For the expository text structure: One student was unable to participate in the lowest level available (level one); one student was at a level one when the test was administered; one student was at a level two when the test was administered; one student was at a level three when the test was administered; two students were at a level four when the test was administered. One student was at a level three, which is on grade level when the test was given. Two of the students were at
a reading level above three, which is above grade level when the test was administered. Three of
the participants were at a reading level below three, which is below grade level when the test was
administered. Figure 5 shows the level of each participant for the *Flynt-Cooter Reading*
Inventory expository passage pre-assessment.

**Expository Pre-assessment Reading Levels**

![Expository Pre-assessment Reading Levels](image)

*Figure 5. Flynt-Cooter Reading Inventory levels for expository passage pre-assessments.*

Scores from the *Flynt-Cooter Reading Inventory* were based on students’ responses to
questions upon reading the passage, students’ miscues during oral reading, and students’ words
per minute fluency rate. Prior to reading the passages, the student read sentences in order to
determine the level of the passage at which he or she should read. The difficulty of the reading
passage and the comprehension levels increased as the levels increased. The questions
corresponded with the reading passage. The student who was on a level three had the third level
of reading passages and reading comprehension questions. The two students of the six that read
at a level four were able to read a slightly higher reading passage and answer slightly higher
comprehension questions. The average level was a 2.17. The maximum level was a four and the minimum level was P. This created a range of 4. Figure 6 shows the overall reading level of the participants for both narrative and expository passages. The *Flynt-Cooter Reading Inventory* scores presented determined that there was no true majority of students in regards to reading level. Therefore, in-depth case studies for each participant were created to show a complete analysis of the students’ growth over the course of the study.

**Figure 6.** Pre-assessment *Flynt-Cooter Reading Inventory* student performance levels.

**During Intervention**

Throughout the intervention, students’ progress was analyzed in order to better understand the impact of literacy lessons infused with popular culture on the literacy achievement in one group of third-grade students. Students’ progress was determined by analyzing students’ work (see Appendix O). In addition, researcher notes were kept daily for the
period of the study. The notes detailed engagement levels of students and how well the researcher thought the students connected to the lesson.

**Researcher Reflections.** Researcher reflections and student comments were recorded daily throughout the intervention. Notes were analyzed to determine reoccurring patterns of behaviors of the participants throughout the study. The reoccurring theme in the reflections throughout the intervention was engagement levels of the students. Upon analyzing the anecdotal records, students were consistently engaged and connected to these lessons that infused popular culture. Students came each day extremely excited and eager to hear the activity they would participate in that day. Students would often extend the activity we did that week and bring their work to the next meeting. Other students would bring in their pop culture books to read excerpts, their movie choices, and their music choices. The second important theme analyzed was the growth of students’ confidence levels. One student remarked, “I am becoming a good reader.” Many students said that reading and writing are easier now after PLC. Students got louder and more confident in their speech and in their oral reading as the program continued. The last theme the researcher analyzed was the students’ ability to connect the PLC to their everyday lives. One student said, “Now I see literacy everywhere I turn.” Another one of the students made connections to his in-class work. He said, “Ms. Bono, we talked about similes in class today too.” Students were also making connections to things they saw or heard on the weekend or at home and readily shared these with the group in PLC. The group saw pop culture as part of their culture.

**Post Intervention**

At the conclusion of the study, post tests were given in order to determine the impact of pop culture infused literacy lessons on a diverse group of third-grade students. The *Flynt-Cooter*
Reading Inventory was administered as the post test in the same way as the pre-assessment at the beginning of the study.

**Case Studies.** An individual case study for each student in the Pop Literacy Club assessed each student’s growth through the program. Data were analyzed for each student rather than across students since each participant had a vastly different entry point with regard to their literacy development. Individual cases were developed to more accurately show changes in students’ literacy development over the course of the study. Case studies include anecdotal growth, as well as a table comparing pre- and post Flynt-Cooter Reading Inventory scores.

**Case 1.** Carlos was a docile reader, but when he entered the door of the PLC he would come alive. During the pre- and post assessments, he was a quiet reader who read word by word, but while reading aloud in the meetings, Carlos became clear and confident. He was the first to get interested and excited in projects. Carlos kept attention and stayed involved with the various projects undertaken. He offered suggestions and ideas to the group, and he came up with creative, inventive ideas. Carlos’s word recognition and vocabulary were greatly improving throughout the process. His scores show that even though there was small improvement, there was always some sort of improvement (see Table 1). His expository text reading went up one whole grade level. Narrative text oral reading fluency improved by over 20 words per minute. Carlos’s error count decreased in both narrative and expository text. Carlos no longer shied away from reading. He enjoyed the lessons, laughing frequently and volunteering to conquer new challenges.
Table 1

Carlos’s Flynt-Cooter Reading Inventory pre- and post assessments comparison

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Text Comprehension</td>
<td>L1 6/8</td>
<td>L1 6/8</td>
</tr>
<tr>
<td>Expository Text Comprehension</td>
<td>L1 5/8</td>
<td>L2 4/8</td>
</tr>
<tr>
<td>Narrative Text Oral Reading</td>
<td>L1 9 errors</td>
<td>L1 4 errors</td>
</tr>
<tr>
<td>Expository Text Oral Reading</td>
<td>L1 16 errors</td>
<td>L2 4 errors</td>
</tr>
<tr>
<td>Narrative Text Fluency</td>
<td>L1 44 wpm</td>
<td>L1 65 wpm</td>
</tr>
<tr>
<td>Expository Text Fluency</td>
<td>L1 59 wpm</td>
<td>L2 51 wpm</td>
</tr>
</tbody>
</table>

Case 2. Isabella was one of the students on the higher end. She exhibited strong reading skills, but lacked the confidence to enjoy reading and enjoy the process. Through her hard work in the PLC, she started to have fun with literacy. She made jokes, she gave valuable input, and she brought in strong connections of her life and her pop culture to the activities in PLC that she participated in. Isabella’s scores are evidence that she improved one whole grade level through the course of the project (see Table 2). She has strong fluency and word recognition. She also continually comprehended what she was reading. Isabella was an asset in PLC discussions, and her contributions enhanced her self-image as a reader and as a learner.

Table 2

Isabella’s Flynt-Cooter Reading Inventory pre- and post assessments comparison

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
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</thead>
<tbody>
<tr>
<td>Narrative Text Comprehension</td>
<td>L4 8/8</td>
<td>L5 7/8</td>
</tr>
<tr>
<td>Expository Text Comprehension</td>
<td>L4 3/8</td>
<td>L5 5/8</td>
</tr>
<tr>
<td>Narrative Text Oral Reading</td>
<td>L4</td>
<td>L5 1 error</td>
</tr>
<tr>
<td>Expository Text Oral Reading</td>
<td>L4</td>
<td>L5 1 error</td>
</tr>
<tr>
<td>Narrative Text Fluency</td>
<td>L4</td>
<td>L5 103 wpm</td>
</tr>
<tr>
<td>Expository Text Fluency</td>
<td>L4</td>
<td>L5 117 wpm</td>
</tr>
</tbody>
</table>

Case 3. Juan was a charming student who was right below grade level. He read with a cautious eye, reading at a slower rate, frequently self-correcting or repeating to make sure he was
making sense. Juan wanted to be right and wanted to have the answers. He would work in short, powerful bursts. Juan had a difficult time staying motivated and staying focused on the goal of becoming a better reader and writer when the subject of the lesson was not one of his points of interests. His interest was captivated more often than not though, and he would tune in determined to learn. Juan exhibited great comprehension with both texts. He remained at level 2 after the program, but he improved comprehension, word recognition, and fluency on that level (see Table 3). Juan thought about what he would read or write and used this strategy to improve his work.

Table 3

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Text Comprehension</td>
<td>L2 7/8</td>
<td>L2 7/8</td>
</tr>
<tr>
<td>Expository Text Comprehension</td>
<td>L2 5/8</td>
<td>L2 7/8</td>
</tr>
<tr>
<td>Narrative Text Oral Reading</td>
<td>L2 3 errors</td>
<td>L2 1 error</td>
</tr>
<tr>
<td>Expository Text Oral Reading</td>
<td>L2 6 errors</td>
<td>L2 4 errors</td>
</tr>
<tr>
<td>Narrative Text Fluency</td>
<td>L2 73 wpm</td>
<td>L2 82 wpm</td>
</tr>
<tr>
<td>Expository Text Fluency</td>
<td>L2 57 wpm</td>
<td>L2 70 wpm</td>
</tr>
</tbody>
</table>

**Case 4.** Alicia was a social student who had a lot to say. At times, she would become too focused on the details, but she exhibited excellent comprehending and retelling skills. At first she was more comfortable and confident with narrative text than expository text, but by the end of the program, her expository text literacy surpassed narrative text literacy (see Table 4). Alicia was on grade level, but after the four-month program, she reached level 4 in narrative structure and level 5 in expository structure. Alicia worked hard everyday with a positive attitude and gave her input, her story, and her voice in the PLC.
Table 4

*Alicia’s Flynt-Cooter Reading Inventory pre- and post assessments comparison*

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Text Comprehension</td>
<td>L3 6/8</td>
<td>L4 7/8</td>
</tr>
<tr>
<td>Expository Text Comprehension</td>
<td>L3 2/8</td>
<td>L5 5/8</td>
</tr>
<tr>
<td>Narrative Text Oral Reading</td>
<td>L3 2 errors</td>
<td>L4 2 errors</td>
</tr>
<tr>
<td>Expository Text Oral Reading</td>
<td>L3 3 errors</td>
<td>L5 2 errors</td>
</tr>
<tr>
<td>Narrative Text Fluency</td>
<td>L3 106 wpm</td>
<td>L4 127 wpm</td>
</tr>
<tr>
<td>Expository Text Fluency</td>
<td>L3 90 wpm</td>
<td>L5 115 wpm</td>
</tr>
</tbody>
</table>

**Case 5.** Pedro worked hard every single meeting. He qualified for special education services, yet he was no different when he participated happily and comfortably in every activity throughout the program. He talked through language barriers, difficulties with text, and troubles with comprehension aloud. His peers helped him and he received some adjusted material, but he was still working just as hard, or even harder, decoding text and contributing to the various presentations or projects. There was not a lot of data that could be compiled in this table since Pedro’s abilities and scores did not always match up using the *Flynt-Cooter Reading Inventory*. The table does illustrate though that Pedro could not participate in passages before the intervention, but after the intervention, he was able to participate at a pre-kindergarten level in the narrative text structure and at level 1 in the expository text structure (see Table 5). Pedro could not make it all the way through either of the passages, and he was only able to answer a few of the comprehension questions, but when he listened he could answer more of the comprehension questions. Numbers were difficult to relate to Pedro, so the level was the scored mark to represent his growth. Pedro came to the PLC everyday with a huge smile, eager attitude to get to work, and with the belief that he was becoming a better reader and writer. Because of his belief and his will power, he did become a better reader and writer.
Table 5

*Pedro’s Flynt-Cooter Reading Inventory pre- and post assessments comparison*

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Text Comprehension</td>
<td>NA</td>
<td>LP</td>
</tr>
<tr>
<td>Expository Text Comprehension</td>
<td>NA</td>
<td>L1</td>
</tr>
<tr>
<td>Narrative Text Oral Reading</td>
<td>NA</td>
<td>LP</td>
</tr>
<tr>
<td>Expository Text Oral Reading</td>
<td>NA</td>
<td>L1</td>
</tr>
<tr>
<td>Narrative Text Fluency</td>
<td>NA</td>
<td>LP</td>
</tr>
<tr>
<td>Expository Text Fluency</td>
<td>NA</td>
<td>L1</td>
</tr>
</tbody>
</table>

**Case 6.** Juliana was a ferocious reader. She could read anything, but she would not necessarily comprehend everything. Through the program, Juliana started reading more loudly and confidently. Her words started sounding more like a story, not just isolated, robotic words. She had a good starting base, performing a grade level above, at level 4. At the end of the program, she was at level 6 (see Table 6). Juliana was reading higher level text and was proving that she was understanding the majority of what she read through her synopses.

Table 6

*Juliana’s Flynt-Cooter Reading Inventory pre- and post assessments comparison*

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Text Comprehension</td>
<td>L4 5/8</td>
<td>L6 5/8</td>
</tr>
<tr>
<td>Expository Text Comprehension</td>
<td>L4 5/8</td>
<td>L6 4/8</td>
</tr>
<tr>
<td>Narrative Text Oral Reading</td>
<td>L4 0 errors</td>
<td>L6 1 error</td>
</tr>
<tr>
<td>Expository Text Oral Reading</td>
<td>L4 1 error</td>
<td>L6 3 errors</td>
</tr>
<tr>
<td>Narrative Text Fluency</td>
<td>L4 125 wpm</td>
<td>L6 115 wpm</td>
</tr>
<tr>
<td>Expository Text Fluency</td>
<td>L4 117 wpm</td>
<td>L6 102 wpm</td>
</tr>
</tbody>
</table>

**Results Across Cases.** Each of the six different students improved in some form throughout the program. Students increased comprehension accuracy, increased their decoding abilities, and increased their fluency rates. Many students even improved whole reading levels,
which are equivalent to grade levels. Figures 7 and 8 depict growth levels (see Figure 7 for the narrative reading level comparisons, and see Figure 8 for expository reading level comparisons.)

**Narrative Reading Levels**

![Figure 7. Flynt-Cooter Reading Inventory narrative text growth.](image1)

**Expository Reading Levels**

![Figure 8. Flynt-Cooter Reading Inventory expository text growth.](image2)
Another cross-case finding was students’ high motivation levels to work with different modes that connected to them. Every student was drawn to the pop culture. Also, students were aware that these activities were helping them become better readers and writers, and they were actively reaching to achieve this.

**Discussion**

It was intended that play in PLC would transfer to reading achievement in the classroom, and it was concluded that each student experienced some form of growth in literacy achievement, as well as greater self-confidence. Reading comprehension, reading fluency, vocabulary and word recognition, and writing skills were each improved on some level in each of the six individual student cases.

**Conclusions**

Based on the results of the present study, infusing pop culture into literacy instruction can interest, motivate, and improve literacy achievement at any students’ reading level. The results of this study are supported by studies from Marsh (1999), Dyson (n.d.), Willis (1990), and Marsh & Millard (2000), which detail motivation and the advantages of using pop culture in the classroom. Dodwell’s (1999) research with English Language Learners’ confidence levels growing through play is also supported through this research.

The third-graders in this study showed an increase in reading comprehension, oral reading fluency, vocabulary and word recognition, and confidence, which demonstrates the usefulness of infusing pop culture in students’ learning experiences. It is believed that pop culture infused lessons can improve students’ overall literacy achievement of one group of
diverse third-graders, and therefore, would be beneficial for teachers to implement in their own classroom to improve students’ motivation and achievement in literacy.

**Limitations**

While the study had positive results, there were limitations that may have affected the results of the study over which the researcher had no control. The limitations are discussed based on their impact: positive limitations and negative limitations.

**Positive Limitations.** First, students received daily literacy instruction by their regular classroom teacher, which had an impact on student improvement. Second, the maturation of the students, which contributed to the cooperation from the students, had a positive impact on student learning. Third, pop culture topics changed throughout the study that may have increased student interest. Fourth, the intervention was presented in the form of a club, which may have increased student motivation to play with and manipulate literacy topics. Fifth, the program had only six students, which gave participants high-quality attention and allowed the researcher to get to know the students very well and form strong bonds of trust.

**Negative Limitations.** First, this study was limited to an after-school program that met only twice a week, so there were time limitations. Time limitations were also present when students were absent on some days. Second, instruction was interrupted by frequent inclement weather and long breaks between schooling. Third, examiner bias could have occurred in record taking during the human judgment sections in assessments. Fourth, the study was not present in a typical classroom, so more research would be necessary before generalizing this information. Fifth, the researcher was looking for overall literacy achievement, so in-depth instruction on a certain skill could not be achieved.
Implications

The results of this study imply that the use of pop culture in literacy lessons is effective in a wide range of learner levels. The student on a pre-school reading level benefitted from the program, the students on the fourth-grade reading levels benefitted from the program, and all students in between benefitted from the program. The intervention of infusing pop culture in literacy lessons used in this study may have the ability to positively impact every elementary student, regardless of his or her reading level. Before saying this though, more research would need to be completed to ensure that this strategy will work in the average classroom with a larger number of students. This intervention could even be broadened to impact early childhood students all the way to high school or college students with modifications and adaptations in the content and connections presented. This intervention could be studied further to determine if the effects of pop culture in the curriculum have the same effect in other content areas. Because the results of the study showed an increase in students’ overall literacy achievement and students’ confidence levels, pop culture will have a part in literacy instruction in the researcher’s classroom.

Recommendations

The continued study of pop culture in the classroom is recommended. More time, more in-depth skill exploration, and more test-raters could enhance further studies in order to counter limitations. Another aspect of this research that may need further exploration may be to look into specific aspects of pop culture. Only looking at pop culture in film, music, or environmental print could focus the study and be more manageable for classroom teachers to start to implement. The overall implications formed by the present study do suggest that infusing literacy lessons with pop culture is a positive strategy used to improve students’ literacy achievement. Pop
culture can be a flexible tool for any classroom of learners. This type of instruction also addresses the issue of lack of books in some students’ homes. Using pop culture in the classroom is a more accessible, motivational way to develop critical literacy concepts. Students should have access to their culture in the classroom (their books, their shows, their games, and their music) so that they can equip themselves for maximum growth.

Summary

Based on research suggesting the benefits of popular culture in the classroom (Bromley, 2000; Bryan, et al., 2002; Buckingham & Sefton-Green, 2003; Marsh & Millard, 2000), and other research studies, which have successfully used different aspects of pop culture in lessons to improve conceptualization of lessons and motivation of learning (Dyson, n.d; Dyson, 1999; Marsh, 1999; Morrell, 2002; Willis, 1990), this study examined the impact of pop culture infused literacy lessons on the literacy achievement of one small group of third-grade students in an after-school program. This study was designed to answer the research question, “Does popular culture infused literacy lessons enhance the literacy achievement of one group of third-grade students?” The results of the present study suggest that pop culture infused lessons improved a group of third graders’ literacy achievement. The use of pop culture has a positive impact on student literacy. Teachers should look for more research on the use of popular culture in the classroom to enhance instruction and connect students by bringing students’ culture into the classroom.
References


Appendix A
Instructional Review Board Approval

MEMORANDUM

TO: Anna Bono
    Marcia Imbeau

FROM: Ro Windwalker
       IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 13-09-128

Protocol Title: Pop Some Culture Into Literacy: Using Pop Culture to Enhance the Literacy Achievement of One Group of Elementary Students

Review Type: ☑ EXEMPT ☐ EXPEDITED ☐ FULL IRB

Approved Project Period: Start Date: 10/07/2013 Expiration Date: 10/06/2014

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form Continuing Review for IRB Approved Projects, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (http://vpred.uark.edu/210.php). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 10 participants. If you wish to make any modifications in the approved protocol, including enrolling more than this number, you must seek approval prior to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.
Appendix B
School Letter

Annette Freeman,
Principal
afreeman@sdale.org

September 27, 2013

To Whom It May Concern:

I am aware that Anna Bono is conducting an honors project entitled, “Pop Some Culture Into Literacy: Using Pop Culture to Enhance the Literacy Achievement of One Group of Elementary Students” at my school, Gene George Elementary in Springdale, Arkansas. This study has been approved by her thesis adviser, Dr. Marcia B. Imbeau, Professor in the Department of Curriculum and Instruction. Ms. Bono has my permission to conduct this study pending approval of the University of Arkansas Institutional Review Board Committee.

Respectfully,

Annette Freeman, Principal
Dear Parent/Guardian,

Hello! My name is Anna Bono, and I am currently working on a degree in the Childhood Education program at the University of Arkansas and have the goal of teaching around the Northwest Arkansas area in the upcoming years. I am conducting a creative research project as part of the requirements to graduate with honors, but first I need some students to teach. My project would involve your child, along with seven to nine of his or her peers in a Pop Literacy Club after school. Let me explain the Pop Literacy Club.

The club will meet Tuesdays and Thursdays from 3:30-4:15 pm, starting the first week of October until the second week of December. Our Club will consist of 8-10 interested students in grades 2-4 where we will form a tight community. Your child will be working on improving his or her literacy skills in phonemic awareness, phonics knowledge, reading fluency, vocabulary, and reading comprehension. We will be working towards these goals, but in an unusual and fun way – through pop culture. I have karaoke, comics, movie, skit, and TV lesson plans so far, but I will also find out what interests your child, like favorite songs to dance to, different hobbies, like baseball, certain celebrities or role models your child follows, among other things to guide our lessons. I am going to work this program, not as an after-school tutoring group, but as a club or group of kids that have fun after school. I will be providing snacks, so please at the bottom of the consent form include any food allergies your child has. The goal of this study is to infuse literacy lessons with pop culture to make reading more enjoyable and meaningful to students.

I can only include your child in this program and his or her work in my research findings with your signed consent. Participation is voluntary and there are no negative consequences if you do not want your child to participate. By signing and returning the attached form, you grant permission for me to use your child’s work in the results of this research project. Your child’s name will not be used in reporting results. Confidentiality will be maintained and all results will be reported anonymously.

The attached informed consent form contains a more detailed description of this project. Please take time to read it over and discuss it with your child. Please call me or email me regarding any questions or concerns you may have. I’d also love to hear from you and get to know you.

I am very excited about the activities I have planned for our club. Thank you for your cooperation. I am looking forward to a lot of laughs this semester and getting to know you and your child.

Sincerely,

Anna Bono
University of Arkansas Student
bono@uark.edu
(913)486-8284
Estimado Padre/ Tutor,

Hola! Mi nombre es Anna Bono, y actualmente estoy trabajando en un grado en el programa de Educación Infantil de la Universidad de Arkansas y tiene la meta de la enseñanza en todo el área del noroeste de Arkansas en los próximos años. Estoy realizando un proyecto de investigación creativa como parte de los requisitos para graduarse con honores, pero primero necesito algunos estudiantes para enseñar. Mi proyecto consiste en que su hijo, junto con siete a nueve de sus compañeros en un club de Alfabetización Pop después de la escuela. Voy a explicar la Alfabetización Club Pop.

El club se reunirá los martes y jueves a las 3:30 hasta las 4:15 pm, a partir de la primera semana de octubre hasta la segunda semana de diciembre. Nuestro Club estará formado por 8 - 10 estudiantes interesados en los grados 2-4, donde vamos a formar una comunidad fuerte. Su hijo va a trabajar en la mejor de sus habilidades de alfabetización en la conciencia fonológica, conocimiento fonética, la fluidez, vocabulario y comprensión de lectura. Vamos a trabajar hacia estos objetivos, pero de una manera inusual y divertido - a través de la cultura pop. Tengo karaoké, cómics, cine, sketch, y lecciones de televisión creados hasta ahora, pero también voy a averiguar lo que le interesa a su hijo, al igual que canciones favoritas para bailar, aficiones diferentes, como el béisbol, algunas celebridades o modelos a seguir a su hijo sigue, y más para guiar nuestras lecciones. Yo voy a trabajar este programa, no como un grupo de tutoría después de la escuela, sino como un club o un grupo de niños que se divierten después de la escuela. Estaré de aperitivos, así que por favor en la parte inferior del formulario de consentimiento incluir alergias a los alimentos que tenga su hijo. El objetivo de este estudio es infundir clases de alfabetización con la cultura pop para hacer la lectura más agradable y significativa para los estudiantes.

Sólo puedo incluir a su hijo en este programa y su trabajo en mis resultados de la investigación con su consentimiento firmado. La participación es voluntaria y no hay consecuencias negativas si no desea que su hijo participe. Al firmar y devolver el formulario adjunto, usted concede permiso para que yo use el trabajo de su hijo en los resultados de este proyecto de investigación. El nombre de su hijo no será utilizado para informar los resultados. Se mantendrá la confidencialidad y todos los resultados se informará anónima.

El formulario de consentimiento adjunto contiene una descripción más detallada de este proyecto. Por favor tome tiempo para leer una y hable con su hijo. Por favor llámeme o envíe un correo electrónico con respecto a cualquier pregunta o preocupación que pueda tener. También me encantaría saber de usted y llegar a conocerte.

Estoy muy emocionado acerca de las actividades que he planeado para nuestro club. Gracias por tu colaboración. Tengo muchas ganas de que un montón de risas en este semestre y conocer a usted y su hijo.

Atentamente,

Anna Bono
Universidad de Arkansas Estudiante
bono@uark.edu
(913) 486-8284
Appendix D
Informed Consent

INFORMED CONSENT

Title: Pop Some Culture Into Literacy: Using Pop Culture to Enhance the Literacy Achievement of one Group of Elementary Students

Researcher:
Anna Bono, B.S.E. student
University of Arkansas
College of Education and Health Professions
913-486-8284
bono@uark.edu

Administrator:
Ro Windwalker, Compliance Coordinator
Research and Sponsored Programs
Research Compliance
University of Arkansas
210 Administration
Fayetteville, AR 72701-1201
479-575-2208
irb@uark.edu

Description: The present study is an honors project designed to see the benefits of using pop culture in literacy instruction. At the beginning of the study, your child will be asked to complete a reading comprehensive pretest. The researcher will record the process and your child’s responses. Your child will participate in lessons and activities infusing pop culture into literacy for two forty-five minute club sessions per week spanning fourteen weeks. These experiences will include singing karaoke for reading fluency, analyzing song lyrics for figurative language, rhythm, and rhyme, writing narratives through comic strips, acting out scenes from television, and focusing on the details by making recipes. Following the intervention, your child will be expected to take a posttest using Form B of the Comprehensive Reading Inventory. This posttest will be done to determine the effects of pop culture and media infusion for the instruction of literacy on your child.

Risks and Benefits: There are no risks associated with this study, other than those associated with regular classroom instruction, anticipated in this research. The potential benefits include improving your child’s overall literacy in an exciting way that will motivate him or her to continue seeing reading in every opportunity.

Voluntary Participation: Your child will participate in the Pop Literacy Club should you grant permission.

Confidentiality: Your child’s scores on the pretest and posttest along with any evidence of progress throughout the semester will remain confidential throughout the project. To ensure confidentiality, a code will be established by randomly assigning a number to each participant. All scores and grades for data analysis will be recorded using this code. The code, as well as all data collected during the study, will be stored in a secure place and will only be accessible to the researcher. Nor your child nor his/her scores or responses will be personally identified. The code will be destroyed at the conclusion of the study.

Right to Withdraw: If you choose to allow your child to participate in this program, but at any time and for any reason you may withdraw your consent. In that case the literacy program will discontinue and your child’s scores would not be reported in the project data. There would be no negative consequences for this decision.

Informed Consent: I, __________________________, have read the description of this study.

(please print name)

I understand the purpose of the project, the procedures to be used, the potential risks and benefits, how confidentiality will be established and maintained, and the option to withdraw. I have read and discussed this project with my child, __________________________.

(please print your child’s name)

My signature below indicates that my child and I freely agree to his/her participation in this program and his/her scores and projects to be recorded and analyzed as a participant of this program.

________________________  __________________________  __________________________
Parent/Guardian            Child/Participant            Date

Food Allergies:______________
CONSENTIMIENTO INFORMADO

Título: Pop Algunos Cultura a la Alfabetización: Usando la Cultura Pop para Impulsar la Consecución de Alfabetización de un Grupo de Estudiantes de Primaria

Investigador:
Anna Bono, B.S.E. estudiante
Universidad de Arkansas
Colegio de Educación y Profesiones de la Salud
913-486-8284
bono@uark.edu

Administrador:
Ro Windwalker, Coordinador de Cumplimiento Programas de Investigación y patrocinado cumplimiento de Investigación
Universidad de Arkansas
210 Administración
Fayetteville, AR 72701-1201
479-575-2208
irb@uark.edu

Descripción: El presente estudio es un proyecto diseñado honores a ver los beneficios de la utilización de la cultura pop en la alfabetización instrucción. Al inicio del estudio, su hijo se le pedirá que complete una prueba previa exhaustiva lectura. El investigador registrar el proceso y las respuestas de su hijo. Su hijo va a participar en las lecciones y actividades infusión de cultura pop en la alfabetización de dos sesiones del club cuarenta y cinco minutos a la semana que abarca catorce semanas. Estas experiencias incluyen karaoke canto de fluidez en la lectura el análisis de letras de canciones para el lenguaje figurativo, el ritmo y la rima, escribir relatos a través de las tiras cómicas, representando escenas de la televisión, y se centra en los detalles al hacer recetas. Tras la intervención, se espera que a su hijo a tomar un post-test utilizando el formulario B del Inventario Integral de Lectura. Este post prueba se realiza para determinar los efectos de la cultura pop y la infusión de medios para la instrucción de alfabetización en su hijo.

Riesgos y Beneficios: No existen riesgos asociados con este estudio, que no sean los relacionados con instrucción en el aula regular, previsto en la presente investigación. Los posibles beneficios incluyen mejorar la educación general de su hijo de una manera emocionante que le motivará a seguir viendo a la lectura en todas las oportunidades.

Participación voluntaria: Su hijo participará en la alfabetización Club Pop debe conceder el permiso.

Confidencialidad: Resultados de su hijo en la prueba previa y posterior a la prueba, junto con cualquier evidencia de progreso a lo largo del semestre serán confidenciales durante todo el proyecto. Para garantizar la confidencialidad, un código será establecido mediante la asignación de un número al azar para cada participante. Todas las puntuaciones y calificaciones para el análisis de los datos se graban utilizando este código. El código, así como todos los datos recogidos durante el estudio, se almacenarán en un lugar seguro y sólo serán accesibles a los investigadores. Si su hijo no sus / sus resultados o respuestas se identificarán personalmente. El código será destruido en la conclusión del estudio.

Derecho de Retiro: Si usted decide permitir que su hijo participe en este programa, pero, en cualquier momento y por cualquier razón cambia de opinión, puede retirar su consentimiento. En ese caso, el programa de alfabetización interrumpirá y calificaciones de su hijo no se le informó de los datos del proyecto. No habrá consecuencias negativas de esta decisión.

Consentimiento informado: Yo, ____________________________, he leído la descripción de este estudio.

______________________________
(por favor escriba su nombre)

Entiendo que el propósito del proyecto, los procedimientos que se utilizarán, los posibles riesgos y beneficios, cómo se establece y se mantiene la confidencialidad, y la opción de retirarse. He leído y discutido este proyecto con mi hijo,

______________________________
(por favor, escriba el nombre de su hijo)

Mi firma abajo indica que mi hijo y yo estamos de acuerdo libremente a su / su participación en este programa y su/ sus resultados y proyectos para ser registrados y analizados como participante de este programa.

______________________________
Padre / Tutor

______________________________
del Niño/ Participante

______________________________
Fecha

Alergias alimentarias: ____________________________
Appendix E
Flynt-Cooter Reading Inventory Assessment

FORM A: LEVEL 1
1. He wanted to fly.
2. The family got together.
3. The boy was jumping.

FORM A: LEVEL 2
1. I was walking fast to town.
2. She cried about going home.
3. I was pulled out of the hole.

FORM A: LEVEL 3
1. The forest was something to see.
2. I was enjoying sleeping when my mom called.
3. I had to go to bed early last night.

FORM A: LEVEL 4
1. I dislike being the youngest.
2. I’m always getting into trouble.
3. They insisted on watching the show daily.

FORM A: LEVEL 5
1. Athletic shoes come in all kinds of colors.
2. Serious players manage to practice a lot.
3. A cheap pair of shoes doesn’t last very long.
The Big Bad Wolf

One day Mr. Wolf was walking through the forest. He was enjoying an afternoon walk and not bothering anyone. All of a sudden it started to rain and he became wet and cold.

Just when Mr. Wolf was about to freeze to death, he saw a small house in the woods. Smoke was coming from the chimney, so he knocked on the door. No one was home, but a note on the door said:

Come in and make yourself warm. I'll be back about 2:00 p.m.

Love,

Granny

The poor wet wolf came in and began to warm himself by the fire. He saw one of Granny’s nightgowns on the bed, so he decided to put it on instead of his wet clothes. Since he was still very, very cold, he decided to get into Granny’s bed. Soon he was fast asleep.
Mr. Wolf fell into a deep sleep. When he awoke, Mr. Wolf found an old woman, a little girl wearing a red coat, and a woodcutter standing around the bed. The woodcutter was yelling at Mr. Wolf and saying something about how he was going to kill him with his axe. Mr. Wolf jumped out of the bed and ran for his life.

Later that day, Mr. Wolf was finally safe at home. His wife said, “Just you wait, those humans will make up a story about how big and bad you were.”
LEVEL 3 ASSESSMENT PROTOCOLS

The Big Bad Wolf (235 words)

PART I: SILENT READING COMPREHENSION

Background Statement

"Have you ever had someone say something about you that wasn't true? Mr. Wolf thinks he has. Read and find out what really happened. Read it carefully because I'm going to ask you to tell me about the story."

Teacher Directions

Once the student completes the silent reading, say "Tell me about the story you just read." Answers to the questions below that the student provides during the retelling should be marked "true" in the appropriate blank to indicate that this response was unaided. Ask all remaining questions not addressed during the retelling and mark those the student answers with an "a" to indicate that the correct response was given after prompting by the teacher.

Questions/Answers

1. Who was the story about?
   (Mr. Wolf, Granny, little girl, woodcutter)

2. Where was Mr. Wolf when he saw the house?
   (in the forest)

3. Why did Mr. Wolf need to get into the house?
   (he was wet and freezing)

4. What made Mr. Wolf think it was OK to go into the house?
   (the note on the door)

5. What did Mr. Wolf do after entering the house?
   (began to warm himself and changed into a nightgown)

6. Why did Mr. Wolf have to run for his life?
   (woodcutter was going to kill him)

7. What lesson did Mr. Wolf learn?
   (responses will vary but should indicate a theme/lesson related to not doing things without permission)

8. What did Mrs. Wolf say that would make you think she didn't trust humans?
   (she said the humans would make up a story about her husband)

Story Grammar Element/
Level of Comprehension

character-characterization/literal

setting/literal

story problem(s)/literal

problem resolution attempts/inferential

problem resolution attempts/literal

theme/evaluative

character-characterization/inferential
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<td>an afternoon walk and not bothering</td>
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<td><em>Come in and make yourself warm. I'll be back about 2:00 p.m.</em></td>
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<td>Love, Granny</td>
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<td>The poor wet wolf came in and began to warm himself by // the fire.</td>
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**TOTALS**

Summary of Reading Behaviors (Strengths and Needs)
PART II: ORAL READING AND ANALYSIS OF MISCUES

Directions
Say, “Now I would like to hear you read this story out loud.” Have the student read orally until the 100-word sample is completed. Follow along on the Miscue Grid, marking any oral reading errors as appropriate. Remember to count miscues only up to the point in the story containing the oral reading stop marker (/). Then complete the Performance Summary to determine whether to continue the assessment. (Note: The Miscue Grid should be completed after the assessment session has been concluded in order to minimize stress for the student.)

PART III: MISCUE ANALYSIS

Directions
Circle all reading behaviors you observed.

A. Fundamental Behaviors Observed
L → R Directionality 1 to 1 Matching Searching for Clues Cross-Checking

B. Word Attack Behaviors
No Attempt Mispronunciation (Invented Word Substitutions) Substitutes
Skips/Reads Onwards Asks for Help Repeats Attempts to Self-Correct
“Sounds Out” (Segmenting) Blends Sounds Structural Analysis (Root Words, Affixes)

C. Cueing Systems Used in Attempting Words

<table>
<thead>
<tr>
<th>CUEING TOOL</th>
<th>MISCUE EXAMPLES</th>
<th>ACTUAL TEXT</th>
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</thead>
<tbody>
<tr>
<td>(M) Meaning</td>
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<tr>
<td>(S) Syntax</td>
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<tr>
<td>(V) Visual</td>
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D. Oral Reading Fluency (word by word → fluent reading)
Word by Word Mixed Phrasing Fluent Reading Fluency Rate in Seconds

E. Performance Summary

Silent Reading Comprehension
0-1 question missed = Easy
2 questions missed = Adequate
3+ questions missed = Too hard

Oral Reading Accuracy
0-1 oral error = Easy
2-5 oral errors = Adequate
6+ oral errors = Too hard

Continue to the next reading passage? Yes No
FORM C: LEVEL 1
1. Some animals are fun.
2. I eat lots of food.
3. He can smell good.

FORM C: LEVEL 2
1. It was a very clear night.
2. I get hot when the sun shines bright.
3. We can’t see air moving.

FORM C: LEVEL 3
1. Many insects are very helpful.
2. Some adults are slender, some are fat.
3. I agree that it is the most beautiful flower.

FORM C: LEVEL 4
1. A famous man would know what to do.
2. The invention was very important.
3. Instead of jam I like syrup on my food.

FORM C: LEVEL 5
1. The estimate for my car was not acceptable.
2. Various people came immediately to the fire.
3. The amount of water you drink is important.

FORM C Sentences for Initial Passage Selection 257
Flying Flowers

There are many kinds of insects. There are big ones, little ones, ugly ones, biting ones, and helpful ones. But there is one kind of insect that most people agree is the most beautiful one. This insect is often called the flying flower. It is the butterfly.

Butterflies are insects that have two pairs of wings. The wings are covered with tiny scales. The scales are different colors. These scales give the butterfly its beautiful colors. Butterflies smell and hear by using their long, thin antennae. Butterflies can’t bite or chew. They use long, tube-like tongues to get at the food they eat from flowers.

Butterflies begin as eggs. Then they hatch into caterpillars. A caterpillar forms a hard skin. When they finally break out of the hard skin, they are butterflies with colorful wings. Adult butterflies must lay eggs soon. They do not live very long.

Butterflies and moths are different. Butterflies like the day. Moths like the night. Moths are not as colorful as butterflies. Butterfly bodies are slender, while moths tend to have large, fat bodies. Moths form cocoons before turning into winged insects. Most butterflies do not form cocoons.
LEVEL 3 ASSESSMENT PROTOCOLS

Flying Flowers (194 words)

PART I: SILENT READING COMPREHENSION

Background Statement
“This selection is about a special kind of insect. It is about butterflies. Read this selection to find out some interesting facts about butterflies. I will ask you to tell me about what you read, so read carefully.”

Teacher Directions
Once the student completes the silent reading, say, “Tell me about the story you just read.” Answers to the questions below that the student provides during the retelling should be marked “us” in the appropriate blank to indicate that this response was unaided. Ask all remaining questions not addressed during the retelling and mark those the student answers with an “a” to indicate that the correct response was given after prompting by the teacher.

Questions/Answers

1. What kind of insect was the passage mainly about?
   (butterfly)

2. Why is the butterfly referred to as the flying flower?
   (because of its many different colors)

3. What gives the butterfly its colors?
   (scales)

4. Can you name two ways in which a butterfly and a moth are different?
   (butterflies like the day, are more colorful, are thinner, and most don’t form cocoons—moths are the opposite)

5. Can you name two ways in which a butterfly and a moth are alike?
   (they fly, lay eggs, have scales, have wings, etc.)

6. What do antennae help a butterfly to do?
   (to smell and hear)

7. Why do grown-up butterflies have to lay eggs as soon as possible?
   (they don’t live very long)

8. What happens after a butterfly egg becomes a caterpillar?
   (it forms a hard skin that it has to break out of)

Expository Grammar Element/
Level of Comprehension

- literal/descriptive
- literal/collection
- literal/causation
- inferential/comparison
- literal/collection
- inferential/problem-solution
- literal/causation
# FORM C Assessment Protocols

<table>
<thead>
<tr>
<th>Flying Flowers</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Meanings</th>
<th>Syntax</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are many kinds of insects. There are big ones, little ones, ugly ones, biting ones, and helpful ones. But there is one kind of insect that most people agree is the most beautiful one. This insect is often called the flying flower.</td>
<td>Error Totals</td>
<td>Self-Correct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is the butterfly. Butterflies are insects that have two pairs of wings. The wings are covered with tiny scales. These scales are different colors. These scales give the butterfly its beautiful colors. Butterflies smell and hear by using their long, thin antennae. Butterflies can't bite or chew. They use long, tube-like tongues to get at // the food. They eat from flowers.</td>
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</tr>
</tbody>
</table>

## TOTALS

Summary of Reading Behaviors (Strengths and Needs)
PART II: ORAL READING AND ANALYSIS OF MISCUES

Directions
Say, “Now I would like to hear you read this story out loud.” Have the student read orally until the 100-word sample is completed. Follow along on the Miscue Grid, marking any oral reading errors as appropriate. Remember to count miscues only up to the point in the story containing the oral reading stop-marker///. Then complete the Performance Summary to determine whether to continue the assessment. (Note: The Miscue Grid should be completed after the assessment session has been concluded in order to minimize stress for the student.)

PART III: MISCUE ANALYSIS

Directions
Circle all reading behaviors you observed.

A. Fundamental Behaviors Observed
L → R Directionality 1 to 1 Matching Searching for Clues Cross-Checking

B. Word Attack Behaviors
No Attempt Mispronunciation (Invented Word Substitutions) Substitutes
Skips/Reads On Asks for Help Repeats Attempts to Self-Correct
“Sounds Out” (Segmenting) Blends Sounds Structural Analysis (Root Words, Affixes)

C. Cueing Systems Used in Attempting Words

<table>
<thead>
<tr>
<th>CUEING TOOL</th>
<th>MISCUE EXAMPLES</th>
<th>ACTUAL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(M) Meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(S) Syntax</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(V) Visual</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Fluency (word by word → fluent reading)
Word by Word _____ Mixed Phrasing _____ Fluent Reading _____ Fluency Rate in Seconds _____

E. Performance Summary

<table>
<thead>
<tr>
<th>Silent Reading Comprehension</th>
<th>Oral Reading Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–1 question missed = Easy</td>
<td>0–1 oral error = Easy</td>
</tr>
<tr>
<td>2 questions missed = Adequate</td>
<td>2–5 oral errors = Adequate</td>
</tr>
<tr>
<td>8+ questions missed = Too hard</td>
<td>6+ oral errors = Too hard</td>
</tr>
</tbody>
</table>

Continue to the next reading passage? Yes _____ No _____
Appendix F
Student Summary Form

Classroom Reading Inventory (CRI)
Student Summary Form—Regular Classroom

Student’s name ___________________________ Age __________
School ___________________________ Grade __________
Examiner ___________________________ Date ___________________________

Directions: Record all significant summary information collected from the subtest administered.

Part I. Student Interview

Background Knowledge, Reading Interests, Speaking Vocabulary

Student’s interests and background knowledge (These may be useful in making text selections):

Informal evaluation of verbal skills (If the student was interviewed one-on-one):
### Part II. “Alphabatics” and Vocabulary Knowledge

#### Phonemic Awareness Tests (PAT), Letter Naming, Phonics, Vocabulary

<table>
<thead>
<tr>
<th>Test</th>
<th>Emergent</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Consonant Sounds Test (ICST)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student needs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonemic Segmentation Test (PST)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student needs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blending Sounds Test (BST)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student needs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Composite phonemic awareness skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Letter Naming

<table>
<thead>
<tr>
<th>Test</th>
<th>Emergent</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Naming Test (LNT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student needs:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Phonics

<table>
<thead>
<tr>
<th>Test</th>
<th>Emergent</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics Quick Test (PQT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student needs:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Vocabulary Knowledge

*High-Frequency Word Knowledge Survey (HFWKS)*

Unknown words:
Part III. Reading Comprehension, Fluency, and Oral Reading Assessments

**Reading Fluency and Reading Comprehension: Passages (Forms PP–E)**

**Graded Sentences for Passage Selection** (Highest level read with zero errors):

**Overall Performance Levels on Reading Passages**

<table>
<thead>
<tr>
<th>Easy (independent)</th>
<th>Adequate (instructional)</th>
<th>Too hard (frustration)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Miscue Summary Chart**

**Directions:** Enter total number of miscues from all passages into each block indicated.
(Purpose: To identify patterns of miscues based on highest frequency of errors to inform instructional decisions.)

<table>
<thead>
<tr>
<th></th>
<th>Nonsense words</th>
<th>Substitutions</th>
<th>Insertions</th>
<th>Teacher assists</th>
<th>Omissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total miscues from</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>all passages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Error Analyses (Cueing Systems)**

**Directions:** Enter total number of times (all passages) the student used each of the cueing systems when a miscue was made.
(Purpose: To determine which cueing systems are used to identify unknown words.)

<table>
<thead>
<tr>
<th>Meaning cues (M)</th>
<th>Syntax cues (S)</th>
<th>Visual cues (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening comprehension (highest level reached):

**Fluency** (Reading rate/wpm @ "adequate" or instructional level)

- _______ wpm for narrative texts (Forms A or B); grade level (approximate)
- _______ wpm for expository texts (Forms C, D, E); grade level (approximate)
Part IV. Instructional Implications (If–Then Analyses)

The CRI uses findings from the National Reading Panel and other recent scientific research which identifies the critical components of reading as phonemic awareness, phonics, vocabulary, comprehension, and fluency as well as rapid letter naming. Performance for this student on the CRI indicates the following:

**Strengths:**
- ___ Phonemic awareness
- ___ Rapid letter naming
- ___ Phonics
- ___ Vocabulary
- ___ Comprehension—narrative
- ___ Comprehension—expository
- ___ Comprehension—listening
- ___ Fluency—narrative
- ___ Fluency—expository

**Weaknesses:**
- ___ Phonemic awareness
- ___ Rapid letter naming
- ___ Phonics
- ___ Vocabulary
- ___ Comprehension—narrative
- ___ Comprehension—expository
- ___ Comprehension—listening
- ___ Fluency—narrative
- ___ Fluency—expository

Teacher notes/intervention planning:
Hi Parents!

Today I visited the third grade classrooms and pitched the idea of a Pop Literacy Club. I explained to the class some of the projects we will be working on and how much fun they could have with reading by using pop culture tools! You should ask your child about it so that he or she can tell you more! The enclosed materials explain more in detail as well.

I only have 8 spots available for the third grade, so I had all of the interested students write their names on a slip of paper, and I pulled out two names from each classroom to be part of the club. Your child was one of them! If you allow it, I will be working with your child on Tuesdays and Thursdays from 3:00-4:00pm. Because of the small number of spots, there is a waiting list. This means that if your student misses more than two club meetings, I will have to replace him or her with a student on the waiting list. This club is a commitment, and I understand if your child was a little over eager and that this club may not work out. Thank you for taking the time to read all of this anyway. Hopefully, this club is going to fit in with your schedules so that we can have an awesome Pop Literacy Club.

If this club is something you wish your child to be a part of, please make sure to put these completed forms back in the envelope and send it back to school with your child by Wednesday, October 16.

- Consent form
- Emergency contact form
- Getting home form
- Have your child complete the student survey

Call or email me anytime with questions or concerns!
I hope your child is as excited as I am!!

Thank you,

Anna Bono
(913)486-8284
bono@uark.edu
Hola Padres!

Hoy he visitado las aulas de tercer grado y lanzó la idea de una alfabetización Club Pop. Le expliqué a la clase algunos de los proyectos en los que va a trabajar en y lo divertido que podría tener con la lectura mediante el uso de herramientas de la cultura pop! Usted debe preguntar a su hijo sobre él para que él o ella le puede decir más! Los materiales adjuntos explican con más detalle también.

Yo sólo tenía 8 puntos para el tercer grado, por lo que tenía todos los estudiantes interesados escribir sus nombres en un pedazo de papel, y se retiraron dos nombres de cada aula para formar parte del club. Su hijo era uno de ellos! Si usted lo permite, voy a trabajar con su hijo los martes y jueves de 3:00 hasta 4:00. Debido al pequeño número de manchas, hay una lista de espera. Esto significa que si el estudiante falta más de dos reuniones del club, voy a tener que le sustituya con un estudiante en la lista de espera. Este club es un compromiso, y entiendo si su hijo era un poco más de ganas y que este club no puede funcionar. Gracias por tomarse el tiempo de leer todo esto de todos modos usted. Esperemos que este club va a encajar en sus horarios para que podamos tener una alfabetización club impresionante Pop.

Si este club es algo que usted desea que su hijo sea parte de, por favor, asegúrese de poner estos formularios en el sobre y enviarlo de vuelta a la escuela con su hijo antes del miércoles 16 de octubre.

- Formulario de Consentimiento
- Formulario de contacto de emergencia
- Obtención de artículos Home
- Haga que su hijo complete la encuesta estudiantil

Llame o envíe un correo electrónico en cualquier momento con preguntas o preocupaciones!
Espero que su hijo está tan emocionado como yo!

Gracias,

Anna Bono
(913) 486-8284
bono@uark.edu
Appendix H
Emergency Contact Form

Emergency Contact Form

Student Name: ____________________________

Emergency Contact Name: ____________________________

Emergency Contact Phone Number: ____________________________

Signature: ____________________________        Date: ____________________________

--------------------------------------------------------------------------

Formulario de Contacto de Emergencia

Nombre del estudiante: ____________________________

Contacto de Emergencia: ____________________________

Contacto de Emergencia Número de teléfono: ____________________________

Firma: ____________________________        Fecha: ____________________________
Appendix I
Getting Home Form

Student Name:
Teacher:
Neighborhood:

Please check one of the following:

_____ Yes, my child has permission to walk home by himself or herself.

_____ My child needs to walk home with ________________________________.

_____ I will meet my child at the crosswalk.

_____ I will pick my child up at 4:00 pm.

Signature: ________________________________       Date: _____________________

Conseguir Página Principal

Nombre del estudiante:
Maestra:
Barrio:

Por favor marque uno de los siguientes:

_____ Sí, mi hijo tiene permiso de caminar a casa por sí mismo.

_____ Mi niño tiene que caminar a casa con ________________________________.

_____ Voy a ver a mi hijo en el paso de peatones.

_____ Voy a recoger a mi hijo a las 4:00 pm.

Firma: ________________________________       Fecha: _____________________
Appendix J
Pop Literacy Club Flyer

Join the Pop Literacy Club!!

We’re combining reading and writing with the pop culture you know and love that is all around us!
We have karaoke, games, TV shows, music, and the things that YOU like!

Tuesdays and Thursdays from 3:00 - 4:00 pm

There are 8 spots for Third Graders!! We’ll make you laugh, get you some after school snacks, and improve your overall literacy skills!

For more information or to join, call: Anna Bono at (913)486-8284!!
Appendix K
Student Interest Survey

Name:

My favorite things to watch on TV are:

My favorite movies are:

My favorite type of music is:

My favorite song is:

The famous person I would want to be friends with is:

My favorite thing to read is:

My favorite thing to do is:

The things I like to play are:

Video games, which ones?

Sports, which ones?

Games, which ones?

Toys, which ones?
Appendix L
Compiled Daily Agendas

Agenda PLC Day 1: 10/22/13
3:00-3:10 Snack & Music Video
3:10-3:30 Rules & Procedures
3:30-3:40 Get to know me, I get to know you
3:40-3:55 Match the jokes/ piece together the jokes activity & share aloud
3:55-4:00 Pop Literacy Club cheer

Agenda PLC Day 2: 10/24/13
3:00-3:10 Snack Procedure
3:10-3:15 Share pop culture experiences & share today’s little about me, little about you
3:15-3:20 Vote on name for our mascot & review our rules
3:20-3:30 Introduce activity. Watch cartoons. Pass out roles (name cards) and scripts.
3:30-3:45 Practice cartoon episode skits
3:45-3:55 Perform skits
3:55-4:00 Cleanup Procedure & Literacy Club cheer

Agenda PLC Day 3: 10/29/13
3:00-3:10 Snack Procedure
3:10-3:15 Share pop culture experiences & a little about me, a little about you
3:15-3:55 Celebrity Who Am I? activity
3:55-4:00 Pop Literacy Club cheer

Agenda PLC Day 4: 10/31/13
3:00-3:10 Snack Procedure
3:10-3:20 Share pop culture experiences, Halloween costumes & a little about me, a little about you
3:20-3:55 Mummy Munch Mix-up recipe activity
3:55-4:00 Cleanup procedure & cheer

Agenda PLC Day 5: 11/5/13
3:00-3:10 Snack Procedure
3:10-3:15 Share pop culture experiences
3:15-3:30 Cartoon Script intro & group activity
3:30-3:50 Write your own script for T&J
3:50-3:55 Share script
3:55-4:00 Cleanup procedure & cheer
Agenda PLC Day 6: 11/7/13
3:00-3:10 Snack Procedure with Amazing Race intro
3:10-3:15 Share pop culture experiences, a little about you, a little about me
3:20-3:55 Amazing Race Activity
3:55-4:00 PLC cheer

Agenda PLC Day 7: 11/12/13
3:00-3:10 Snack Procedure
3:10-3:45 “Roar” lyrics activity
3:45-3:50 Brainstorm songs, favorites, think of music video model
3:55-4:00 PLC cheer

Agenda PLC Day 8: 11/14/13
3:00-3:10 Snack Procedure
3:10-3:35 Finish “Roar” lyrics activity; watch video
3:35-3:50 Brainstorm music video; favorites, vote on music video model
3:55-4:00 Cleanup procedure and PLC cheer

Agenda PLC Day 9: 11/19/13
3:00-3:10 Snack Procedure
3:10-3:15 Share pop culture experiences
3:15-3:45 Lyrics
3:45-3:55 Practice saying lyrics all together – assign speaking parts
3:55-4:00 Cleanup procedure and PLC cheer

Agenda PLC Day 10: 11/21/13
3:00-3:10 Snack Procedure; one word how your day was
3:10-3:20 Share lyrics; suggestions and changes
3:20-3:55 Comics activity!
3:55-4:00 Cleanup procedure and PLC cheer

Happy Thanksgiving!! No PLC on Thursday!!
Agenda PLC Day 12: 12/3/13
3:00-3:10 Snack Procedure
3:10-3:20 Pop culture talk, Thanksgiving talk
3:20-3:45 Practice and audio record “Giants Read”
3:45-3:55 Look at costumes and make plans for video recording next time
3:55-4:00 Cleanup procedure and PLC cheer

Bring extra costumes and be here on Thursday!!

** Snow Day 12/5/13; Small attendance 12/10/13 Charades/ Headbands game

Agenda PLC Day 13: 12/12/13
3:00-3:10 Snack Procedure
3:10-3:20 Show Elf Yourself, talk commercials
3:20-3:50 Commercial Activity
3:50-4:00 Read through PLC lyrics, cleanup procedure and PLC cheer

Bring extra costumes and be here on Tuesday!!

Agenda PLC Day 14: 12/17/13
3:00-3:10 Snack Procedure
3:10-3:35 Start filming video; lyrics first
3:35-3:50 Start filming video with costumes and dancing
3:55-4:00 Cleanup procedure and PLC cheer

**Winter Break

Agenda PLC Day 16: 1/14/14
3:00-3:10 Snack Procedure
3:10-3:20 Talk about break :)
3:20-3:50 Blackout Poetry
3:50-4:00 Cleanup procedure and PLC cheer
Agenda PLC Day 17: 1/16/14
3:00-3:10 Snack Procedure
3:10-3:20 PC Talk; emotions - prewrite
3:20-3:50 Magazine Cutout Poem
3:50-4:00 Cleanup procedure and PLC cheer

Agenda PLC Day 18: 1/21/14
3:00-3:10 Snack Procedure
3:10-3:15 PC Talk - Movies
3:15-3:55 Story Stick Retelling activity
3:55-4:00 Cleanup procedure and PLC cheer

Agenda PLC Day 19: 1/23/14
3:00-3:10 Snack Procedure
3:10-3:15 PC Talk - Television
3:15-3:55 TV Literary Skills activity
3:55-4:00 Cleanup procedure and PLC cheer

Agenda PLC Day 20: 1/28/14
3:00-3:10 Snack Procedure
3:10-3:15 PC Talk - games
3:15-3:55 Twistalize game
3:55-4:00 Cleanup procedure and PLC cheer

Agenda PLC Day 21: 1/30/14
3:00-3:10 Snack Procedure
3:10-3:15 Scrabble demonstration
3:15-3:55 Literary-Themed Bananagrams
3:55-4:00 Cleanup procedure and PLC cheer

** Snow Day 2/4/14

Agenda PLC Day 22: 2/6/14
3:00-3:10 Snack Procedure
3:10-3:15 PC Talk – pictures & Crystal Bridges experience
3:15-3:55 Creating Captions activity
3:55-4:00 Cleanup procedure and PLC cheer
Agenda PLC Day 23: 2/11/14
3:00-3:10 Snack Procedure
3:10-3:15 Reflect on favorite activities; what you learned from PLC
3:15-3:55 PLC Review Treasure Hunt
3:55-4:00 Cleanup procedure and PLC cheer

Agenda PLC Day 24: 2/13/14
3:00-3:10 Snack Procedure
3:10-3:15 PC Talk – Valentine’s Day
3:15-3:35 Conversation Hearts in the Blank
3:35-3:55 Create your own valentines with candy hearts
3:55-4:00 Cleanup procedure and PLC cheer
Appendix M
List of Music Videos

PLC Music Video List:

Anna Kendrick “When I’m Gone”
http://www.youtube.com/watch?v=cmSbXsFE3l8

Bruno Mars “Just the Way You Are”
http://www.youtube.com/watch?v=LjhCEhWiKXk

Macklemore & Ryan Lewis “Ceiling Can’t Hold Us”
http://www.youtube.com/watch?v=2zNSgSzhBfM

Glee “Off With Your Head Thriller” to pop culture cartoons
http://www.youtube.com/watch?v=i2GOQjho6SM

Ylvis “The Fox” (“What Does the Fox Say?”)
http://www.youtube.com/watch?v=jofNR_WkoCE

Amazing Race video: 2011 Australia sneak peek
http://www.youtube.com/watch?v=NxA6a4lHm4U

Sara Bareilles “Brave”
http://www.youtube.com/watch?v=QUQsqBqxoR4

Pitbull ft. Christina Aguilera “Feel this Moment”
http://www.youtube.com/watch?v=5jlI4uzZGjU

Katy Perry “Roar”
http://www.youtube.com/watch?v=CevxZvSJLk8

Avicii “Wake Me Up”
http://www.youtube.com/watch?v=IcrbM1l_BOl

Free Bird Trailer
http://www.youtube.com/watch?v=UhxSOkTFGvo

One Direction “Story of My Life”
http://www.youtube.com/watch?v=W-TE_Ys4iwM

Kelly Clarkson “Underneath the Tree” performance video and backstage
http://www.youtube.com/watch?v=EM2Fnp_qnE8
Pharrell Williams “Happy”
http://www.youtube.com/watch?v=y6Sxv-sUYtM

Aloe Blacc “The Man”
http://www.youtube.com/watch?v=fm660vln8Tg

Demi Lovato “Let it Go” from Frozen
http://www.youtube.com/watch?v=kHue-HaXXzg

Ellie Goulding “Burn”
http://www.youtube.com/watch?v=CGyEd0aKWZE

Passenger “Let Her Go”
http://www.youtube.com/watch?v=RBumgg5yVrA

American Authors “Best Day of My Life” dog version
http://www.youtube.com/watch?v=8J4k32LhTNw

Emblem 3 “3000 Miles”
http://www.youtube.com/watch?v=aRE9l5BsTfY

Capital Cities “Safe and Sound”
http://www.youtube.com/watch?v=47dtFZ8CFo8
Appendix N
Lesson Samples

PLC Day 1:
Agenda
Snack: pop corn
Snack Procedure: We will listen to one song and hear pop culture references during this time during snack (everyday at the beginning).

Video: Anna Kendrick “When I’m Gone” (Pitch Perfect’s Cup Song)
http://www.youtube.com/watch?v=cmSbXsFE3l8

Then we would move to the activity for the day. Today is about learning how this club is going to run though, (give preview: next meeting we will be looking at cartoons!! We will have some role play, dancing, acting, & I'll definitely take suggestions from you guys!, but our main project is going to be a music video cooool) so we will be watching at least one a day during our snack, and you guys are going to need to come up with some ideas, but not just yet.

We have to figure out some rules on how we want OUR club to be run, because it is all of OUR club, not just my club, so let’s come up with some rules together.

1. This club is fun, but we are still here to learn.
2. We will respect others when others are talking.
3. We will work together.

Great, and oh, I almost forgot, I have a little guy here. He wants to be our club mascot. We need to give a name to him, and come up with a cheer for our club.. maybe in a little bit though.

Learn a little about me.. Show picture slideshow
Let’s hear about you guys.. Ask the same questions for students to answer

Activity: Arranging jokes. Students in pairs match jokes with their punch lines. Students also have a challenge bag that is a joke cut into single words that create a joke and punch line.

Jokes:

Why did the chicken cross the playground?  
To get to the other slide.

What do you call a pig that knows karate?  
A pork chop!

Why was the man running around his bed?  
He wanted to catch up on his sleep.
What does a robot frog say?
Rib-bot

Why is 6 afraid of 7?
Because 7 8 9!

What's black and white, black and white, black and white?
A penguin rolling down a hill!

Why do cows wear bells?
Because their horns don’t work!

What does a snail say when it’s riding on a turtle’s back?
Weeeeee!

How did the barber win the race?
He knew a short cut.

What is brown and sticky?
A stick!

What did zero say to eight?
Nice belt!

Where do library books like to sleep?
Under their covers!

Why can’t a bicycle stand up by itself?
Because it’s two-tired!

What did the paper say to the pencil?
Write on!

What did one eye say to the other eye?
Don’t look now, but something between us smells.

What’s orange and sounds like a parrot?
A carrot

How do you get a tissue to dance?
Put a little boogie in it.

Closure: Share the jokes aloud
Work on a cheer as parents come to pickup!
PLC Day 2:
Agenda
Snack: peanut butter pretzel bites
Snack Procedure: plastic baggies take home after if not finished by the end of the video.

Video: Bruno Mars “Just the Way You Are”
http://www.youtube.com/watch?v=LjhCEhWiKXk

Little bit about me, little bit about you.
Vote on name for whale.
Review rules.

Start cartoon activity

The Looney Tunes Show
Cartoon Reader’s Theater

Introduction: We can learn to be better readers and speakers by cartoons!
Bugs is tricky. He always gets away because he is very clever!

Watch episodes and pay close attention because we are going to act these out later.
Give nametags and scripts (to follow along with the cartoon) before presenting each cartoon.

Episode 1: Rabbit Seasoning – Pronoun Problem
http://www.youtube.com/watch?v=6e1hZGDaqlw

Episode 2: Duck Season! Rabbit Season!
http://www.youtube.com/watch?v=UNETiaGVBoE

Episode 3: The Password
http://www.youtube.com/watch?v=ifG_3UgWX_Y

Episode 4: Wild Turkey Surprise
http://www.youtube.com/watch?v=FOTlNOZB4Zo

Pass out scripts and name cards to be worn around students’ necks.

Some things to look for: the highlighted sections are your line – what you will say, look at punctuation marks – they tell you how to say the sentence. Also look at the brackets – your underlined parts are what you will do, your actions.

Even though you may not be saying everything out loud, you need to read and pay close attention to the sentences in the brackets because you are responsible for acting those parts out.

Each episode group goes around the room and practices.
Rehearses through lines and actions at least 3 times.
Perform in front of the whole group!

If we have time, some of my favorite Looney Tunes cartoons are:
The Abominable Snowman [http://www.youtube.com/watch?v=2JlVqfC8-Ul
The Opera Singer [http://www.youtube.com/watch?v=MM4lJKfu5Mg

Scripts:

The Looney Tunes Show

Episode 1: Rabbit Season – Pronoun Problem
3 actors: Bugs Bunny, Daffy Duck, and Elmer Fudd

[Outside Bugs Bunny’s rabbit hole.]

Daffy Duck: [Daffy walks up to Elmer Fudd and wants him to hunt Bugs.] Say what’s the matter with you anyway? Don’t you even know a rabbit when you see one?  Hmmm?!!? 

[Elmer Fudd is confused and grabs hunting gun.]

Bugs: It’s true doc. I’m a rabbit alright. Would you like to shoot me now or wait til you get home?

Daffy: [jumping up and down excitedly] Shoot him now! Shoot him now!

Bugs: You keep out of this. He doesn’t have to shoot you now.

Daffy: He does so have to shoot me now. [Walk over to Elmer Fudd.] I command you to shoot me now! [Stick tongue out.]

[Elmer shoots Daffy and Daffy’s head gets twisted around]

[Daffy is mad and stomps back to Bugs]

Daffy: Let’s do that again.

Bugs: [proud] Okay. Would you like to shoot me now or wait til you get home?

Daffy: [calm] Shoot him now. Shoot him now.

Bugs: [calm] You keep out of this. He doesn’t have to shoot you now.

Daffy: [angrily] Ha! That’s it! Hold it right there! [intelligently] Pronoun trouble. It’s not he doesn’t have to shoot YOU [point to Bugs] now; it’s he doesn’t have to shoot ME now [point to self]. [Angrily] Well I say he does have to shoot me now!

Daffy: [To Elmer Fudd] So shoot me now!! [Elmer shoots him.]
Daffy gets blown up again and comes over to Bugs. He is confused then he thinks he knows how to outsmart the rabbit

Daffy: Oh no you don’t. Not again. Sorry. This time we will try it from the other end.

[To Elmer Fudd] Look, you’re a hunter, right?

Elmer Fudd: Right.

Daffy: And this is rabbit season, right?

Elmer Fudd: Right.

Bugs: And if he was a rabbit, what would you do?

Daffy: Yeah. You’re so smart. If I was a rabbit, what would you do?

Elmer: Well, I’d … [Elmer turns to shoot]

Daffy: Not again. [Daffy gets blown up]


Bugs: Say Doc, are you trying to get yourself in trouble with the law? This ain’t rabbit hunting season.

Elmer Fudd: It’s not??

Bugs: No, it’s duck hunting season.

Daffy: That sir, is an inmythicated fabrication! It’s rabbit season!

Bugs: Duck season.

Daffy: Rabbit season!

Bugs: Duck season.
Daffy: Rabbit season!
Bugs: Duck season.
Daffy: Rabbit season!
Bugs: Rabbit season.
Daffy: Duck season!
Bugs: Rabbit season!
Daffy: I say it's duck season, and I say fire.

[Elmer Fudd fires at Daffy]
Daffy: Let's try that again.
Bugs: Okay.
Daffy: I'll start it this time.
Bugs: Right.

[this time Bugs and Daffy point the barrel of the gun at the animal when they what season it is]
Daffy: Rabbit season. [point barrel at Bugs]
Bugs: Duck season. [point barrel at Daffy]
Daffy: Rabbit season! [point barrel at Bugs]
Bugs: Rabbit season. [twist barrel around and leave the barrel on himself]
Daffy: Duck season! Fire! [point barrel back at himself and the gun goes off]
Daffy: Okay, this time you start it. [talking to Bugs]
Bugs: Whatever you say. Rabbit. [point barrel to himself]
Daffy: [excited and quickly] Duck season! Fire!
[The gun goes off and twists Daffy’s head upside down on his head]
Daffy: What's the matter, everything is upside down?
The Looney Tunes Show
Episode 3: The Password
2 actors: Bugs Bunny and Daffy Duck

[Bugs is outside of a door and Daffy is on the other side.]
Bugs: [Trying to use the key to open the lock.] What the? [Bugs knocks on the door.]
Daffy: [Daffy answers the door.] Can I help you?

Bugs: Why doesn't my key work?
Daffy: I had the locks changed. You can't be too careful.

Bugs: [annoyed] Daffy, let me in.
Daffy: What's the password?

Bugs: There is no password. This is my house.
Daffy: Fine, but there is a password, and it’s [says sneakily] the leprechaun is in motion.

Bugs: What?? That's not a password, that’s a pass sentence.
Daffy: Oh. Uh, then the password is… 0, 8, 4, 4, L, X, Z, 4, 1, 7, dash, 6, 6, 4, 7, 1, 4, 4, 13.

Bugs: [angrily] Just let me in!
Daffy: Not without the password.

Bugs: [annoyed] Fine. What is it again?
Daffy: 0, 5, oh, no, um, 0, 3, oh, no, what was it? [surprised] I've forgotten the password!

Bugs: Well, I can't let you in without the password.
Daffy: Please, please let me in. I'm begging you! It's me Daffy!

Bugs: Alright, just this once. Unlock the door, and I'll let you in.

[Daffy unlocks the door. Bugs goes inside the house and Daffy goes outside of the house.]

Daffy: Thank you. Thank you so much.
[The door closes and Daffy realizes he is outside.]

Daffy: Help! Whoa! Let me in! [Daffy bangs on the door.] I’m vulnerable out here!

The Looney Tunes Show
Episode 4: Wild Turkey Surprise
2 actors: Bugs Bunny and Taz the Tasmanian Devil
Taz has caught Bugs in a rope and is preparing Bugs to be roasted for his meal.

Taz pours pepper on Bugs and causes Bugs to sneeze, spitting the apple out of his mouth.

Bugs: Achoo!! Hey, Tazzy old devil. You sure toss a mean salad.

Taz is busy tossing a salad with many ingredients.

Taz: Yeah grrr ha ha ah ha.

Bugs: Any real gourmet knows that you just don’t serve a toss salad with rabbit. You serve it with wild turkey surprise!

Taz: Huh? Wild turkey surprise?

Bugs: Too bad I’m all tied up, or else I’d cook you up a batch.

Taz: Oooooh! Wild turkey surprise! [Taz unties Bugs.]

Bugs: [Bugs is now out of the rope and pretending to be a waiter at a restaurant.] One wild turkey surprise coming up!

[Bugs sings or hums and delivers the meal to Taz.]

Bugs: Now eat it all, while it’s still sizzling.

[Taz gobbles it up, and the dynamite explodes in his stomach.]
PLC Day 3:
Agenda
Snack: Rabbit snack 1
Snack Procedure: when the movie ends get up and put your leftover snacks in your backpack without being told

Video: Macklemore & Ryan Lewis “Ceiling Can’t Hold Us”
http://www.youtube.com/watch?v=2zNSgSzhBfM

Activity: Celebrity match up (use manilla folders)

Show pictures and name the celebrity as a class all together first and hang the pictures around the room.

The job is to match a celebrity to the description.

I will read a couple, modeling for the whole class while the class guesses who it is. I will pass out manilla folders. Students keep it a secret, practicing in different corners around the room, getting ready for their performance. I will go around the room and listen to each child practice.

Pictures of the celebrities are placed within view. Each student practices their celebrity. Each student reads the description of their “celebrity” ending with who am I? The rest of the group guesses which celebrity it is. Go through a couple of times. Some students can even make up their own celebrity who am I?

SpongeBob SquarePants: I live in a pineapple under the sea. I flip burgers at the Krusty Krab. I’m ready! Who am I?

Justin Bieber: I like to sing, and I was like baby, baby, baby, oooh! I am known for my long hair for a boy. My fans are known to have the fever. Who am I?

Taylor Swift: I strum on my guitar and create many songs about boys. I have long curly hair and treasure my country girl roots. Who am I?

One Direction: There is five of us in our band. We are British boy rock-stars. You may know our songs “You Don’t Know You’re Beautiful” and “The Best Song Ever”. Who are we?

Ronald McDonald: I am a clown, but I do not juggle. My home is underneath the golden arches where I eat French fries and McNuggets all day long. Who am I?

Carly from iCarly – Miranda Cosgrove: I live with my older brother. My best friend’s name is Sam. Freddy joins in too and we put on a web show. We do goofy things and laugh a lot. Who am I?

Teenage Mutant Ninja Turtles: There is a purple one, an orange one, a red one, and a blue one in our crew. After an experiment gone wrong, we are able to fight the bad guys and make things right. Turtle power! Who are we?

Mario: I love to play games. Jumping around on mushrooms, climbing up ladders, and defeating the evil Bowser, all to save my Peach. Who am I?
Batman: Na na na na na na na na. When Gotham City is in trouble, I come to the rescue. The Joker, the Riddler, and Mr. Freeze are no match for me. Who am I?

Angry Bird: I am red, flying through the air, crashing into things, and getting rid of those pesky green pigs. Boom, explosions! Then I make it to the next level. Who am I?

Minions: Yellow, goggled, and overalled. You cannot understand what we are saying. There are millions of us little guys who do what you say. Who are we?

Jessie: I can be seen on the Disney channel, babysitting for two girls and two boys in New York City. You may call me the super nanny, but I am just trying to be a teenager and make my dreams happen. Who am I?
PLC Day 4:
Agenda
Snack: Quick snack (clementines) because we are going to make our own snack

Video: Glee “Off With Your Head Thriller” to pop culture cartoons
http://www.youtube.com/watch?v=i2GOQjho6SM

(using different videos and images)

Whacked Up Halloween Recipe Activity

The witches got their spells and potions all mixed up when their black cats were busy chasing the ghosts around. They tried to make the snack potion “Mummy Munch” and this is how it turned out. Can you cross out the words, punctuation marks, and letters that do not make sense and fix their potion recipe?

With recipes we have to read very carefully and closely follow the directions

Mummy Munch

Match the real ingredients to their Halloween name. Describe why – support your evidence.

Reading comprehension, reading strategies – use context clues, reasoning, grammar

Ingredients:
Orange tomb-stones (Cheez-Its)
Squirrel Brains (Craisins)
Rotting vampire teeth (Candy Corn)
Twisted bones (pretzels)
Bat poo (chocolate chips)

Corrected Procedure:
1. Measure half a cup of orange tombstones and pour them into the bag
2. Toss a handful of squirrel brains into the bag. Add another 7 brains.
4. Laugh an evil laugh, “Muahahahahah!!!”
5. Break the twisted bones and measure out 1 cup. Pour the bones into the bag as well.
6. Sprinkle 1 tablespoon of bat poo into the mix.
13. Seal the bag close and shake it up!
8. Munch on your Mummy Munch!
Mummy Munch Mix-up

Ingredients:

Orange tomb-stones
Squirrel Brains
Rotting vampire teeth
Twisted bones
Bat poo

Procedure:

1. Measure half a cup of orange tombstones and pour them into the sink.

2. Toss a foot-ful of squirrel brains into the bag. Add another 7 brains.


4. Laugh an Evil laugh, “Muhahahaha!!”

5. Break the twisted bones and measure out 1 cup. Chomp the bones into the bag as ___________.

6. Rain 1 tablespoon of bat poo into the mix.

7. Seal the bag open and rattle it up!

8. Munch on your Money Munch!
POP SOME CULTURE INTO LITERACY

PLC Day 5

Snacks: Cracker Jacks
Music Video: Ylvis “The Fox” (“What Does the Fox Say?”)
http://www.youtube.com/watch?v=jofNR_WkoCE

Too cold and rainy for outdoor activity. Show students forecast.

Activity: First extensive writing activity:

Add words and create a script with a silent cartoon

*Tom and Jerry:*

Whole Group Model:
“Just Ducky” http://www.youtube.com/watch?v=iHKCkpYOwKI
Do this together on the document camera. Get student input. Think aloud what you are doing when you are writing – what good writers do.

Watch cartoon again this time with words.
Did we leave any parts out?
How can we write it to make it more clear? interesting? Should we add humor?

Individual clipboard work
“Putting on the Dog” http://www.youtube.com/watch?v=Xljw-w9wJ4s

Go around the room and ask curiosity questions, guide students (don’t tell)

Replay, pause

Students can share their silent cartoon work.

Look at all of these different stories you guys came up with for this one cartoon! Thanks for working so hard! You created great stories!
PLC Day 6

Snack: Cheddar Rabbits
Amazing Race video: 2011 Australia sneak peek
http://www.youtube.com/watch?v=NxA6a4lHm4U

Amazing teams:
Team Red: Christina, Kevin, Jazmin, Diego
Team Blue: Wendy, Marco, George, Leslie

The Amazing Race, PLC style
Treasure Hunt on the playground use sight words!

Have two teams, so two post it note colors. Tape the number on the sticky note to the object on the playground. The team has to peel it off and bring it to you so that they can receive the next clue. Give clue to certain player. Player has to read the clue, the team talks it over and runs to the place where they think it is at. The two teams will go to the same locations, just in a different order. The last clue is all together to find the treasure!!!!

Clue 1: I go up and down, up and down, but my feet never touch the ground.
Clue 2: Weeee! Down I go!
Clue 3: Big, colorful, and tall I stand. This time I do not smell, but I’m still anchored in land.
Clue 4: Dribble, dribble, dribble, shoot!
Clue 5: It’s dark even in day light, hurry and pass through so that it doesn’t give you a fright!
Clue 6: Go to the diamond, not the sparkly kind. You should run the pretend bases then check behind.
Clue 7: Help the other team catch up. Come hopping over to Ms. Bono in a single file line so that Ms. Bono can give the whole group the last clue.
Final Clue: Climb to the top of the mountain of many triangles, you completed the race! Look down at your feet, congratulations you have found the treasure and the place!
PLC Day 7

Snack: Veggie Straws in baggies
Video: Sara Bareilles “Brave” [http://www.youtube.com/watch?v=QUQsqBqxoR4](http://www.youtube.com/watch?v=QUQsqBqxoR4)

Lyrics Lesson
“Roar” by Katy Perry
First, listen to the song, find overall meaning/theme; describe the feelings you get when you listen to this song
Second, everyone reads a part of the lyrics
Third, dissect lyrics, like in close reads
Find different parts of speech
Find different figurative language

Closure: Brainstorm songs
Favorite songs: “What does the fox say”, Skrillex “monsters”, “eye of the tiger”, Christina Aguilera, Pitbull, Christmas songs
Song we should model our video off of.

PLC Cheer
PLC Day 8

Snack: Honey Bunnies
Video: Pitbull ft. Christina Aguilera “Feel this Moment”
http://www.youtube.com/watch?v=5jlI4uzZGjU

Visualizing lyric phrases first:

Discuss some more; adverbs similes; interesting words

Watch “Roar” music video http://www.youtube.com/watch?v=CevxZvSjlk8

Brainstorm music video; vote for a song we should model our music video after

Pass out Katy Perry lyric sheets

Visualize exercise was awesome. Every student wanted to share and everyone was excited to visualize the second time because they enjoyed closing their eyes and making their own pictures in their head.
We reviewed the nouns and verbs;
I did a quick lesson on adverbs and we found two of them in the third sentence together.
We closed this with the theme. More work could and should be done with finding the theme.

Brainstorm session was awesome – see attachment.
I modeled a brainstorm saying that it can be messy; you jot ideas down; there are no bad suggestions
PLC Day 9

Snack: Cracker Jacks
Video: Taylor Swift “Everything has Changed”
http://www.youtube.com/watch?v=w1oM3kQpXRo

Lyrics

We started with a rhyming activity; we were going to go around in a circle rhyming words since that is an important part of a lot of songs; The students were not all in track with what rhyming was so I switched and gave a mini rhyming lesson. I wrote it on the board and underlined the rime. The students gave examples and nonexamples and we decided or crossed out. Then I picked a word, and the students raised their hand and said a word then got to write it on the board. They were very interested in writing this on the board.

After two words it and cat, we tried two words in the circle and got a better rhyming chain. I sat down with the group to work on our lyrics. This was a little out of reach. Some attention was lost and it was challenging. We wrote the first two lines together. They had a hard time thinking abstractly; they kept wanting to draw back to the Katy Perry Roar storyline and what went on there instead of creating our own story. So, we made our storyline using beginning, middle, and end.

We concluded the club with the magnetic spelling letters. Boys vs. Girls. They loved this! Good teamwork and friendly competition.
PLC Day 10

Snack: Cheez-Its (put in baggies)
Video: Avicii “Wake Me Up” [http://www.youtube.com/watch?v=IcrbM1l_Bol](http://www.youtube.com/watch?v=IcrbM1l_Bol)

We don’t understand what everyone else is going through; we may not understand everything, but everyone has a different point of view

I went home and took the story line and the ideas the students developed and turned it into lyrics. I left highlighted parts for student input.

Review lyrics and make suggestions…

You guys can become better readers by reading comics and creating your own comic strips
First read and analyze examples as a class.

Comics

Share comics


Comic template (4 boxes with space for storyline)

[http://www.printablepaper.net/preview/Comic_Page_With_Story_Line](http://www.printablepaper.net/preview/Comic_Page_With_Story_Line)

Need clipboards
POP SOME CULTURE INTO LITERACY

CALVIN AND HOBBES

AACHOO!

OH MY! HOW MANY MONSTERS ARE UNDER MY BED TONIGHT?

HEE HEE! WANNNA GET HIM?

YEAH! SEE IF YOU CAN REACH THE BASEBALL BAT! HEE HEE!

JUST ONE.

QUIT SHOVING, YOU HOOS!

MOMMM!

HELP! HELP! MY HEAD SOMEHOW GOT TWISTED COMPLETELY AROUND! I'M FACING BACKWARD.

LOOK! I CAN READ THE TAG ON MY SHIRT! I CAN SEE DOWN MY OWN BACK!

OH! WAIT. THERE'S MY BELLY BUTTON. I MUST JUST HAVE MY SHIRT ON BACKWARD.

NEVER MIND. I'VE GOT MY HEAD ON STRAIGHT AFTER ALL.
PLC Day 11

Snack: Turkey Treats
Video: *Free Bird* Trailer

[http://www.youtube.com/watch?v=UhxSOoTGvo](http://www.youtube.com/watch?v=UhxSOoTGvo)

Tom the Turkey Recipe

Sequencing Recipe activity
Have pictures too.
Have students sequence pictures then they can match the pictures with text.

**Explain what sequencing is and how important it is to a story.**
It is like steps. The order makes it make sense.
We have to follow sequences in order to make a recipe.
Special words like then and next help sequencing – can you think of other words that give hints.

Give students pictures to sequence. (8)
Then give students their specific step that they will say aloud.
Everyone work together to order.
Then, we can read and follow the recipe

**Ingredients/Supplies**

Double Stuff Oreos, Candy Corn, Whoppers, Peanut Butter Cups, chocolate frosting, yellow frosting, red frosting, plastic knife

Grab a cookie. Put some chocolate frosting along the top inside of the cookie!
Then stuff in 5 Candy Corn feathers along the top of the cookie.

Next, put a dab of frosting on the opposite end of the cookie and secure it to the “base” cookie. It helps to place them next to a wall as they dry so they stay put.

While those are drying, unwrap your Peanut Butter Cups. Take a plastic knife and cut a sliver off of one end. You can eat the other piece :)

Put frosting on the Peanut Butter Cup and place it on the bottom cookie and against the back, forming the body of the Turkey.

Now those little guys will need heads, so glue a whopper on there with frosting as well. Put frosting on the side of the whopper that hits both the cookie and the PB cup. Wouldn’t want a turkey running around with its head cut off, would we??

While the turkeys are still laying there, use a dab of yellow frosting and glue on the white tip of a candy corn for a beak.

Put two yellow dots on for eyes.

If you have red frosting too you can add a little wattle… gobble gobble.

Name your turkey and then eat him or her!
POP SOME CULTURE INTO LITERACY

![Image of Oreo cookies with candy corn](image1)

![Image of Oreo cookie turkeys](image2)

![Image of chocolate peanut butter cup](image3)
POP SOME CULTURE INTO LITERACY

PLC Day 13

Snack: Cracker Jacks
Video: One Direction “Story of My Life”
http://www.youtube.com/watch?v=W-TE_Ys4iwM

Show Elf Yourself videos girls and boys

By watching commercials and analyzing them, we can become better readers and writers.

Advertisement examples:
Free Credit Report. com New Car Commercial http://www.youtube.com/watch?v=5UbXltVO4sk
This or That Kia Soul Hamster commercial http://www.youtube.com/watch?v=miC1VZ9UVCQ

Talk about what commercials do
What message does each one send?
How do they get this message across? Song, humor, inform…
What is a slogan? Bud du du du du.. I’m lovin it; slogans are a phrase that gets the product noticed; catchy statement to sum the product up

Activity: Make your own advertisement
Bag full of goods: Flossies, Goody’s hair clips, holiday erasers, Rose Arts glue sticks, Banana Boat sunscreen, package of ping-pong balls, 2 pack of Chapstick, and Kleenex to-go tissues.

Give example with the paper puncher: talk about practical reason & then fun and creative – you can create snow for indoors!

Students pull from the bag.
They have to make an advertisement for that product.
They must write down the one sentence (or couple sentences) for the slogan.

Name, Date, Item to sell, Slogan

We had fun;
At the end we chose which product we would buy – students chose erasers & chap stick & received that product

Video Recording
Writing documentation
POP SOME CULTURE INTO LITERACY

PLC Day 16

Snack: pretzels
Video: Pharrell Williams “Happy”
http://www.youtube.com/watch?v=y6Sxy-sUYtM

Blackout Poetry

Do any of you guys have newspapers or magazines laying around your house. Pick up one and it can make you a better writer – did you think I was going to say reader? It can help with that too, but you can get ideas and transform one piece of writing into your own.

We are going to work on black out poetry. I have some examples to show you, but what we are doing is using the words in an article and blacking out the words that we do not need.

We are taking from the authors and changing their writing into something of our own.

by Austin Kleon
We’re making poetry. It doesn’t have to make complete sense or have totally correct grammar since it is a poem, it just needs to have feeling and express the theme you are creating.

Show examples on Document Camera
Pass out supplies

I want to do something non-fiction

Top Children’s Magazines:
National Geographic Kids
Nickelodeon Magazine
Your Big Backyard Magazine
Highlights for Children
Ranger Rick

National Geographic Kids
“Cat Adopts Dog”

“Scientists Help Giant Pandas Raise Twins”

Balloon Popping Dog

“Balding Penguin Gets Custom Wetsuit”

Time for Kids
“Getting Ready for the Games”
Magazine Cut Out Creation

The activity today is going to be cutting out words and maybe some pictures from magazines to form your own poem or story. Instead of blacking out words we do not want to use on one page and using the words in that order, we are going to take pieces from many different pages and rearrange them into your own creation.

Today I am going to sit down with the students and do this activity with them, alongside of them. I will give a brief introduction and give some directions then we will all sit down in a circle and I will talk out loud while we are all working and do some think-alouds during this activity. I am trying this different approach to see if it works better and achieves the desired end result since the students had difficulty reaching this last class with the activity.

Pre-write talk it out first!

Tell students whoever comes next week with either a blackout poem or a collage representation they made at home over the weekend, will get a special prize.

Students should make a poem, either cutting out separate letters to form words or hunting down words.

This could also be a sight word activity, students putting together words they know from letters in magazines.
Story Sticks/Retelling Activity

The students are going to pick three popsicle sticks with words on it – common pop culture names, activities, things, etc. and they will make a story up with it. I want it to actually be a story – so like 10 sentences or more using the words on the popsicle sticks they drew. (You can write it on a paper, you can draw it on your paper, you can keep it in your head)

The real activity is going to be for the rest of the class. The focus is on retelling and retelling in as much detail as possible.

Pick three sticks
You can make one trade (if you do not know what that word is or if you would like the chance to choose something else)

Story Sticks:
- the Joker
- Katy Perry
- Full House
- picnic
- Minions
- Frozen
- SpongeBob
- video games
- recess
- basketball
- Angry Birds
- Jessie
- TV
- jumping jacks
- timeout
- Spiderman
- robot
- Selena Gomez
- Razorback
- cooking
- high five
- cereal
- fox
- Giant
- birthday cake
“Storytelling Sticks” Rubric

<table>
<thead>
<tr>
<th></th>
<th>Advanced (3 points)</th>
<th>Proficient (2 points)</th>
<th>Basic (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Recognition</td>
<td>Knows and correctly uses the three words randomly drawn</td>
<td>Knows/recognizes the three words randomly drawn</td>
<td>Knows/recognizes/uses some of the words randomly drawn</td>
</tr>
<tr>
<td>Content</td>
<td>Creates a coherent story with at least 5 sentences</td>
<td>Creates a coherent story with 3-4 sentences</td>
<td>Creates a story with 2 or fewer sentences</td>
</tr>
<tr>
<td>Creativity</td>
<td>Creatively uses the three words in the story</td>
<td>Shows some creativity in composing the story</td>
<td>Does not show originality in composing the story</td>
</tr>
<tr>
<td>Re-telling Main Idea</td>
<td>Can accurately re-tell the main idea of other students’ stories</td>
<td>Can accurately re-tell the main idea of other students’ stories the majority of the time</td>
<td>Cannot accurately re-tell the main idea of other students’ stories the majority of the time</td>
</tr>
<tr>
<td>Recalling Details</td>
<td>Can accurately recall details from other students’ stories</td>
<td>Can accurately recall details from other students’ stories the majority of the time</td>
<td>Cannot accurately recall details from other students’ stories the majority of the time</td>
</tr>
</tbody>
</table>

Advanced = 13-15 points
Proficient = 9-12 points
Basic = 5-8 points
PLC Day 19
Snack: Clementine or Pretzel
Video: Ellie Goulding “Burn” http://www.youtube.com/watch?v=CGyEd0aKWZE

TV Literary Skills

Summarize
Predict
Question
Connect
Recall 3 details
Evaluate

Explain what each of the terms mean Flash Cards name and explanation

Watch TV clips then pass the ball around with these words on it. When the person catches it, whatever their hand is on (or more specifically, their pointer finger) they will use that skill. The ball gets passed around so that everyone has a chance.

TV clips

Full House http://www.youtube.com/watch?v=gAOKb_YN9co
Despicable Me http://www.youtube.com/watch?v=82utG7Q3G_k
Finding Nemo http://www.youtube.com/watch?v=Lk3ZxmptZy8
PLC Day 20

Snack: Nature’s Valley granola bars
Video: Passenger “Let Her Go”  http://www.youtube.com/watch?v=RBumqg5yVrA

Twistalize (Twiter + Visualize)

Visualizing activity/ descriptive activity
Visualize = form a mental image

First, visualizing or descriptive activity.
Everyone closes their eyes.
Topic CHEESEBURGER
Thick juicy, dripping in cheese,

Using the five senses

Sight
Sound
Smell
Taste
Touch

How does a wedding taste like?
How does summer taste like?
How do you imagine a razorback tastes like?
What does being nervous taste like?

What does a fox sound like?
What does a sword fight sound like?
What does a mall sound like?
What does President Obama sound like?
What does the TV sound like?

What does the bat mobile look like?
What does a Coco-Cola look like?
Describe what a robot looks like?
What does a football stadium look like?
What does Superman look like?

What do you think Justin Bieber’s hat smell like?
What do crayons smell like?
What do the minions smell like?
What does a movie theater smell like?
What does a snowman smell like?
What does an ice rink feel like?
What do you think Spongebob feels like?
What does ketchup feel like?
What does a shot feel like?
What do your socks feel like?

So describe __________
PLC Day 21

Snack: pudding cups
Video: American authors “Best Day of My Life” dog version
http://www.youtube.com/watch?v=8J4k32LhTNw

Literary themes: character, setting, plot
Go through and define each of these and have students give examples
Character = a living thing in a story;
Setting = where a story takes place, the location;
Plot = the main events of a story, like first, next, then, last; ex: an important event - he ran away (then I would explain that it happened second in my pretend story or in the Fairly Odd Parents).

We can learn to be better readers and writers through games.
Bananagrams

First we can make a spelling word through the letter tiles.

Then, I’ll ask the students to make as many words as they can, showing them how to connect words like in Scrabble.

If you use all of your tiles up, you win!!

Then we will move onto the cards: there is a character card, a setting or place card
Picture Captions

We all just went to Crystal Bridges last week, and we learned that you can learn so much just through a picture. There is a saying, “A picture is worth a thousand words.” Have you heard of it? What do you think it means?

Today we are going to look at pictures and write a caption. Put a picture and caption on the Document camera. Can anyone tell me what a caption is? Students may point, look for a definition too.

A caption is a phrase or sentence that explains what the picture is about. It can have names, dates, and the place listed, but most importantly the readers quickly find out what the picture is about.

We are going to write captions today.

First together, let’s examine this picture. What can we learn from it? Do Hurricane Sandy and camels transporting watermelons together.

Great, now what should be our caption. Let’s shoot for an explanation in 1-2 complete sentences!

Pictures from cnn.com “2013: The Year in Pictures”

Have students write down the captions we make up as a group on their papers.

Class does the other 6!

Have students act as the reporter.

I cut off the bottom captions of the pictures and printed them large in color for students to examine and write their captions.

At the end, show picture then everyone goes around and says their caption. I will say what the real caption is from the clipped paper after everyone has shared. Students should defend their captions to – why did you write that caption?
April 25: Homes severely damaged by Hurricane Sandy are seen in Mantoloking, New Jersey, six months after Sandy devastated the Jersey shore and New York City and pounded coastal areas of New England.

May 3: Farmers transport watermelons on camels on their way to market in Allahabad, India.
May 8: The Tungurahua volcano is seen from the village of Cotacache, Ecuador. Tungurahua keeps generating explosions and expelling incandescent boulders that roll down its flanks.

January 28: A crowd in Nazare, Portugal, watches as surfing legend Garrett McNamara appears to break his own world record for the biggest wave ever surfed. The wave was estimated to be about 100 feet high.
January 23: A truck is covered in ice as firefighters extinguish a massive blaze at a vacant warehouse in Chicago.

December 29: Rain-soaked New England Patriots fans cheer during the third quarter of an NFL football game between the Patriots and the Buffalo Bills.
December 18: A lioness wraps her paws around another lioness at the Moremi Game Reserve in Botswana.

December 1: Schoolchildren take lessons at a refugee camp on the outskirts of Jalalabad, Afghanistan.
POP SOME CULTURE INTO LITERACY

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[Images of various scenes and animals]
Send home parent goodbye.

To my wonderful George Elementary families,

Thank you for allowing me to work with your children. I loved seeing them grow throughout this process and I can’t wait for the end results. Pop Literacy Club was such a fun adventure. The original goal was that the children would learn, but I am the one who learned the most. I will miss them so much! This Thursday, February 13th, will be our last meeting. I hope you all have a wonderful Valentine’s Day and that the rest of the school year is successful!

Love,

Anna Bono

A mis maravillosas familias de Primaria George,

Muchas gracias a ustedes por permitirme de trabajar con sus hijos. Me encantaba ver el crecimiento de ellos durante este proceso, y estoy emocionada para los resultados finales. Pop Literacy Club fue una aventura muy divertida. El objetivo original era que los niños aprendieran, pero yo aprendí más que ellos. ¡Les echaré de menos mucho! Este jueves, 13 de febrero, será la última reunión. Espero que todos tengan un día de San Valentín muy bien y que el resto del año sea exitoso!

Sinceramente,

Anna Bono
PLC Day 23
Snack: Mini Muffins
Video: Capital Cities “Safe and Sound” [http://www.youtube.com/watch?v=47dtFZ8CFo8](http://www.youtube.com/watch?v=47dtFZ8CFo8)

Try and read some of the words and make sense of the words into the story.

Ask about time frame of movie; what do you think of it?

Scavenger Hunt Review of PLC

Clock: The two hands move around in circles. Numbers matter, like how they matter when we made recipes.

Literacy Rocks: Jamming out, Marco played this instrument in our “Read” music video. We became better ________ and writers.

File Cabinets: They keep information all lined up in a row. Remember when you were the detectives, giving clues for what celebrity you needed to find? What did you use?

Piano: All keys, but no locks. The key to finding the next clue is singing the tune to your favorite music video we watched.

Lamp: __________, camera, action!!

Drum: Lyrics need a rhythm and a beat. Help the lyrics find it, so it can create music.

Projector: A flashing light shows this technology tool is hard at work. It lit cartoons up across the walls.

Map: To learn about news events, we need to know where in the world we are.

Autograph: If you were Batman or Jessie, I would ask you for this.

Cubbies: We got messy with magazines, made food, and told stories. Now it’s time to go, get your things, I’ll see you again, no worries!

Carpet: Right foot forward, then hop forward 5 spaces.

Standards: PLC has had learning goals too, they just were plastered to the wall like these.

KW: Our friend, our member of the group, and our conversation starter. He has helped us along the way and has always brought a smile.

Yayyyy, team PLC wins! Check my belly for a prize!!

Prize: colorful cool pencil grips. When you write with them think of all of the tips you have learned from PLC.
All together, no teams

Talk about favorite times
Talk about what students have learned
Reflection
PLC Day 24

Snack: Doughnuts!!
Video: Our music video :)

Activity Fill in the blank Letter Valentines with conversation hearts

Bring glue, construction paper, markers, and conversational hearts.

List of conversation heart phrases that are appropriate for PLC (I separated them):

Sweet thing
Sweet pea
Good times
No way
I'm sure
I heart you
Too cool
You rock
Friends forever
Love you
My hero
Yes
XOXO
BFF
One & Only
Just one
Be true
LOL
Get real
Hey you
Got cha
Get real
Im sure

So fine
U R kind
Be good
U rule
See ya
Love you
All mine
Be true
Awesome
Party time
Talk 2 me
Guess who
No doubt
Good 4 you
Good 4 me
E-Mail me
Guess what?
Friend 4 ever

Fill in the Blank:

Whatever you do, you should be true/ be good to yourself. You are too cool and U Rock/ U Rule! We have had lots of good times together. Yes/ no doubt I will miss you, but remember to keep reading, keep writing, and keep smiling because I <3 you!

XOXO,
Ms. Bono

Make your own with markers for words and gluing the conversation hearts on the paper to make sentences and a Valentine’s Day message!

Hand note written to the kids:
Dear,
You have done amazing things in our Pop Literacy Club. I’m so proud of all of your hard work and your terrific attitude. We have had so much fun, and I have loved being your teacher.

I’m going to miss you so much!
One student’s work scripting a silent cartoon.

The same student, writing a story for the “Storytelling Sticks” activity later in the program.
One student’s work with scripting the silent cartoon. He switches from writing dialogue for the characters to simply retelling the story.

Another student’s work scripting the silent cartoon. He used descriptive phrases to describe characters with their exclamations (including quotation marks) to tell the story through dialogue.
Mummy Munch Mix-up

Ingredients:
Orange tomb-stones
Squirrel Brains
Rotting vampire teeth
Twisted bones
Bat poo

Procedure:
1. Measure half a cup of orange tombstones and pour them into the sink.
2. Toss a foot-ful of squirrel brains into the bag. Add another 7 brains.
4. Laugh an’ Evil laugh, “Muhahaha!!!”
5. Break the twisted bones and measure out 1 cup. Chomp the bones into the bag as
   close as you can.
6. Rain 1 tablespoon of bat poo into the mix.
7. Seal the bag open and rattle it up!
8. Munch on your Money Munch!
One student’s work for the cartoon activity.
A different student’s work in stage two of the cartoon activity where she had to write for a series of pictures.
This is one student’s work for the mark out activity. She created a new story by marking out parts of the old story.
A student’s creation after going through and cutting out phrases, words, letters, and pictures from magazines.

A different student’s creation from rearranging magazine cutouts.
One student’s persuasive advertisement work. She created a slogan and sales pitch for a product she had to sell to the rest of the group.

One student’s story for the “Storytelling Sticks” activity.
One student’s scrabble tiles to represent the literary element plot.

Students’ responses to the literary element setting. Responses included Walmart, Springdale, George [Elementary School], and school.
One student’s captions to the pictures from world news stories of 2013.
A different student reporter’s captions to four other pictures from around the world.
Students’ completed letters after placing different conversation hearts in the blanks.
"Read" by the PLC

I used to sit all day and play video games
Scarce to read a book and mess up names
So I sat quietly, playing politely
I guess that I forgot I had a choice
I could learn from a sign, cartoon, or jokes
I read nothing, so I questioned everything

You were down, but I picked you up (hey!)
Already brushing off the dust [everyone
brushes off something different – comics,
pictures, magazines, lyrics]
I read your words, I saw the scenes
Like pictures unfold-ering
You were down, but I picked you up
Get ready 'cause I can't get enough
I see it all, I see it now

I got the mind of a reader, a giant,
Dancing through George Elementary
'Cause I am a reader, and you can be one too
Stronger, smarter, and prouder
'Cause I am a reader, and you're gonna hear me read

Oh oh oh oh oh oh oh
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You're gonna hear me read!

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