



Naked Reading: Uncovering What Tweens Need to Become Lifelong Readers

Teri S. Lesesne

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Naked Reading was inspired by the author's ten-year-old granddaughter, whose frequent practice of spending time after a shower air-drying in the privacy of the bathroom, so she can continue reading an engrossing book, made Teri Lesesne curious about what makes some tweens avid readers while others elect not to read or become dormant readers.

Not yet fully young adults, but—as they are quick to tell you—no longer “little kids,” these nine-to-fourteen-year-olds are at a stage where every day brings new emotions and physical growth, when habits become ingrained, and when tastes are established.

For teachers, the tween years can be the best and worst of times. While some fourth-to-ninth-graders come to see books as a lifeline for understanding a changing world, too many experience “the fourth-grade slump”—a marked decline in interest and achievement in reading. Without help, many become middle and high school students who have stopped reading for pleasure, and only slog through what is assigned.

Teri draws on her extensive experience as a teacher and consultant to examine ways that educators can help interest kids in books and keep them reading during this crucial period. She looks at:

developmental attributes of tweens;
emerging interests for tweens;
themes and plots tweens find most engaging;
annotations for scores of children's and YA literature most appropriate for tweens;
practical classroom activities for sparking tween engagement in reading.

As in her previous book, *Making the Match*, *Naked Reading* is loaded with specific titles to help you connect kids with books that will interest them the most.

Naked Reading: Uncovering What Tweens Need to Become Lifelong Readers Details

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From Reader Review Naked Reading: Uncovering What Tweens Need to Become Lifelong Readers for online ebook

Abby Johnson says

Lesesne offers some solid advice about connecting tweens (here defined as kids in grades 4-8) with books. She includes ideas for finding books that tweens will like and ideas for connecting tweens with books. Although the book is more tailored to a reading/English teacher than to a librarian, I still came away with some ideas for my library.

jacky says

Slightly younger in focus than I have taught, but much of it is transferable. Long recommendation list at end.

Bethe says

Bookaday #49. I fear there is no easy answer for my quest to find ways to transition third graders from picture book readers to confident chapter book readers. Chapter 5 has a great list of un-book reports that I need to share with reading teachers. Also, the poem on pg 88 about the reader on the train is for all of us: being a reading model for children, you never know when they are listening and looking and how it will impact them.

Donalyn says

Smart research that supports teachers, librarians, and students. Includes extensive booklists of titles that appeal to tweens and teens. (reread)

Salsabrarian says

Best for reading teachers (I like the ideas for book report alternatives) but useful for librarians, too. What kids surveyed want to read: comics/graphic novels, magazines, series, NF, horror/suspense/supernatural, humor, mystery.

Ms. Miller says

This "skinny" book with a provocative title, had a lot of good information for educators about motivating tweens (ages 10-14) to become life-long readers. In particular, Lesesne highlights the importance of using read alouds in the classroom to pique student interest, as well as allowing students to choose their own

reading material and also the importance of students owning books of their own. Additionally, Lesesne advocates providing children with opportunities to talk about the books they are or have read. Other topics found in Naked Reading that teachers will appreciate include a chapter on assessments of reading that don't involve the traditional book report and a lengthy appendix of great books for tweens which is sure to delight any teacher who takes pride in maintaining their classroom library.

Brandon O'Neill says

Even though the title is, shall we say, "titilating", this is a professional book about "uncovering what tweens need to become lifelong readers".

What tweens prefer to read - subliterature (comics, magazines, series books), nonfiction, horror, suspense and the supernatural, humor and mystery.

Motivating readers - hearing a book read aloud, choice in what they read and being able to buy a book at a book fair.

Keith Lance (2004) "How well students perform on state assessments is correlated to the strength of the school library and its personnel".

Following up - Acrostic using book title, A-Z (2 letters get a square, name people, ideas, things from book), an annotation, chalk outline, genre exchange, logs to blogs, Sticky note poetry, power point booktalks, shelf markers and shelf talkers, SWBST - somebody wanted but so then, ugly book contest.

Jen says

Lesesne offers guidance to teachers about how to engage and motivate tweens to become lifelong readers. Though I feel that this book is geared more towards a classroom teacher, it's still practical information for a teacher librarian (i.e. school librarian)-to-be, like me. What I wish is that the author had a list of books by subject, rather than just a bibliography of 100+ titles in the appendix. In all, though, this is a good start to knowing what kind of fiction and nonfiction might appeal to certain tweens.

Donna says

Garnering great suggestions and reading tips for my "tweens" at school. My population is a challenge when it comes to books and this treasure from Cherylann has some great ideas!....

Love this book. Teri S. Lesesne is wonderful and makes the entire subject one I want to explore--even after grading summer reading projects, finishing memoirs and a department meeting!!

I hope to discuss some of these ideas with Cherylann and Carol, as my students would be open to the variety of creative options for reading assessment.

I hope to put a few directly in to action, and I soooooo appreciate Cherylann putting this book in my hands!

Stacy Natal says

The author offers some solid recommendations about how to connect tweens (kids in grades 4-8) with books. She includes ideas for finding books that tweens will like and ideas for practical classroom activities for sparking tween engagement in reading. I was pleasantly surprised to see some new ideas for responding to reading (the un book report she calls it). The book also includes fantastic lists of books that may appeal to kids in this age bracket, very helpful in bridging that gap between picture books and YA literature.

Angel says

First off, the obvious, what an unfortunate title! The author does explain why she used the phrase "naked reading" for the title, her daughter often read books after getting out of the shower and got so lost in them that she forgot to get dressed, but it's still awful. I kept trying to read this at the desk, but slyly hide the cover, because "tween" and "naked" are words that I don't like seeing together. I didn't learn much from it either, many of the suggestions are rather obvious, like going over the basics of a reader's advisory interview or suggesting sports and adventure titles for reluctant readers. Perhaps maybe this would be more helpful for parents of tweens, but I bet many of them won't pick up the book because of the ridiculous title.

Sara says

This book is to tween readers what Kelly Gallagher's "Readicide" is to high school. A complete must-read for anyone teaching grades 6-9, with residual good ideas for 10-12. I particularly liked ch.5, with lists of alternatives for book reports.

Jenna Iden says

Terrible name (it refers to her granddaughter's practice of extending the time after her shower so she could exploit the only quiet room in the house to read), but worthwhile book. I didn't find much new information, though I think that speaks more to the quality of my colleagues and my teacher preparation program than anything negative about this book.

Toby says

This is the book I thought Elizabeth Bird's Children's Literature Gems was going to be. A few statements I highlighted: in re: 'canned' reading programs (i.e. AR): "There is nothing you can buy that will create a reader except the right book for that child." A 10-year-old who comments "I like to finish books but not start them." [I get that! but never actually thought about it before:]. Research-based stages of reading development (or the reading continuum, as I've thought of it): "unconscious delight, reading autobiographically, reading for vicarious experiences, reading for philosophical speculation, and reading for aesthetic experience" or, as a 6th grader once told me, reading to be carried away. There is also a chapter on reader response, or un-book report ideas and an appendix of 100 annotated book suggestions for tweens. A readable, user-friendly and

recommended professional resource.

Sheila Bracken says

This book came out during my three year break from teaching. I've been trying to catch up while keeping up w/ my professional reading since. It's not new info; best practice means giving kids choice in what to read & time to read. It also means modeling what good readers do. 4/5
