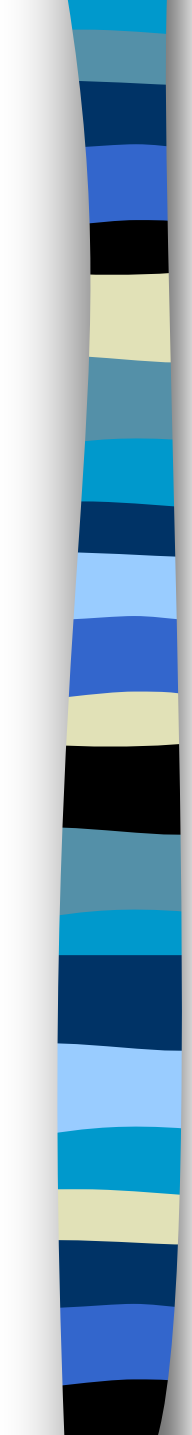


# Setting the Stage

A decorative horizontal bar consisting of a series of vertical rectangular segments in various colors including black, blue, teal, light blue, yellow, and dark blue, arranged in a slightly wavy pattern across the width of the slide.

Or

You Had Me at Hello



Presented by Jenny Samoly  
Reading Recovery  
Teacher Leader  
Warren City Regional  
Warren, Ohio

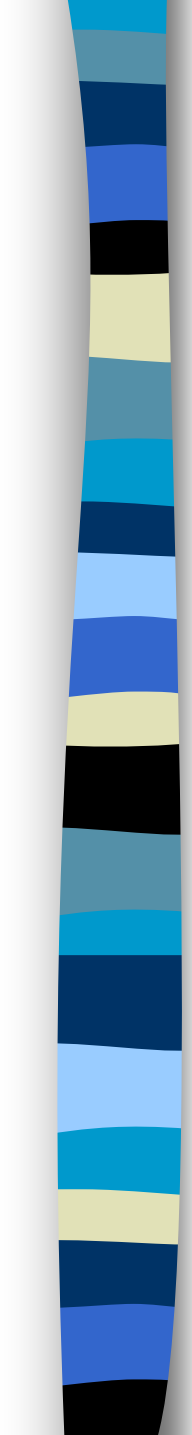


# Dr. Marie Clay:

- Introduce the book and make the child familiar with *the story, the plot, the words, the sentences and the writing style*.
- Prepared by such an introduction the child reads the new materials as independently as possible.
  - The “Guidebook” p. 37

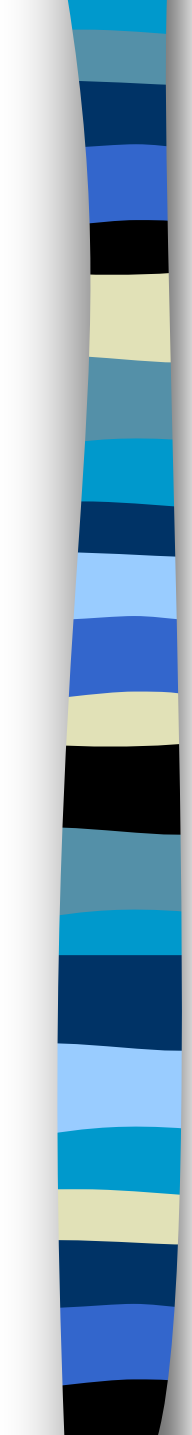


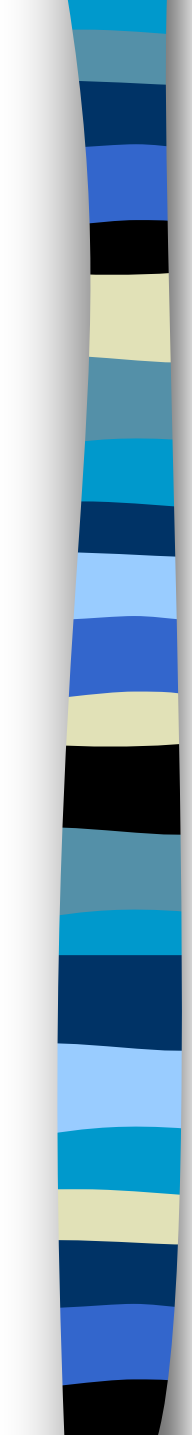
But there has to be **MORE!**

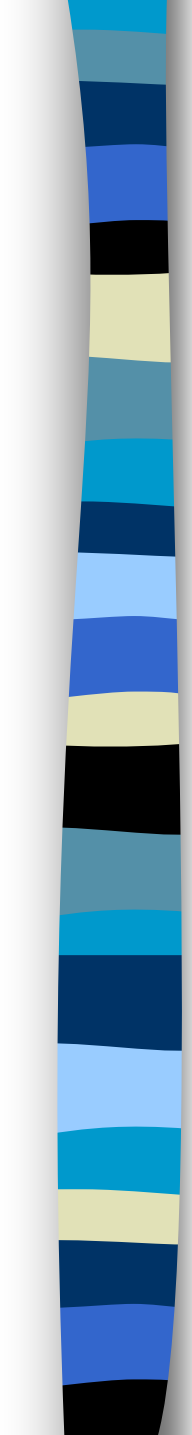


# By Different Paths to Common Outcomes; Introducing Storybooks to Young Readers:

- The teacher's introduction creates a scaffold within which the child can complete a first reading of a whole story.
- *(Good book introductions are essential.)*

- 
- The child's own background knowledge has been called to mind.
  - And some new knowledge has been introduced in a measured way.
  - *(I pick books with the child's experiences in mind and must supply what is new and needed.)*

- 
- The teacher's introduction has engaged the child's attention, and they have been encouraged to be active participants in the introduction.
  - *(The child needs to be active and not just sit and listen.)*

- 
- She invites the children to respond to the new book with the help of its illustrations and link it to other stories.
  - She draws from the children some of the experiences they could relate to this new text.
  - *(We use the pictures to help construct meaning plus we link to other stories and to the student's own experiences.)*



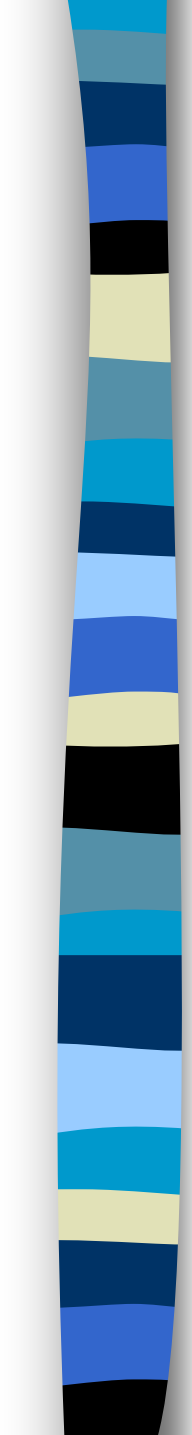
# The story, the plot:

- She may sketch the plot or structure the sequence up to the climax
- To develop understanding around the theme or topic, she may encourage children to draw on personal experience or to remember another story shared previously. There may be a conceptual problem...The discussion explores this facet of the plot.
- *(I can leave a surprise ending.)*



# The words, the sentences, and the writing style:

- Anticipating that some literacy language, or an unusual name, or some bookish syntactical sequence will not link easily...the teacher would use the novel language features as she talked about the story.
- (*I must use that novel language in my orientation.*)

- 
- She may use one particular sentence pattern two or three times. She may get the children to repeat a phrase or sentence.
  - *(Some language I need to have the child repeat 2 or 3 times.)*

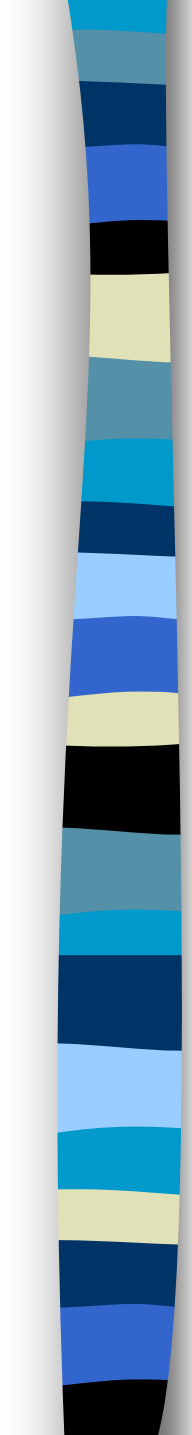


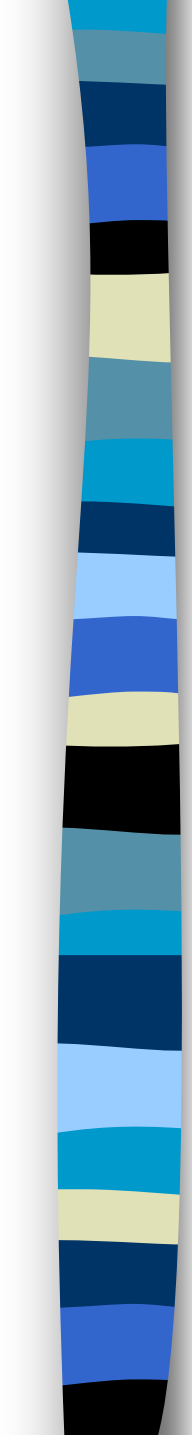
# Strategic Behavior:

- If learning to read involves bringing many complex behaviors together as the reader problem-solves his or her way through a story, then introductions provide the teacher with many opportunities to model important reading behaviors like linking, cross-checking, and monitoring.

■ P. 175

- *(In my introduction I am modeling strategic behaviors. I make links, I cross-check—it could be, but..., and I demonstrate monitoring.)*

- 
- Understanding the structure of the whole story provides a kind of scaffold that allows children to focus attention on many new details about print. It makes reading the book easier when the introduction retains the meaning and the intactness of the whole story.
  - *(When I supply the structure, the child is freed up to focus on the details of the print.)*

- 
- A good introduction, leading to a successful first reading by an active reader, sets the stage for a host of teaching ventures around that text.

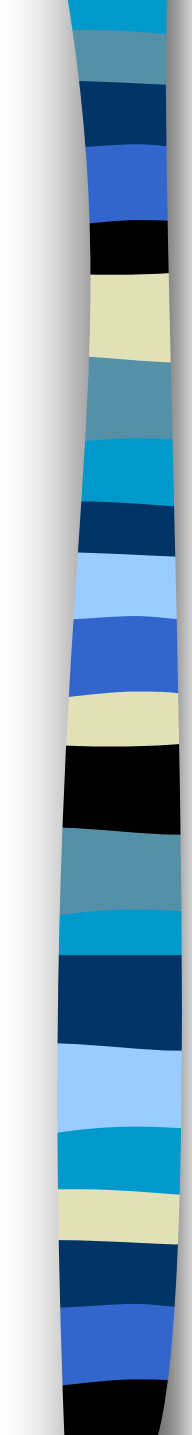
■ P. 182

- *(I really am setting the stage!)*



# So what have we learned?

- A good introduction makes the new text more accessible to the reader.



# Ok, now what do I need to consider?

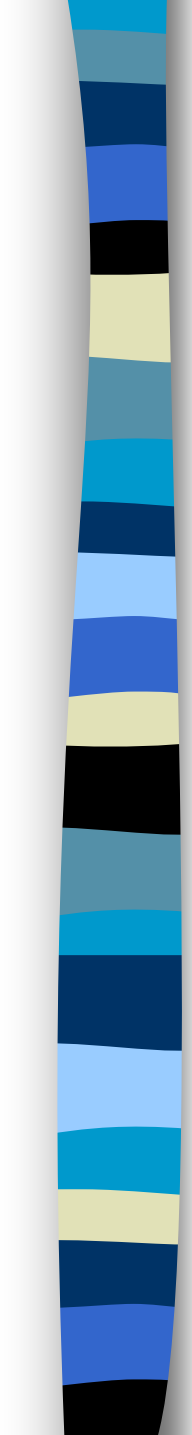
- Let's take a closer look at accessibility.
  - Or
- How to Use Brain-based Research to Maximize Learning

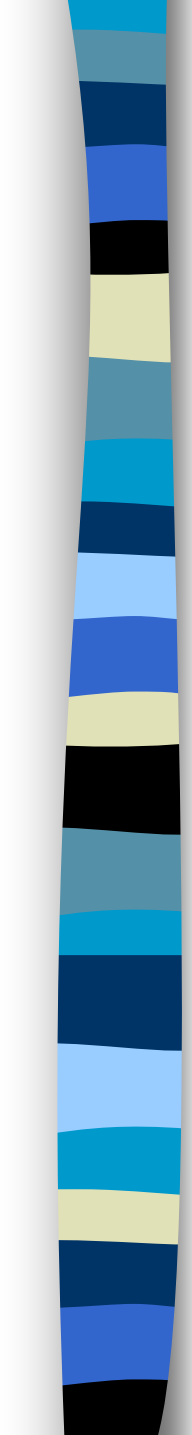


# Teaching Struggling Readers

## by Carol Lyons

- The brainstem receives sensory input.
- A small structure located near the top of the brainstem is the reticular activating system (RAS).
- The RAS serves as a trapdoor or gatekeeper.
- The RAS sends messages to the thalamus which sorts and sends to the three pair of lobes (temporal, occipital, and parietal)

- 
- The information is sorted in two ways and sent to the amygdala and the hippocampus.
  - The amygdala process the emotional overtones; the emotional memory.
  - The hippocampus processes the factual memory.

- 
- This is called **Dual Coding**.
  - Information is coded both emotionally and cognitively. We cannot separate the two; both are dependent on each other for learning.



# So?

- What children learn is influenced and organized by emotions and those emotions impact how the information is received, understood and used.
- If the social interactions during our teaching are emotionally satisfying then the dual coding can result in enhanced learning.



# What does this have to do with book introductions?

- We need to plan book introductions that scaffold the learner both intellectually and emotionally.
- Our introductions need to be emotionally satisfying.



# Stories as emotionally satisfying experiences:

- Think of your favorite storybook.
- What made this story one of your favorites?
- Did you separate the emotion from the story?



What makes good stories?



# Good storybooks have:

- Plot
- Characterization
- Point of view
- Setting
- Theme



# Plot:

- Plot is most often about a conflict or struggle that the main character goes through.
- The conflict should get more and more exciting and should reach a climax near the end of the story.



# In levels 1 and 2?

## You've got to be kidding!

- I Can Fly—level 1

Down, down, down

Up, up, up

Down, down, down

Up, up, up

Down, down, down,

Up, up, up

I can fly!





# I Am Danny—level 1

I am a lion.

I am a giraffe.

I am a tiger.

I am a panda.

I am a zebra.

I am Danny





# Let's give it a try!

- Look over your copies of *Mom, Dinner, Playing*, and *Where is Gabby* and create some stories with interesting plots.



# Characterization:

- A main character should be someone readers can feel something in common with, or at least care about.



# Let's make a List

- What characters do our students' care about?



# Point of View:

- The point of view from which the people, events, and details of a story are viewed is important to consider when reading a story.
- Sometimes it is necessary to let the child know from what point of view the story is taking place.



# Can we think of examples?

- Tom is Brave
- Pat's New Puppy
- In-line Skates
- The Clever Penguins



# Setting:

- Stories are set in a place and time that will be interesting or familiar.



# Theme:

- A theme is something important the story tries to tell us—something that might help us in our own lives.
- It is not presented directly. You understand the theme through the characters, the action and the setting.



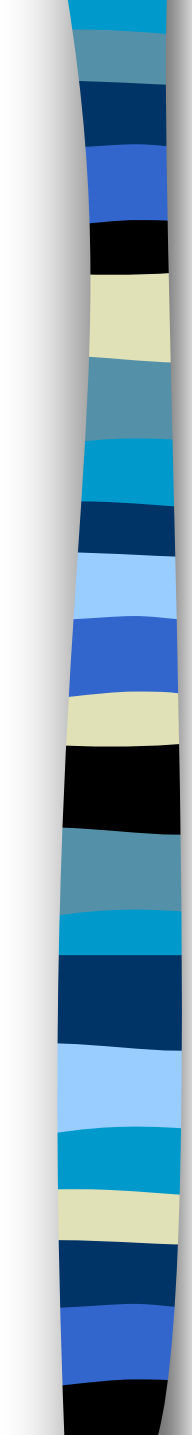
# Common themes are:

- Good over evil
- Mystery
- Relationships/ Family
- Friendship (being included)
- Pets
- Heroes



# Finding Themes

- A theme is something important the story tries to tell us—something that might help us in our own lives.
- *Where Does the Teacher Sleep? (4)*
- *Peaches the Pig (6)*
- *Where Are You Going, Aja Rose? (6)*
- *The Red Rose (7)*
- *Who Will Be My Mother (8)*

- 
- The best stories have a strong theme, a fascinating plot, a fitting structure, unforgettable characters, a well-chosen setting, and an appealing style.



## Let's sum this up!

- Really “read” the books when you consider your introduction. Make sure you understand what is happening.
- Try to find the “deeper meaning”.

# The Merry-go-round



# Plop!



# Fishing





And:

- Help the child link the new book to personal experience or previously read books.
- Allow children to make connections.



Let's Make Connections:

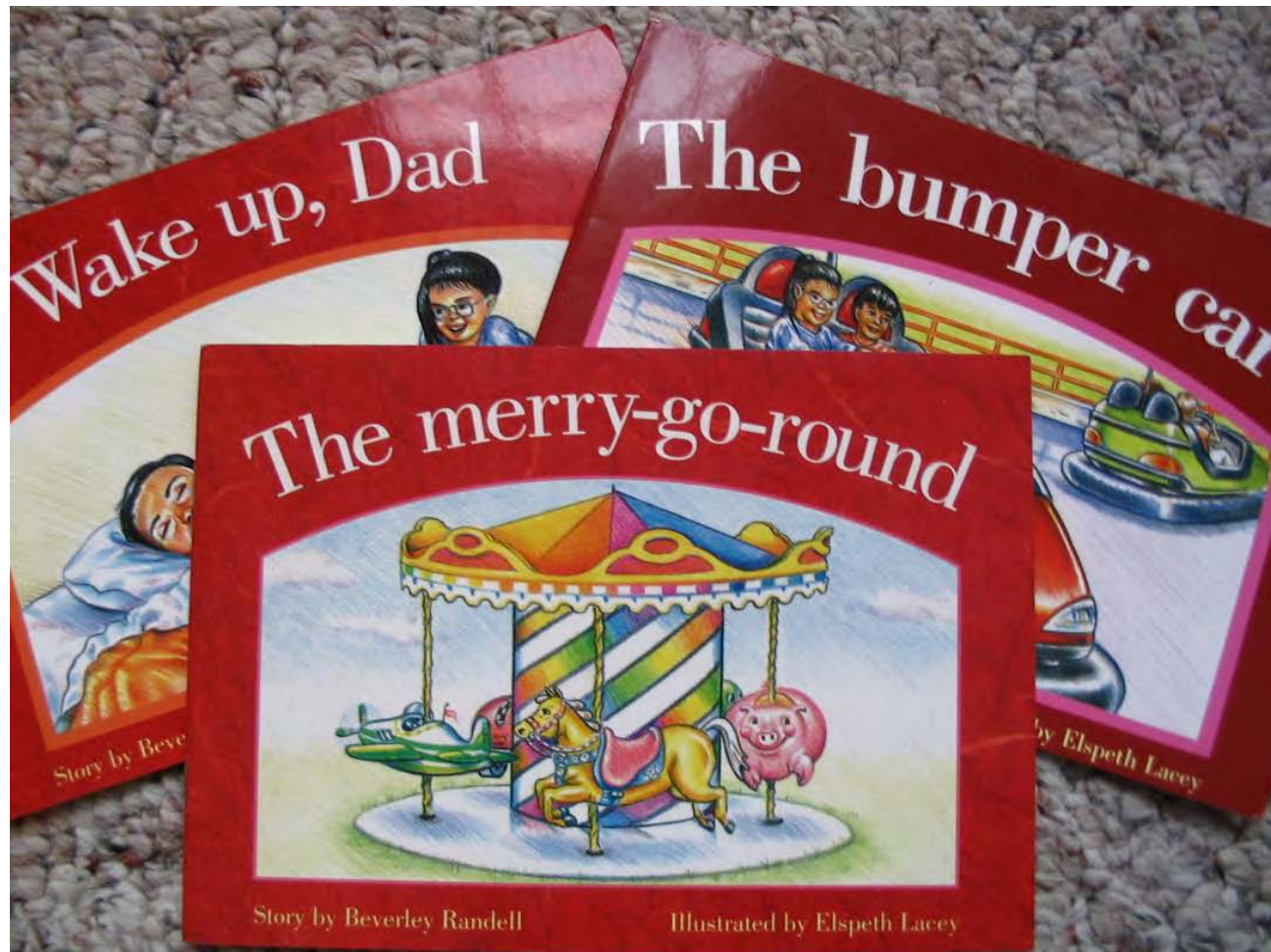
# By Characters:



# By Theme:



# By Story Lines:





*Good-bye  
Gabby*





# Now, you give it a try!

- Link books by characters/What “sets” do you have?
- Link books by theme (Good and Evil, Mystery, Relationships & Family, Friendship, Pets, Heroes, Food)
- Link books by story lines



# You had me at hello?

- Yes!
- Create Stories
- Look for themes
- Find Connections
- Always Teach with Dual Coding in mind
- Increase the power of your book introductions
- And, “Set the stage for a host of teaching ventures.”

# Jenny Samoly



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