"I Don't Want To Do This!": Increasing One Student's Motivation To Complete Assignments In The Classroom.

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Description of Teaching Context

My second grade classroom is located within a school in the State College Area School District. In my second grade classroom, there are 21 students including 8 male students and 13 female students. Out of 21 students, 6 of the students are given some form of individualized attention both in and outside of the classroom. One of the 6 students attends ESL (English as a Second Language), works with a TSS (Therapeutic Staff Support) and an instructional Para-professional, two of the children receive Response to Intervention (RTI) for reading, one student visits another school for half of the day to receive learning support, and four of the six students speak with a counselor at least one time during the school week.

The four students who work with the counselor do so based on references made by teachers, parents, or the counselor herself. Each of these students meets with the counselor for about 20 minutes and is encouraged to talk about their feelings during these meetings. One of the students who participates in this program expresses a lot of anger during his meetings, which the counselor seems to believe derives from the numerous reprimands he is given in school on a daily basis. Two of the most prevalent reasons why he is reprimanded in my classroom stem from his frequent off-task behavior and not completing his work. Although these behaviors have been occurring throughout the entire year, as the year has progressed, these behaviors have increased and have become more problematic.

Wonderings and Questions

Main Wondering

The student that I mentioned above, who we will call “Henry,” has become the focus of my inquiry. I chose to focus my inquiry on Henry based on observations I have made and discussions I have had with my mentor and my colleagues within the school district. Throughout the school year, I have observed this student and have witnessed some of his complexities. While observing him, I have noted things such as social interactions between him and other students, academic work he has completed, and both positive and negative behaviors he has demonstrated. From my observations, I have discovered that Henry
regularly exhibits off-task behavior and has difficulty finishing his work. The information I gained from observing Henry led me to ask the following question:

**How can I increase Henry’s motivation to complete assignments?**

**Sub-questions**

- What are Henry’s interests and how can I incorporate his interests into his academic work?
- What is the impact of implementing incentives in motivating Henry to complete his work?

**Data Collection**

**Systematic Observations – On and Off-task Behavior**

Throughout my inquiry, I recorded Henry’s behaviors on a chart using the classroom time sweep method. This chart focused on off-task and on-task behaviors Henry exhibited during various academic subjects throughout the school day. The off-task behaviors included looking away from the teacher, talking with other students, touching/playing with objects, making inappropriate noises, and not doing the assigned work. The on-task behaviors I looked for were not talking with other students, not touching or playing with objects, not making inappropriate noises, participating in group discussions, and doing the assigned work (See Appendix C for these systematic observations). Following a seminar class that I attended, I decided to alter the off-task behavior chart that I had first used with Henry by removing the “looking away from the teacher” behavior. My decision to get rid of this behavior derived from the idea that all people have different sensory-based needs. The seminar I attended discussed these needs and highlighted the idea of differentiating instruction based on these needs. This concept led me to think that Henry doesn’t look at the teacher because that action does not correlate with his sensory-based needs. Although I was never able to know for sure if the looking away from the teacher behavior had to do with
his needs, I removed it from the chart because I thought it would not be a reliable indicator of his off-task behavior (See Appendix B for source).

**Survey**

In the beginning of my inquiry, I administered a six-question survey to all of the students in my classroom. The purpose of this survey was for me to learn more about the students’ feelings concerning their interests both in and outside of school, their favorite academic subjects, and their opinions on self-assessment and goal setting. This survey also asked students to set one academic goal for themselves for this school year. (See Appendix D for a full list of the questions. A copy of Henry’s survey answers can also be found here).

**Artifacts**

I have collected and made copies of Henry’s academic work prior to and during the inquiry process. The artifacts that I gathered represent assignments given within each subject area (math, science, language arts, and social studies). My intentions for obtaining this information were to compare Henry’s academic work from before the inquiry process to work completed throughout the inquiry process.

**Anecdotal Notes and Reflections**

In addition to systematic observations, I also took anecdotal notes, focusing mainly on Henry's behavior and academic performance. The anecdotal notes I recorded ranged from observations made throughout an entire school day to ones made during one academic subject. Using my anecdotal notes as a reference tool, I also reflected upon the observations I made. My anecdotal notes and reflections were recorded in two separate notebooks (See Appendix E for anecdotal notes and reflections).
Data Analysis Process

For the duration of my inquiry, I have been keeping hardcopies of my data in a folder and some anecdotal notes and reflections in a word document on my computer. When it came time to analyze my data, I first separated my findings into different categories. The categories were labeled as follows: off-task behaviors, on-task behaviors, extrinsic reward and interests, and lack of participation in whole group settings. In the off-task behaviors category, I included the multiple systematic observations I made concerning off-task behavior during mathematics, morning meeting, social studies, read aloud, and computers. Using the classroom time sweep method, I recorded the off-task behaviors Henry performed during each subject within specific periods of time. For each of the observations, I recorded his behavior in five-minute intervals. In accordance with the off-task behavior category, systematic observations were also used to document Henry’s on-task behavior.

The remaining categories within my data represented an extrinsic reward, Henry’s interests, and his lack of participation in whole group settings. I recorded this portion of the data using a survey, anecdotal notes, and reflections. The extrinsic reward was introduced to Henry following an idea that he suggested to me. This idea involved him being able to take home one of our classroom’s stuffed animals. Based on this idea, my mentor, Henry, and I made a deal that said if Henry could behave appropriately throughout the school day he would be able to borrow the stuffed animal for a certain period of time. The conditions of the deal were that Henry had to behave appropriately throughout the entire school day and receive no time off of recess in order to receive the stuffed animal. Henry’s behaviors were documented in my reflections (See Appendix E for these reflections).

Explanation of Findings

Claim #1- Henry’s motivation to complete assignments and exhibit on-task behaviors increased when the assignments focused on his interests.
After analyzing various pieces of data, I found that Henry’s motivation to complete assignments and exhibit on-task behaviors increased when the assignments focused on his interests. I was able to make this claim based on the anecdotal notes and the reflections I made regarding Henry’s academic work and behaviors. The three main events that allowed me to gain this information included Henry reading with our classroom paraprofessional, guided reading groups, and writing mystery stories (See Appendix E). I believe that the observations made during and after these activities support this claim as all three of the activities incorporated one of Henry’s main interests; Tornadoes. In addition to all of the activities centering on Tornadoes, I think that Henry stayed on-task more often than off-task because he was also given choices. Unlike most of the assignments Henry is used to doing in our classroom, these assignments allowed him to pick to work with a topic that interested him. When comparing my findings to ideas discussed within my research, I was able to make a connection between what I found when giving Henry choices and what Becky Birdsell found when conducting a student survey in her article “Motivating Students by Increasing Student Choice.” Birdsell reports that, “After reviewing the pre-intervention data, we inferred that the lack of motivation in the classroom was related to the students’ ownership in what and how they learn. If curriculum and homework are chosen by the students based on their interests and ability levels, they feel they will be more successful” (Birdsell, 2009). Like the students that were surveyed during Birdsell’s study, Henry showed signs of interest and was more frequently on-task when participating in the three activities mentioned above. In comparison to the off-task behaviors I recorded during my systematic observations of math (Appendix C), Henry consistently exhibited on-task behaviors during all three of the activities. The on-task behaviors I am referring to consisted of looking at the para-professional while reading, following directions, positively contributing to my guided reading group, correctly answering questions about the tornado book in my guided reading group, working on his mystery story without making inappropriate noises, and completing his mystery story before the majority of the other students.


**Claim #2** – *Henry displayed the greatest amount of off-task behavior and the need for individualized attention during mathematics.*

Similar to the ways in which I found information to support my first claim, I was able to make the claim that Henry displayed the greatest amount of off-task behavior and the need for individualized attention during mathematics after studying my systematic observations, anecdotal notes, and a work completion chart. Prior to making this claim, I tried to find patterns within my data that I hoped would potentially help me answer my main inquiry wondering and sub-questions. Through reading then analyzing and comparing my data, I noticed that Henry displayed more off-task behaviors during Math than during any other subject or time of the school day. The most prominent off-task behaviors he exhibited were touching/playing with objects, not participating, talking with other students, and not doing the assigned work (See Appendix C for notes on this behavior). Like the systematic observations I made, a work completion chart also showed me that when compared with other academic subjects, Henry only partially completed his math work while he fully completed work in language arts, writing, science, and centers (Appendix F). My data also showed that in addition to performing off-task behaviors, Henry also seemed to need individualized attention more during this subject than during any other subject. From Henry’s student survey I did find that his least favorite academic subject is math. Based on this information, I have an inclination that he seeks the individualized attention during this subject because of his lack of interest. Despite my feelings, I do not have enough information to claim that this idea is accurate and a contributing factor.

**Claim #3** – *The addition of extrinsic rewards had some affect on Henry’s motivation to complete his work.*

After deciding on my main inquiry wondering I developed two sub-questions. The first sub-question focused on incorporating Henry’s interests into his schoolwork while the second question introduced the idea of implementing incentives and how these incentives would affect Henry’s work.
Initially, I wondered if incentives would positively affect his behavior and increase the amount of work he completed during the school day. In my pursuit of finding an answer to this question, I researched information on extrinsic and intrinsic rewards. Based on my research, I found that both types of rewards had benefits and drawbacks (Haywood, 2008). In an attempt to find out which type of reward produced the best results, I tried to first use oral praise in hopes of building Henry's self-esteem. Trying to tap in to and support Henry's intrinsic motivation, I asked him to set an academic goal for himself for this school year (See Appendix D for student survey). In spite of my efforts, my attempts to use intrinsic rewards to encourage Henry to want to complete his work didn't seem to affect him in any way. Before I was able to think of an extrinsic reward for Henry, he actually suggested something that he was willing to work for. This extrinsic reward was a stuffed iguana. In order for him to be able to earn this iguana, my mentor, and I, along with Henry, came up with a plan that required him to complete his work and behave appropriately throughout the school day. Even though Henry seemed to be exhibiting more on-task behaviors than usual after the introduction of the iguana, he still continued to have difficulty completing his work and staying on-task for each subject (See Appendix E for anecdotal notes and reflections concerning the external reward). After two weeks of working towards this reward, Henry was able to meet the requirements of our plan and received the iguana. Once Henry attained the iguana, his behavior and work ethic quickly deteriorated which led me to make the claim that the addition of extrinsic rewards had some affect on Henry's motivation to complete his work. Although I would have liked for the extrinsic reward to keep Henry motivated for a longer period of time, I now think that this reward was only a short-term solution to a long-term problem.

Reflections and Implications for Future Practice

The Inquiry Process

Even though I didn't reach one definitive answer to my main inquiry question, I was able to make claims that directly related to my sub-questions. Despite the claims I was able to make, I believe that I may have been able to find out more about my main inquiry question if I would have done a few things
differently during the inquiry process. First, if I were to conduct this inquiry again I would make sure that I created a logical and realistic inquiry timeline. When completing the inquiry this time, I found that I had unrealistic expectations and goals concerning all of the things I wanted to do during the inquiry process. I wanted to do so many things such as collect more data, implement more interventions, etc. but I just didn’t have the time. Next, I think I should have collected more meaningful data. What I mean by this is that the data I collected during this inquiry did provide me with useful information but I think I could have learned more if I changed or added on to the data collection techniques I had used. If I would have interviewed Henry more, for example, I think I would have had established a clearer picture of his self-efficacy and his academic goals.

**Motivation and Implications for the future**

From working with Henry and researching, I feel like I have learned a lot about what motivates people and how I could motivate students. Although I wasn’t able to find one guaranteed way to increase Henry’s motivation to complete his assignments, I did discover a few things that positively affected his behavior and work ethic for short periods of time. In the future, I would like Henry to become more intrinsically motivated. Utilizing the information I gained from this inquiry, I am eager to integrate my knowledge into my teaching. When I am teaching, I now look forward to using various motivational strategies to help motivate my students to complete assignments.
Appendix A
Inquiry Brief

Context
My second grade classroom is located within a school in the State College Area School District. In my second grade classroom, there are 21 students including 8 male students and 13 female students. Out of 21 students, 6 of the students are given some form of individualized attention both in and outside of the classroom. One of the 6 students attends ESL (English as a Second Language), works with a TSS (Therapeutic Staff Support) and an instructional Para-professional, two of the children receive Response to Intervention (RTI) for reading, one student visits another school for half of the day to receive learning support, and four of the six students speak with a counselor at least one time during the school week.

The four students who work with the counselor do so based on references made by teachers, parents, or the counselor herself. Each of these students meets with the counselor for about 20 minutes and is encouraged to talk about their feelings during these meetings. One of the students who participates in this program expresses a lot of anger during his meetings, which the counselor seems to believe derives from the numerous reprimands he is given in school on a daily basis. Two of the most prevalent reasons why he is reprimanded in my classroom stem from his frequent off-task behavior and not completing his work in a timely manner. Although these behaviors have been occurring throughout the entire year, as the year has progressed, these behaviors have increased and have become more problematic.

Rationale
The student that I mentioned above, who we will call “Henry,” has become the focus of my inquiry. I chose to focus my inquiry on Henry based on observations I have made and discussions I have had with my mentor and my colleagues within the school district. Throughout the school year, I have observed this student and have witnessed some of his complexities. While observing him, I have noted things such as
social interactions between him and other students, academic work he has completed, and both positive and negative behaviors he has demonstrated. From my observations, I have discovered that Henry regularly exhibits off-task behavior and has difficulty finishing his work on time.

In order to ensure that Henry is academically successful this school year, I know that he will need to decrease the amount of time he is off-task, increase his on-task behavior, and increase the amount of work he is completing on time. Based on conversations I have had with him and some work he has completed in school, I know that Henry is an intelligent child and can succeed. But once I think about his off-task behavior and lack of finishing work in a timely manner, I question what more can be done to help him be more successful. His off-task behavior and trouble completing assignments on time seem to affect every aspect of his academic life and overshadow his ability to reach his academic potential.

In an attempt to unlock the student’s “potential” and help him feel successful, I have decided to explore the topic of motivation in the classroom. From this inquiry, I expect to learn more about what motivates students, individually and as a class, and the impact of motivation on off-task behavior. I also think I will discover things the student and I can do to increase his self-efficacy and how self-efficacy affects student performance through my inquiry. Although my inquiry’s main focus is on one child, I anticipate that the information I learn from working with the student and my research results will help other students who are in the same positions to achieve their own academic goals.

Main Wondering

How can I increase Henry’s motivation to work independently to complete assignments on time in the classroom?

Sub-questions

- What are Henry’s interests and how can I incorporate his interests into his academic work?
- What is the impact of implementing incentives in motivating Henry to complete his
- How will working with Henry to set his own academic goals affect his motivation to work on and complete assignments?

- How will working with Henry to develop greater self-efficacy affect his motivation to work and complete assignments?

**Data Collection**

*Observations:*

I will make systematic observations to record and calculate the student's off-task behavior. These observations will be recorded on a chart using the classroom time sweep method. This chart will document off-task behaviors that include looking away from the teacher, talking with other students, touching/playing with objects, making inappropriate noises, and not doing his work. The chart will also document the specific activities that Henry is participating in while the systematic observations are happening.

In addition to recording his off-task behavior, I will also make systematic observations to document his on-task behavior. The on-task behaviors I will be looking for are for him to be looking at the teacher, not socializing with others, participating in whole group discussions, and doing the assigned work.

I will also collect data through taking anecdotal notes. These notes will include the daily observations I make before and during my inquiry. My anecdotal notes will also include artifacts like Henry's work. Samples of Henry's work will act as artifacts that I will use to document his work before, during, and after the inquiry process. The work samples that I will collect will be samples from each of the academic subjects taught in our classroom. When using these work samples, I will also note which of his work was completed with more prompting than others.
Surveys:

Students will complete a survey that includes some open-ended and some closed-ended questions. This survey will ask all of the students in the class to express their opinions concerning their interests, their favorite academic subjects, and their feelings about self-assessment and goal setting. In creating and distributing this survey I hope to find out how all of the students in the class feel about self-assessment, including Henry’s thoughts concerning the topic.

Interviews:

I will interview Henry and ask him questions regarding his interests in school and outside of school, what motivates him, what his favorite academic subject is and why, etc. The purpose of this interview is to find out what his interests are, his self-efficacy at the present time, the academic goals he has for himself at the present time, and the academic goals he would like to establish for the remainder of the school year and the rest of his academic career. Through this interview, I hope to find out information that I can use to develop interventions for Henry and incentives that I can implement into the classroom.

Digital Data:

I will take pictures of Henry’s work before, during, and after my inquiry.

Timeline

<table>
<thead>
<tr>
<th>Week of January 31st, 2011</th>
<th>- Begin collecting base line data of Henry’s behaviors throughout the school day. Focus on on-task and off-task behaviors and how often they occur.</th>
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<tbody>
<tr>
<td></td>
<td>- Search for sources for annotated</td>
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</table>
| Week of February 7th, 2011 | - Continue collecting base line data of Henry’s behaviors throughout the school day. Focus on on-task and off-task behaviors and how often they occur.  
- Continue searching for sources for annotated bibliography. Find at least 5 sources - at least 3 different types.  
- Write Context and Rationale for inquiry brief.  
- Talk with mentor about Henry and my observations. |
| --- | --- |
| Week of February 14th, 2011 | - Continue collecting base line data of Henry’s behaviors throughout the school day. Focus on on-task and off-task behaviors and how often they occur.  
- Finish finding sources, writing inquiry brief, and annotated bibliography. Submit inquiry brief to PDA.  
- Begin photo-copying and taking pictures of Henry's work.  
- Begin finding more sources that |
| Week of February 21\textsuperscript{st}, 2011 | - Continue collecting base line date of Henry’s behaviors throughout the school day. Focus on on-task and off-task behaviors and how often they occur.  
- Start systematic observations of on-task and off-task behavior using the classroom time sweep method.  
- Begin to analyze data that has been collected.  
- Continue finding more sources that enhance and support my inquiry. |
|---|---|
| Week of February 28\textsuperscript{th}, 2011 | - Continue to collect data on Henry’s on-task and off-task behavior and his completion of work.  
- Continue analyzing data that has been collected.  
- Compare Henry’s work and behavior before the inquiry process with observations made concerning these topics at this point in time. |
| Week of February 28\textsuperscript{th}, 2011 | - Continue to collect data on Henry’s on-task and off-task behavior and his completion of work.  
- Continue analyzing data that has been collected.  
- Compare Henry’s work and behavior before the inquiry process with observations made concerning these topics at this point in time. |
<table>
<thead>
<tr>
<th>Week of March 7th, 2011</th>
<th>- Spring Break</th>
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<tbody>
<tr>
<td>Week of March 14th, 2011</td>
<td>- Continue to collect data on Henry’s on-task and off-task behavior and his completion of work.</td>
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<tr>
<td></td>
<td>- Compose student survey and distribute it.</td>
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<td></td>
<td>- Interview Henry.</td>
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<td></td>
<td>- Introduce Henry to the idea of self-efficacy and goal setting.</td>
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<td></td>
<td>- Develop and implement one intervention that could help motivate Henry to work independently and complete the work he is given. Intervention – Develop a chart that documents the work he does every week. If he completes 90% of his work on a particular day, he will be given an extrinsic reward at the end of that day. This reward will be determined by the answers I receive from the survey and the</td>
</tr>
<tr>
<td>Week of March 14th, 2011</td>
<td>- Continue to collect data on Henry’s on-task and off-task behavior and his completion of work.</td>
</tr>
</tbody>
</table>
| Week of March 21st, 2011 | - Continue to collect data on Henry’s on-task and off-task behavior and his completion of work.  
- Continue using the chart intervention based on its level of successfulness the previous week. If the chart intervention does not seem to be positively affecting Henry’s motivation/work ethic, I will try to make some of the work he is doing relevant to his values and goals. I will use the goals that Henry has written on his survey and goals we discussed during his interview to focus some of his learning on achieving these goals.  
- Compare Henry’s work and behavior before the inquiry process with observations made concerning these topics during the inquiry.  
- Continue to analyze data.  
- Compare observations made using anecdotal notes with systematic observations.  
- Begin thinking about ways in |
| Week of March 28th, 2011 | - Continue to collect data on Henry's on-task and off-task behavior and his completion of work.  
- Develop and implement another intervention. This intervention will depend on the successfulness of the previous two interventions I have used.  
- Compare Henry's work and behavior before the inquiry process with observations made concerning these topics during the inquiry.  
- Continue to analyze data.  
- Compare observations made using anecdotal notes with systematic observations.  
- Begin inquiry draft. |
|-------------------------|---|
| Week of April 4th, 2011 | - Continue to collect data on Henry's on-task and off-task behavior and his completion of work.  
- Develop and implement at least one or more interventions that |
### Appendix B

**Annotated Bibliography**

**Annotated Bibliography**


Retrieved from


This article is an action research case that records and reflects upon a study involving seventh grade students. The purpose of the study was to increase motivation in seventh grade

| Week of April 11th, 2011 | - Edit inquiry paper myself and with peers.  
|                          | - Begin thinking about and planning for presenting my inquiry.  

| Week of April 18th, 2011 | - Make final corrections on my inquiry paper.  
|                          | - Practice presenting my inquiry in seminar.  

| Week of April 25th, 2011 | - Practice and finalize my inquiry presentation.  
|                          | - Inquiry Conference at MNMS  
|                          | - Turn in final inquiry paper to my PDA via TaskStream by May 1st.  
|                          | - Send final paper to Dr. Badiali by May 13th.  

students. Following the implementation of choice strategies in the study, researchers found that “there was an increase in student motivation to some degree.” Based on this information, I implemented a few activities in the classroom that encouraged student choice.


This article is an action research report that focuses on the practice of motivational strategies. In this report, four teachers were asked to use different strategies in their classrooms to "motivate students from extrinsically rewarding behaviors to intrinsically motivating behaviors." In an effort to determine how student motivation can be related to extrinsic and intrinsic motivators, the teachers developed and implemented a variety of intervention strategies into their classrooms. These strategies included verbal and written praise, cooperative learning groups, and tangible rewards. After incorporating these interventions into their classrooms, the teachers found that "most students responded well to all of the intervention strategies as long as the lessons continued to be engaging and best practices were employed." Based on the interventions used and the teachers' findings, I believe that this resource will teach me more about extrinsic and intrinsic motivators and how students respond to them. This research study will enable me to implement various interventions into my classroom and use these interventions when working with Henry. Through the use of these interventions, I hope to find how extrinsic and intrinsic motivators affect Henry and if his motivation to work independently and complete his assignments on time will change over time.


This article focuses on teaching “the whole child.” Kohn stresses the importance of conditionally accepting students “for who they are rather than for what they do.” Like Kohn, I also think it is important to let your students know that you believe in them and accept them despite their strengths or weaknesses. When working with Henry and my other students, I always try my best to teach using unconditional teaching. Through unconditional teaching, I believe that I have established a trusting relationship between Henry and I and this has allowed me to learn more about what motivate him.


This seminar focused on using puppets and meeting students’ sensory-based needs. I found this seminar to be helpful because it introduced me to the concept of sensory-based needs. After learning about the possible symptoms one might exhibit if he or she is hyper-sensitive to something, I began to wonder if Henry had sensory-based needs that were not being met as I had frequently
observed him performing some of the symptoms that Mrs. Landers discussed. Using what I had learned from this seminar and the observations I had made, I altered the off-task observation chart that I was using with Henry and got rid of the category that dealt with him looking at the teacher.


This article discusses motivation and the relationship between student motivation and individual goal-setting. In this piece of writing, goal setting refers to the “level of achievement that students establish themselves to accomplish.” Similar to this practice, academic expectations can also be used to motivate students. Academic expectation is defined as the “level of achievement that students must reach in order to satisfy the standard established by the teacher.” After introducing and defining goal-setting and academic expectations, this article goes on to discuss evidence that suggests that individual goal-setting may motivate students more than academic expectations can. Madden asserts “They (students) work much harder on self-made goals than they ever would on the expectations of someone else.” In addition to goal-setting, this article also discusses self-efficacy. It is said that “Children who feel self-efficacy (competence or power) in reaching goals show effort and persistence. This resource has provided me with useful information about motivation and has encouraged me to focus portions of my inquiry on goal-setting and self-efficacy. Discovering that goal-setting can actually motivate students more than expectations I provide for them has led me to research how I can implement goal-setting into the classroom. Partnered with goal-setting, this article also inspired me to learn more about self-efficacy and how a student’s self-efficacy affects his/her academic motivation.


This article serves as a guide for motivating adolescents. Utilizing his experiences with middle school students while working as a computer resource specialist, Mike Muir writes about choice in the classroom and providing open, flexible structured classrooms. From his research, Muir found that when students were asked about school and learning their responses were negative and these students believed that schools don’t teach things students are interested in and schools don’t try to make topics meaningful to students. After learning this information, Muir analyzed student responses and separated their thinking into four key things that students have said they need in order to learn well. The four key things included experiences, meaning, environment, and motivation. I believe that the information in this article is important to my inquiry because it provides me with insight into student thinking. Although this article was written based on middle school student’s thinking, I believe
that their thinking is still very similar to younger student’s thinking when it comes to school and learning. From the students’ responses and the four key items that Muir found, I have been able to apply the information to my own inquiry and the work I am doing with Henry.

Ogle, R. (n.d.). *Understanding and increasing student motivation* [Power Point].

Retrieved from uncw.edu/cte/events/.../UnderstandingandIncreasingStudentMotivational.ppt

This resource is a power point that discusses understanding and increasing student motivation. The author of this power point, Richard Ogle, PhD, works in the Department of Psychology at the University of North Carolina Wilmington. His power point defines motivation, explains the nature of motivation, types of motivation, and influential factors of motivation. I found the influential factors of motivation to be very interesting. The influential factors of motivation for both the student and the instructor can be interest, perceived usefulness, general level of achievement motivation, self-efficacy, self-confidence, perceived control, and persistence. Two of the most important ideas I have taken away from this power point are that “Over-reliance on extrinsic motivators can decrease achievement and student perceptions of motivation” and that “Greater intrinsic motivation is associated with higher achievement, higher confidence, and longer retention of concepts.” This information leads me to believe that promoting Henry’s intrinsic motivation may help him achieve greater successes in school, especially when it comes to working independently and completing his work on time.


This source is a brief video (about ten minutes) that focuses on motivation. This video is an RSAAnimate that has been made based on a talk about motivation made by a man named Dan Pink. In this video, Dan uses both words and illustrations to explain what he feels are the “hidden truths behind what really motivates us at home and in the work place.” The “hidden truths” that Dan discusses are three things that he believes truly motivate people; autonomy, mastery, and purpose. Autonomy refers to one’s own self direction, mastery satisfies people’s urge to get better at things, and one must know the purpose of the activity they are doing in order for them to be motivated to participate in it. Dan goes on to explain that these factors have been proven to motivate people at home and in the work place despite the common misconception that money or other tangible rewards are the most powerful motivators. The connection between this video and my inquiry is the idea of motivation. Through watching this video, I realized that I need to think about factors that could
positively motivate Henry and in order to do so, I must first understand how Henry feels about autonomy, mastery, and purpose. In order to figure out what motivates Henry, I need to first know a little more about him as both a person and a learner. I will try to learn more about Henry through first interviewing him and then asking him to complete a survey based on some of the insight I gained from our previous interview.


This article highlights goal setting and lists six steps that students and teachers should take in order to become successful. I chose to read this article because I wanted to learn some ways to introduce goal-setting to Henry. After reading this article, I had Henry and the rest of the students in the class fill out a student survey and write down one academic goal they wanted to achieve before the year was over. Through introducing this idea on the survey, I hoped for Henry to set one academic goal for the year.


This book discusses the different ways teachers and parents can “activate” children’s desire to learn. Being researched based, this book discusses and supports Internal control psychology and provides case studies of teachers who have taught lessons based on this way of thinking. Through reading this book, I was able to compare the information I found concerning extrinsic and intrinsic motivation and weigh the pros and cons of each type of motivation. In addition to the Internal control psychology, I also read about the choice theory. This theory “suggests we (humans) are born with specific needs that we are genetically instructed to satisfy.” From this theory, I began to wonder if I was helping Henry satisfy his four basic psychological needs and if his motivation would increase if these needs were satisfied.

**Appendix C**

**Systematic Observations**

**Off-Task Behavior Charts**

Systematic Observation

*Key –

L = Looking away from teacher
TWS = Talking with other students  
TP = Touching or playing with objects  
N = Making inappropriate noises  
W = Not doing his work  
1st Observation 2/23/11

<table>
<thead>
<tr>
<th>Sweep No.</th>
<th>Time</th>
<th>Activity</th>
<th>Off Task TWS/TP/N/W</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:05</td>
<td>Morning Meeting</td>
<td>L/TWS/TP/N</td>
</tr>
<tr>
<td>2</td>
<td>9:10</td>
<td>Morning Meeting</td>
<td>L/TWS/TP/N</td>
</tr>
<tr>
<td>3</td>
<td>9:15</td>
<td>Morning Meeting</td>
<td>L/N/W</td>
</tr>
<tr>
<td>4</td>
<td>9:20</td>
<td>Morning Meeting</td>
<td>TP/L</td>
</tr>
<tr>
<td>5</td>
<td>9:25</td>
<td>Morning Meeting</td>
<td>TWS/TP/L</td>
</tr>
<tr>
<td>6</td>
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<td>Morning Meeting</td>
<td>TWS/L</td>
</tr>
<tr>
<td>7</td>
<td>9:35</td>
<td>Exercise</td>
<td>N/TP/L</td>
</tr>
<tr>
<td>8</td>
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<td>Science</td>
<td>TP/L</td>
</tr>
<tr>
<td>9</td>
<td>9:45</td>
<td>Science</td>
<td>TP/L/TWS</td>
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<tr>
<td>10</td>
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<td>Science</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>9:55</td>
<td>Science</td>
<td>TP/L</td>
</tr>
<tr>
<td>12</td>
<td>10:00</td>
<td>Science</td>
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</tbody>
</table>
Systematic Observation

*Key –
TWS = Talking with other students
TP = Touching or playing with objects
N = Making inappropriate noises
W = Not doing his work

2nd Observation 3/1/11

<table>
<thead>
<tr>
<th>Sweep No.</th>
<th>Time</th>
<th>Activity</th>
<th>Off Task TWS/TP/N/W</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12:20</td>
<td>Social Studies/Computers</td>
<td>TWS/TWS</td>
</tr>
<tr>
<td>2</td>
<td>12:25</td>
<td>Social Studies/Computers</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>12:30</td>
<td>Social Studies/Computers</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12:35</td>
<td>Social Studies/Computers</td>
<td>W</td>
</tr>
<tr>
<td>5</td>
<td>12:40</td>
<td>Social Studies/Computers</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12:45</td>
<td>Social Studies/Computers</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>12:50</td>
<td>Social Studies/Computers</td>
<td>N</td>
</tr>
<tr>
<td>8</td>
<td>12:55</td>
<td>Social Studies/Computers</td>
<td>W</td>
</tr>
<tr>
<td>9</td>
<td>1:00</td>
<td>Social Studies/Computers</td>
<td>N</td>
</tr>
<tr>
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<td>1:10</td>
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<td>1:15</td>
<td>Social Studies/Computers</td>
<td>W</td>
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**On-Task Behavior Charts**

Systematic Observation
On task behavior

*Key-

NTWS – Not talking with other students
NTP – Not touching or playing with objects
NN – Not making inappropriate noises
PG – Participating in group discussions
W – Doing the assigned work

Observation – 3/29/11

<table>
<thead>
<tr>
<th>Sweep No.</th>
<th>Time</th>
<th>Activity</th>
<th>On Task NTWS/NTP/NN/PG/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12:20</td>
<td>12:20</td>
<td>Morning Meeting/Math</td>
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<tr>
<td>2</td>
<td>12:25</td>
<td>12:25</td>
<td>Morning Meeting/Math</td>
</tr>
<tr>
<td>3</td>
<td>12:30</td>
<td>12:30</td>
<td>Morning Meeting/Math</td>
</tr>
<tr>
<td>4</td>
<td>12:35</td>
<td>12:35</td>
<td>Morning Meeting/Math</td>
</tr>
<tr>
<td>5</td>
<td>12:40</td>
<td>12:40</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>6</td>
<td>12:45</td>
<td>12:45</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>7</td>
<td>12:50</td>
<td>12:50</td>
<td>Morning Meeting</td>
</tr>
<tr>
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<td>12:55</td>
<td>12:55</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>9</td>
<td>12:55</td>
<td>12:55</td>
<td>Morning Meeting</td>
</tr>
</tbody>
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Systematic Observation
On task behavior

*Key-
NTWS – Not talking with other students
NTP – Not touching or playing with objects
NN – Not making inappropriate noises
PG – Participating in group discussions
W – Doing the assigned work
Observation – 3/21/11

<table>
<thead>
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<tbody>
<tr>
<td>3/21/11</td>
<td></td>
<td></td>
<td>NTWS/NTP/NN/PG/W</td>
</tr>
<tr>
<td>1</td>
<td>12:20</td>
<td>Math</td>
<td>W/NTWS/NN</td>
</tr>
<tr>
<td>2</td>
<td>12:30</td>
<td>Math</td>
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</tr>
<tr>
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<td>W</td>
</tr>
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<td>12:45</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12:50</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>12:55</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1:00</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1:05</td>
<td>Math</td>
<td></td>
</tr>
</tbody>
</table>

After recess
Talked w/ Connor & Nathan
Nathan has to sit in the back while Connor is on the rug & vice versa

Boys need to be separated
Next step = separated @ recess too.
Appendix D
Student Survey

The purpose of this survey is for me to find out new information about how you think and feel about school related topics. I would like you to try and answer as many of the questions that you can and give honest answers. You will not be graded on the answers you give here. The answers you give on this survey will help me get to know you better and plan lessons that I think you will enjoy participating in and learn a lot of information from.

**Directions:** Circle your answer. Only circle one item.

1. **Which subject do you enjoy the most at school?**
   - Math
   - Science
   - Language Arts (Writing stories, spelling tests, words their way, Fix-Its, Reading)
   - Social Studies (Learning about Emily's life)
   - Computers

2. **Which subject do you enjoy the least at school?**
   - Math
   - Science
   - Language Arts (Writing stories, spelling tests, words their way, Fix-Its, Reading)
   - Social Studies (Learning about Emily's life)
   - Computers

**Directions:** Write down your answers to questions 3 and 4 on the lines below each question.

3. What are some topics you would like to learn about in school? Some examples would be the weather, animals, geography, and outer space.

   TORNADO
Appendix E
Anecdotal Notes and Reflections

Observations 1/18/11
  Math:
  - Did his work without help from an adult
  - Paying attention- seems to be on task and not distracting others
  - Finished work when he was supposed to finish it
  - Asked for help when he needed it

1/19/11
  - Trouble listening during morning meeting
  - Didn’t participate in opening
  - Issues with C - making faces, making noises
  - Stays on task when reading Tornado book

1/20/11
  - Think Henry tries to get out of morning meeting by eating breakfast
  - Before opening - really difficult time paying attention - talking to C
  - Warned about his behavior
- Not volunteering during number of the day (1 out of 3 students not volunteering)
- Misses some of opening by throwing his breakfast away
- Read with the para-professional
- Sitting next to C during a story but was well behaved
- C directs Henry to be quiet in line

1/26/11
- Misses opening by throwing breakfast away
- Claims to have hurt his ankle and is sent to the nurse (misses number of the day)
- Trouble staying quiet during breakfast
- Reads with para-professional (tornado book)

2/7/11
- Discussed tornadoes with the para-professional and I in the morning
- Leader of the day and performs his jobs incorrectly. Seeks to want to fool around and make people laugh
- Got in trouble for making inappropriate noises during opening
- Not doing what he was supposed to be doing during exercise – later asked, “Why aren’t you doing the right motions?” His response, “I am”
- Mentor speaks with him – “Sometimes I have people practice with me.”
- During spelling he seemed to be having a small break down. Saying derogatory statements about himself – “I’m stupid” and “No one likes me”

2/8/11
- Visibly upset after speaking with C
- Remarks – “C is not coming to my birthday party.”
- C told me that if he receives any warnings this week he will not be allowed to go to Henry’s party
- Henry talked with mentor in the hallway
- Henry sat quietly during morning meeting
- Read with para-professional during the opening. She gives him positive reinforcement “Good Job!”
- Exhibits on task behavior during magnet experiment. Experiment – work with magnets and paper clips
- During math – on-task behavior: followed directions – drew shapes, put pencil down, and stood up.

2/9/11
- Talked with me about a famous tornado called “The Big Bend”
- I showed him and a few other students a video of this tornado
- Had to re-do valentine bag because it didn’t represent valentine’s day
- Visibly angry that he had to make a new bag and remarked “I don’t even like love.”
- Read with para-professional – tornado book
- On task during exercise
- Sitting with para-professional instead of on the rug with the rest of the class
- Moving around in seat – can’t seem to be able to sit still

2/14/11
- Excited about tornado pictures that he brought into school
- Sat quietly on the rug during opening
- At math center – listened to and followed directions, asked questions, and posed wonderings, “I wonder if I could use all of the same shape to fill in this shape?”
- Was moved by mentor during read aloud – told to sit near me
- Indoor recess – looking at a tornado book with C

2/15/11
- Task: independently writing a story for yearly writing assessment. Refused to pick any of the 4 title’s for his story (wanted to make his own title)
- Asked para-professional if he could move his seat (May have wanted to move to be able to make faces at C)
- Mentor put a chalkboard in between Henry and C – acted as a barrier between the boys
- Henry’s mom came in to drop off cupcakes for his birthday
- Mentor pulled the mom aside to talk about Henry’s behavior
- Henry showed me his writing. Good writing but sounded like a book he once read

3/2/11
- Morning Meeting/number of the day:
- Sitting on the time capsule – told to not sit on it
- Going to sink (3 times)
- Talking with para-professional
- Reading with para-professional
- Went to nurses office because of a “bad earache” (missed number of the day, jobs, and I wonder questions)

3/14/11
- 9:35 Read Aloud (whole group activity)
- Rocking back and forth on heels
- Looking at teacher
- Looking at speaker (student)
- Looking at book
- Biting on finger nail
- Pulling hands inside of his shirt
- Sitting quietly, not making noise
- Putting his head inside of his shirt (9:47)
- Looking at book (9:49)
- Constantly moving, never sitting still
- Sitting up on feet (9:55)
- Looking at speaker (student)
- Touching a classmates’ shoe

3/16/11
- Math 12:20 (whole group activity then individual activity)
- Sitting on the rug
- Looking at C
- Putting hands over his eyes
- Playing with his shoes
- Putting his head in his lap
- Looking at teacher
- Moved on the carpet by my mentor
- Playing with the legs of a desk
- Looking at C
- Talking with C
- Sitting on knees when asked to sit on his bottom
- Spinning around on the carpet
- Making faces when mentor’s back is turned – holding throat with both hands
- Looking at hand while on the rug
- Asked/reminded to put his name on his paper – he then wrote “no” on the name line

3/29/11
- **Guided Reading - Centers**
  - Started reading the book *Tornado Warning!* with Henry’s guided reading group. Wanted to read this book with his group because I knew he is really interested in learning about tornadoes.
  - Seemed to be very happy about the book choice. While asking students to look at the cover of the book he asked, “When can we start reading?”
  - Had the students fill out a tornado tree diagram before beginning to read Categories – Things I know and questions I have. Henry contributed the most information to this discussion 4 facts, 1 question
  - Each group member contributed something

3/30/11
- **Guided Reading Centers**
  - Volunteered to start reading first for popcorn reading (usually does not participate to read)
  - Usually difficult to encourage him to read with emotion but not for this book. Reads with emotion and reads fluently.
  - I ask comprehension questions after we read two pages together as a group. He is the first student to raise his hand. Answers each question he is given correctly (3/3 correct)
  - **Math**
  - Making inappropriate noises on the carpet
  - Playing with shoe
  - Staring at C
  - Went back to his desk and stared at paper
  - Got out of his seat and walked over to me. Pulled my arm and asked “Could you tell me what to do?”
  - Walked over to his desk and explained directions
  - Walked away
  - Came back to his desk five minutes later and saw that he had not made any progress with his work
  - Drawing on paper instead of doing the assigned work
  - Asked me “Would you be at my beckon call?”
  - Seems to not be able to work independently
  - Tells me he can’t do the work alone

3/31/11
- **Guided Reading Centers**
  - Seems eager to read the tornado book again. “Are we still going to read the tornado book?” “I think I know all of the answers to your questions.”
  - Ask for a volunteer to summarize what we read the previous day. Henry is the first person to raise his hand. Accurately summarizes what the group read yesterday.
- Allow students to read silently. Read with Henry. Noticed that he read with fluency and emotion.

**Reflections:**

3/31/11
- Seemed to have a difficult time following directions
- Misbehaved on the carpet- made noises when he shouldn’t, called out multiple times
- Behavior resulted in him getting his name written down and 2 tally marks – 5 minutes off of recess
- After receiving tally marks, he picked up a stuffed animal from the windowsill
- Asked if he could take the stuffed animal home with him
- I said no but suggested that he may be able to borrow the animal if he behaved appropriately throughout the day
- I allowed him to sit near the stuffed animal during the day
- His behavior improved throughout the day (I attribute some of this behavior to the fact that he was able to sit with the animal and really wanted to borrow the animal)
- Because my mentor was absent today, I told Henry we couldn’t make any final decisions about the stuffed animal until she returned to school. Henry then wrote a note to my mentor: “Willing to trade for iguana (stuffed animal)”

4/1/11
- Walked into the classroom with an angry face
- Received multiple verbal and written warnings for off-task behaviors- making disruptive noises, playing with objects, and talking with other students
- Asked about borrowing the iguana again. My mentor wrote a note back to him: “Willing to let you borrow the iguana for good behavior.”
- Seemed to be trying to behave in the beginning of the day but was unable to keep up good behavior for the entire day
- Was not given the iguana

4/4/11
- In the morning I reminded Henry about his deal with my mentor and I and the iguana
- Only received one warning for disruptive behavior (Burping and trying to make people laugh)
- During music – refused to participate in activities, claimed he was “angry.”
- Stomped into our classroom and yelled at one of his friends.
- My mentor took him out in the hall and told him that his behavior was unacceptable and that he was not allowed to return to the classroom until he has calmed down and could control himself
- Not able to borrow the iguana today
Anecdotal Notes

9:35 Read Aloud

- rocking back and forth on heels
- looking @ teacher
- looking @ speaker (student)
- looking @ book
- biting on finger nail
- pulled hands inside of his shirt
- sitting quietly, not making noise
- putting his head in his shirt (9:47)
- looking @ book (9:49)
- constantly moving, never sitting still
- sitting up on feet (9:55)
- looking @ speaker -> Emma
- touching a classmate's shoe

3/14/11
Accidental Notes
Mar 12:20
- Sitting on the rug
- Looking @ C
- Pulling hair on his eyes
- Playing w/ his shoes
- Pulling head in his lap
- Now looking at teacher
- Moved on the carpet a little to move to be further away from C
- Playing w/ desk legs
- Talking @ C
- Talking w/C
- Sitting on knees when asked to sit on bottom
- Spinning around on the carpet
- Asked/reminded to put his name on the paper and he wrote "he" on the line
- Making faces when Mrs. Z's back is turned while holding his throat w/ both hands
- Looking @ hand while on the rug

- Misses opening dumping breakfast, hurt ankle so he has to leave today, not participating
- Trouble staying quiet during breakfast
- Happy to read w/ Mrs. G reading Tornado book
Anecdotal notes

Morning Meeting / # of the day
- Sitting on time capsule ⇒ told to get off
- Going to the sink ⇒ 2x’s
- Talking to Mrs. G
- Going to the sink ⇒ 3rd time getting a drink
- Back of the room reading w/ Mrs. G
- Nurses office for a "bad earache"

(missed # of the day, jobs, I wonder questions)
Writing stories independently → writing being assessed.

He refused to pick any of the 4 titles for their writing (wanted to make his own title)

- Asked Mrs. [Student Name] if he could move his seat (thinking he wanted to move to make faces 😛)
- Mrs. Z put a chalkboard in between Henry & Co. → acted as a barrier for him
- His mom came in to drop off cupcakes for his birthday
- Mrs. Z pulled her outside to talk

Henry showed me his story (sounded like a book he once read)
Leader → does jobs incorrectly. seems to want to just fool around & make people laugh. really don't know what to do? or just fooling around. getting in trouble for making noises during opening. first came to Mrs. + I in the morning & talked about tornadoes w/us. not doing what he is supposed to be doing during exercise → reprimanded "why aren't you doing the right motions?"

Henry → "I am."

"Sometimes I have people practice w/me. Mrs. melt down during spelling → calling himself Stupid, no one likes him, can't follow directions. write words correctly, doesn't like to be single out."
Henry

- Upset this morning after speaking with Hana
- "Cameron is not coming to my birthday party."
- Cameron told me that if he receives any warnings this week, he will not be allowed to go to party
- Talked with Mrs. Z in the hallway
- Sat quietly during morning greeting
- Read with Mrs. Z during opening
- Needs help with "except", "brewing", "head", positive reinforcement "good job!"
- On task during magnets, allowed to experiment with things (magnets + paper clips)
- During math = on task = drew shapes when asked, put pencil down when asked
- Stood up when asked

2/9/11

- Told me about a famous tornado
  the "big bend"
- Showed him + a few others students a video of this tornado
- Had to re-do valentine bag = Made 2 in art
## Appendix F

### Work Completion Chart

<table>
<thead>
<tr>
<th>Day of the week</th>
<th>Subject/Activity</th>
<th>Type of activity</th>
<th>Completed/Partially completed</th>
</tr>
</thead>
<tbody>
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<td>Monday 3/21/11</td>
<td>Language Arts, Writing, Survey, Math</td>
<td>Writing a mystery, Student survey, Short answer worksheet</td>
<td>completed, partially completed</td>
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<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 3/23/11</td>
<td>Math</td>
<td>Worksheet</td>
<td>partially completed</td>
</tr>
<tr>
<td>Thursday 3/24/11</td>
<td>Math, Science, Science Podcast, Centers</td>
<td>Worksheet, Writing + drawing, Worksheet + writing + drawing, Math worksheet</td>
<td>completed, partially completed, partially completed, 1/2 pages left of 2</td>
</tr>
<tr>
<td>Friday 3/25/11</td>
<td>Math, Friday Letter</td>
<td>Wk Letter</td>
<td>partially completed completed</td>
</tr>
</tbody>
</table>

*Note: The chart details the activities and their completion status for each day.*
Appendix G
Student Work
1. This rectangle has 5 rows. It has 25 tiles.

2. This rectangle has 3 rows. There are 7 tiles in each row.

3. This rectangle has 11 tiles.

---

Blue

The Giant-Funnel

I see dark clouds.

I see (G) Funnel

It touches the ground.
In each row, please draw carefully and use some good describing words under the picture, as others will know what you are doing. In the box next to it, draw your magnet again, showing how many paper clips it attracted. You may try 5 magnets.

**My magnet attracted 1 paper clip.**

**My magnet attracted 2 paper clips.**

**My magnet attracted 3 paper clips.**

**My magnet attracted 4 paper clips.**
Are some magnets stronger than others? I learned that they are.

Bar is the strongest.

My evidence is I tied it with paper clip.