

Book _____ Level _____ Teacher _____

Analysis of the New Book Orientation and the First Reading 7

Teacher/Student Interactions During the Introduction of the NB

1 Rank: Effectiveness of the teaching decisions for the NB introduction.

(low) 1 2 3 4 (high)

Examples of helping the child to attend to multiple sources of information:

2 Rank: Child's level of engagement during the NB introduction.

(low) 1 2 3 4(high)

Examples:

3 List: After the First Reading- List evidence of the NB introduction supporting or the lack of support for the child's first reading.

**Teacher/Student Interactions During and After
the First Reading of the New Book**

4 Rank: Overall effectiveness of teaching interactions to support and/or lift the child's processing and problem-solving

(low) 1 2 3 4 (high)

Examples of effective teaching/learning interactions:

5 List: Other possible teaching opportunities for lifting the child's processing/learning during/after the first reading of the new book that might have been effective for this book:

**What does the child need to learn how to do?
What does the teacher need to attend to?**

Plan of Action for Selecting and Introducing a New Book

Plan of Action for Teaching During/After the First Reading