



Storytelling Class

Today's class

- Review
- Book reports
- Reading discussion
- Key concepts
- Homework (reading + book reports)





Storytelling demonstration

Think about what **techniques**, **materials**, **questions**, I used to make the storytelling more interesting.

Discuss with your partner.

PRACTICAL TECHNIQUE

Magic Bag / Box

- gets interest
- good for curiosity
- vocabulary
- flashcards/realia

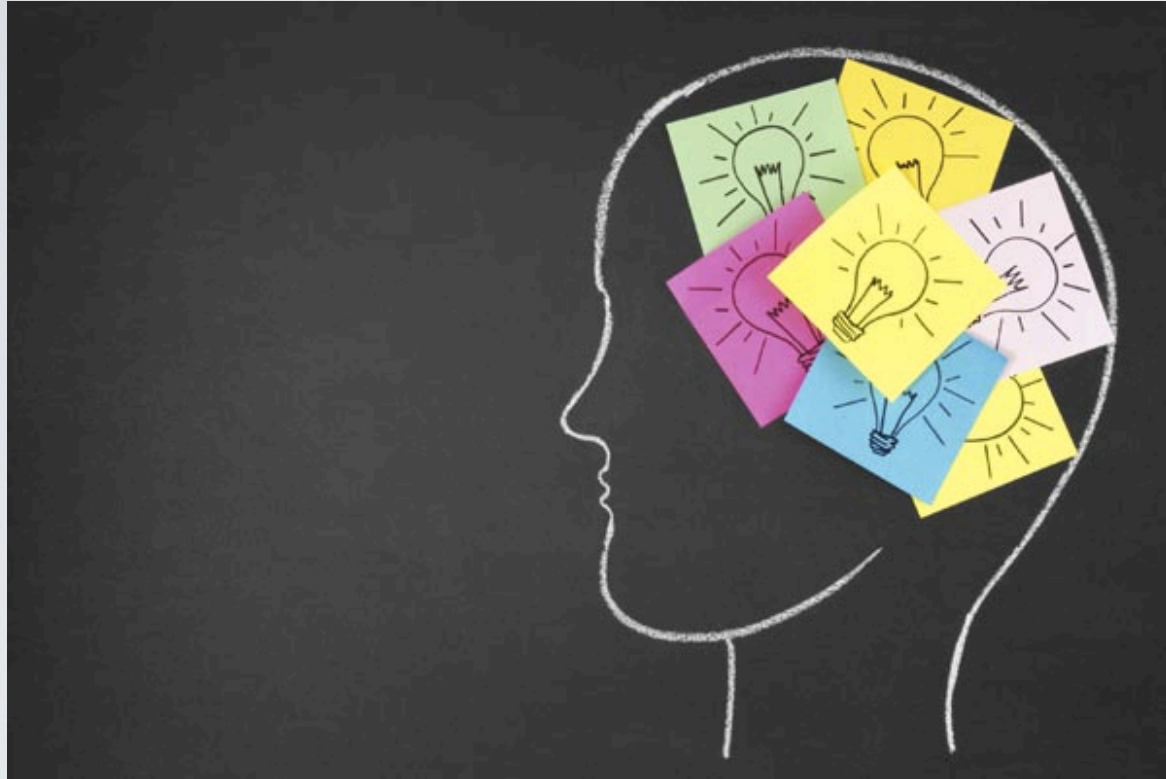


Realia & Toys

- tactile learners
- meaningful
- experience
- demonstration
- interactive



PRACTICAL TECHNIQUE



Brainstorm

- Find out what the students know
- Warm up the topic
- Activate background knowledge
- Prepare the learners



Set the context

examples:

animals > zoo

food > ?

toys > ?

PRACTICAL TECHNIQUE

Lesson planning with “Context”

Today’s topic:
Thanksgiving



General topic:
Festivals
Can you list some
festivals?
Halloween,
Christmas,
Pepero day.....

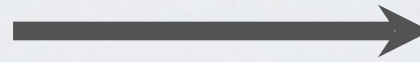
First questions:

How was your Chuseok this year?
Where did you go? What did you eat?

PRACTICAL TECHNIQUE

Lesson planning with “Context”

Today's topic:
Volcanoes



Hallasan



map of Jeju



Reading Comprehension
Volcanoes

DIRECTIONS
Read the article, "Volcanoes" below then answer the 8 reading comprehension questions that follow. Remember to use your SQ4R strategies for this exercise.

Volcanoes

VOLCANOES A volcano is a mountain or hill with an opening on top known as a crater. Every once in a while, hot melted rock (magma), gases, ash, and other material from inside the earth may blast out, or erupt, through the opening. The magma is called lava when it reaches the air. This red-hot lava may have a temperature of more than 2,000 degrees Fahrenheit. The hill or mountain is made out of lava and other materials that come out of the opening, and then cool off and harden. Some islands are really the tops of undersea volcanoes. The Hawaiian islands developed when volcanoes erupted under the Pacific Ocean. There have been many famous volcanic eruptions throughout history.

SOME FAMOUS VOLCANIC ERUPTIONS		
YEAR	VOLCANO (PLACE)	DEATHS (Approximate)
79	Mount Vesuvius (Italy)	16,000
1109	Mount Etna (Sicily)	15,000
1669	Mount Etna (Sicily)	20,000
1792	Mount Unzen (Japan)	14,500
1815	Tambora (Indonesia)	10,000
1883	Krakatau or Krakoesa (Indonesia)	36,000
1902	Mount Pelee (Martinique)	28,000
1980	Mount St. Helens (U.S.)	57
1985	Nicolas del Ruiz (Colombia)	25,000
1994	Mount Merapi (Indonesia)	60

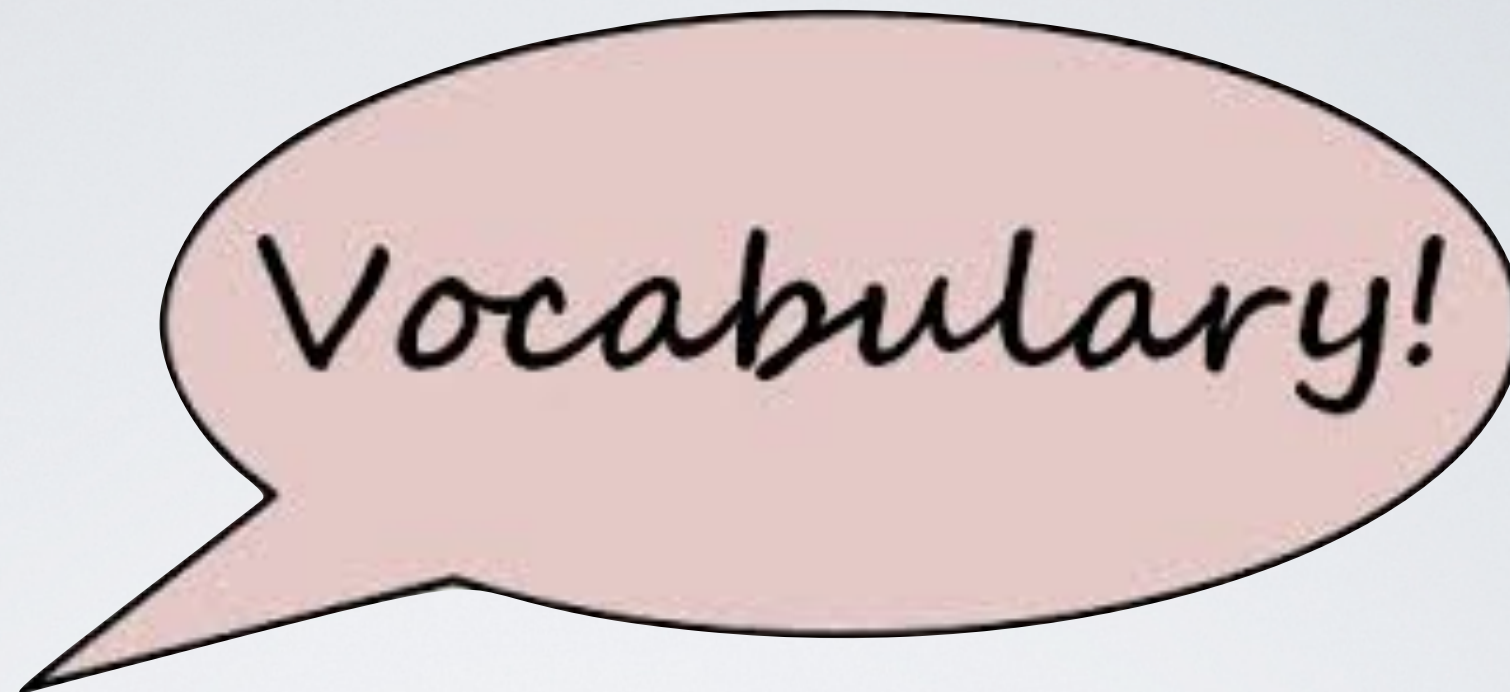
WHY DO VOLCANOES ERUPT?
More than 500 volcanoes have erupted at some time in the past. Some have erupted many times. Volcanic eruptions come from pools of magma and other materials a few miles underground. The gases come from rock far below. After the rock melts and mixes with gases, it rises up through cracks and weak spots in the mountain.

WHERE IS THE RING OF FIRE?
There are volcanoes on the bottom of the ocean and on every continent. Many of the active volcanoes are found on land along the edges of the Pacific Ocean. These volcanoes are often called the Ring of Fire.
The Ring of Fire marks the boundary between the plates under the Pacific Ocean and the plates under the continents around the Pacific Ocean (North America, South America, Asia). The plates of Earth are explained under the section on earthquakes.

First question:
**Have you been
to Jeju?**



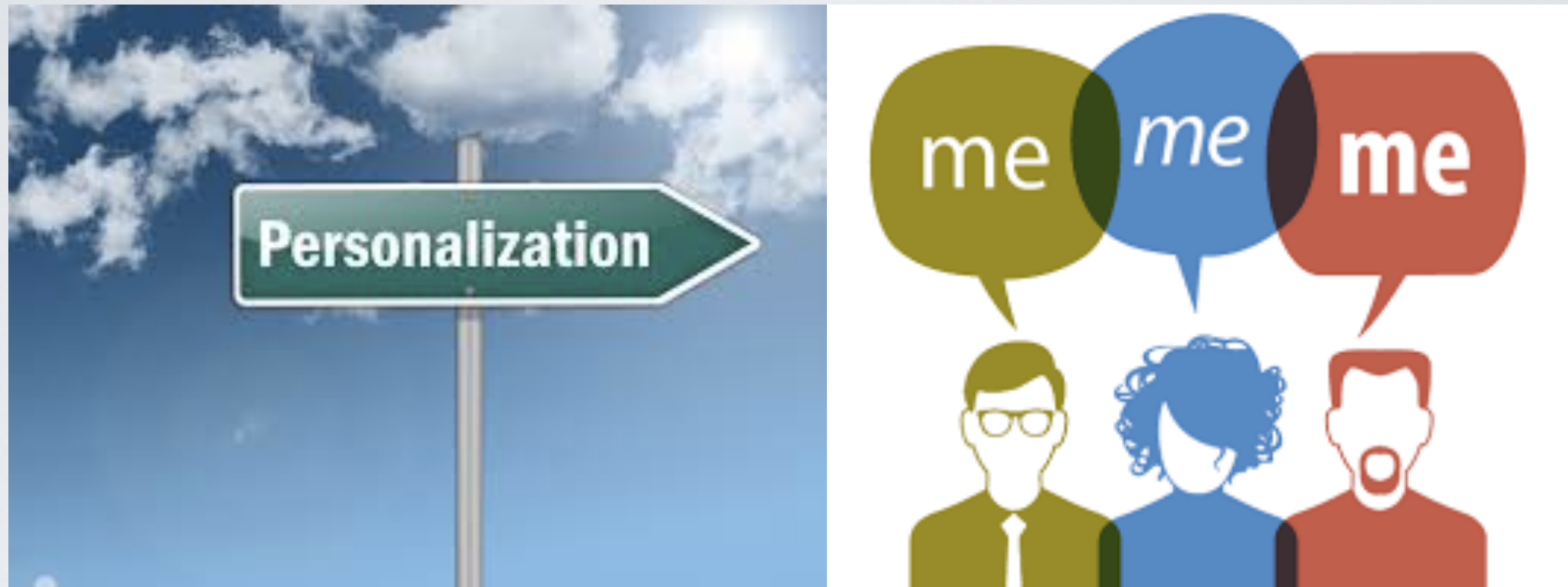
PRACTICAL TECHNIQUE



Pre-teach vocabulary

- Select essential words (key words)
- Elicit (Ask)
- Explicitly teach (e.g. with flashcards)
- Check (CCQs - concept checking questions)
- Review

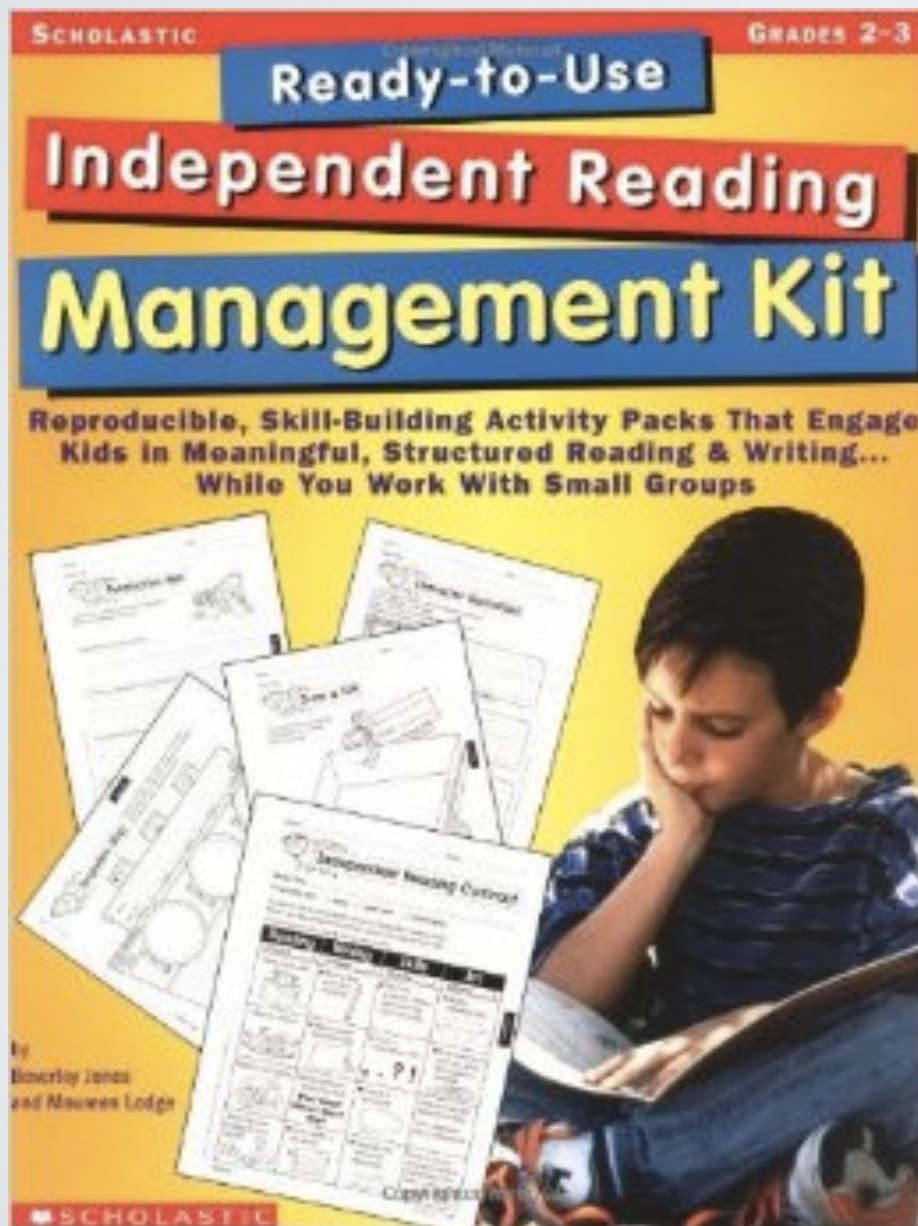
PRACTICAL TECHNIQUE



Personalizing

- Young learners relate everything to their own life
- Link the topic with the learners
- Experiences, home life, opinions

Independent Reading Management Kit, by Beverley Jones and Maureen Lodge Course Book - p.117~~

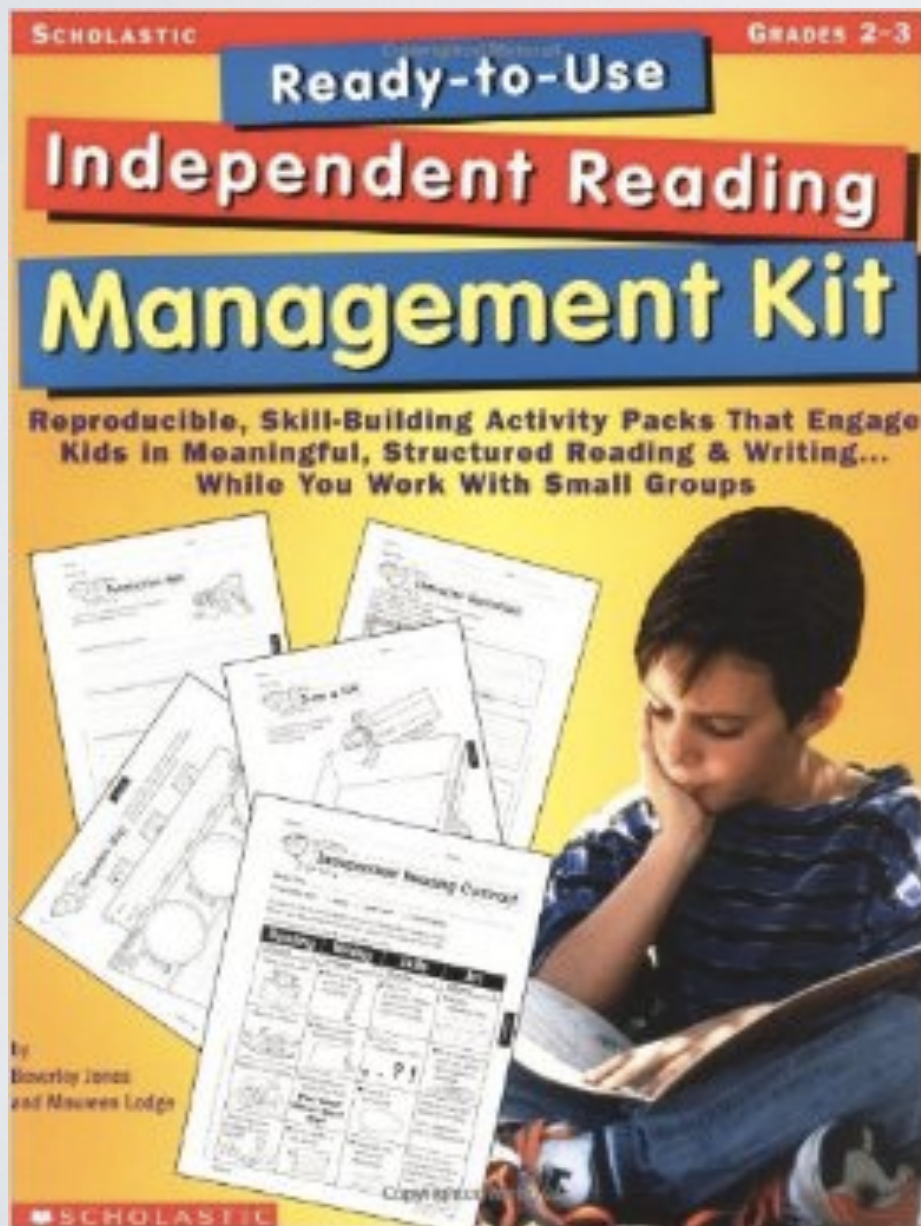


Each week read a story book and complete 2 book reports (p.124~).

There are 10 levels.
Week 3 - do Level 1
Week 4 - do Level 2
...and so on....

The first page of each level is a reading contract. Level 1 has 3 book reports. Each level has more.

Independent Reading Management Kit,
by Beverley Jones and Maureen Lodge
Course Book - p.117~~



Read the introduction on page 117.

Schedule on page 118.

The introduction for the reading management kit starts on page 119.

Book reports

Reading contract (You don't need to do)

Name _____ Date _____






FICTION I

Independent Reading Contract

Book Title _____

This book was (circle one): **easy** just right hard

Complete the activities based on your book.
Mark each box after you have finished the activity.

Reading (Choose ____)	Writing (Choose ____)	Skills (Choose ____)
Read to yourself. 	Story Beginning Draw a picture and write about it. 	Question and Answer Write a question and answer it.
Read to a friend. 	Character Stars Name the characters. 	Syllable Sort Find words with one or two syllables. 
Read _____ _____ _____	Favorite Picture Write about a picture.	Short-a Poster Find short-a words. cat nap

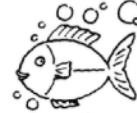

Fiction I • 9

Ready-to-Use Independent Reading Management Kit: Grade 1 © Jones and Lodge, Scholastic Teaching Resources

Book report


Level 1 Name _____ Date _____

Book Title _____

 **Super Sentence** 

Copy a super sentence from your book.

In the box, draw a picture to illustrate the sentence.

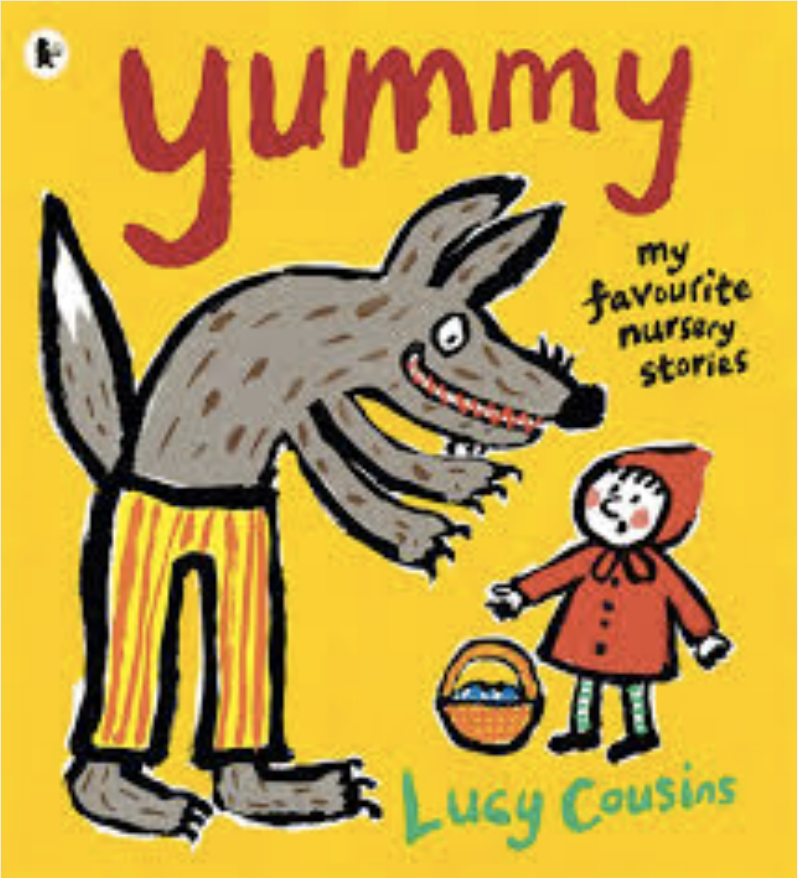
Level 1  **Level 1 • Writing**

Level 1 →

Book reports

Two book reports

One story book



Name _____ Date _____

Book Title _____

Synonym Mittens

Find 4 new words in your book. Write each word in a mitten. Write a synonym for each word in the matching mitten.

Name _____ Date _____

Book Title _____

Diary of a Character

Character: _____

Pretend you are a character in the book. What would the character write in a diary? Write from the character's point of view about something important in the book.

Dear Diary,

42 • _____

Level 5 • Skills

Level 5 • Writing

Ready-to-Use Independent Reading Management Kit - Scholastic Professional Books

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Reading Discussion



Key concepts

1. Storybook themes
2. Graded vs. authentic readers
3. Top down vs. Bottom up processing

Key concepts

Storybook Themes

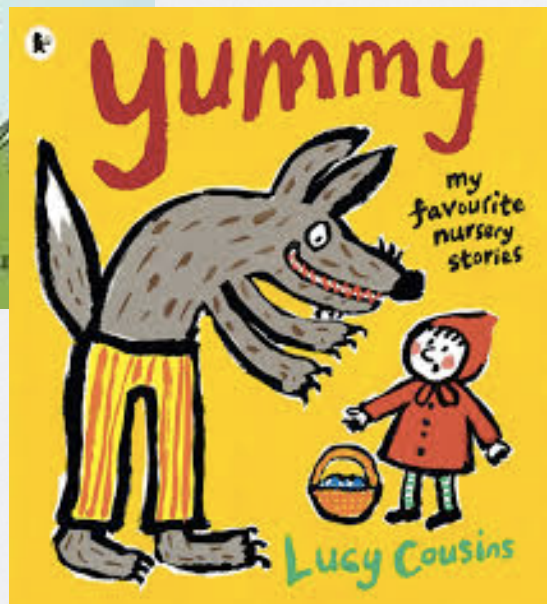
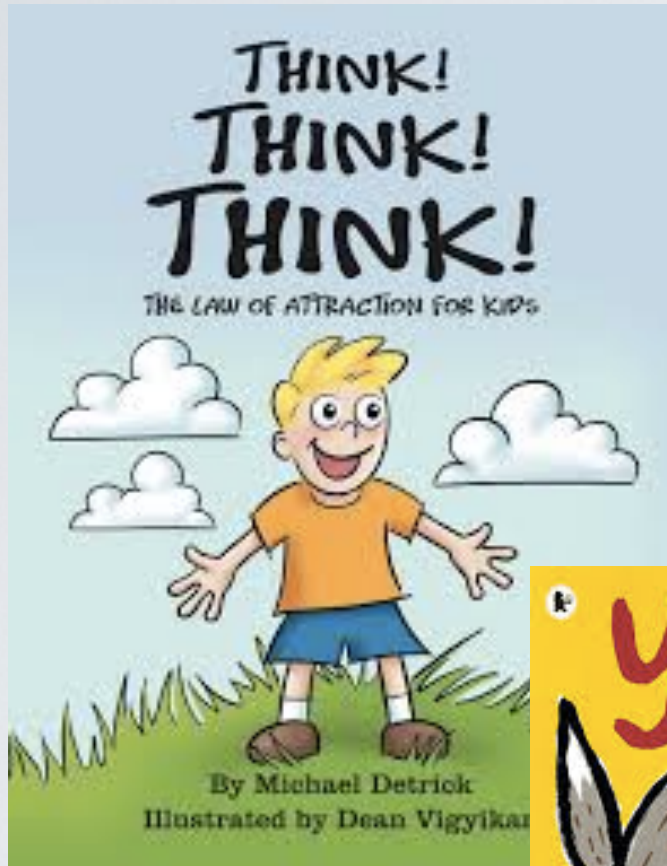
10 Recurring Themes In Children's Stories

1. Courage
2. Friendship
3. Belonging/Identity
4. Family
5. Loss/Grief
6. Growing Up
7. Anger
8. Suffering
9. Jealousy
10. Love

- Think of 3 specific examples you might find in a children's story.
Example: Courage to go to the dentist.
- What is the theme of your storybook?

Key concepts

Authentic stories vs. Graded readers



What do you think this means? Discuss with your partner.

Key concepts

Authentic stories vs. Graded readers

Authentic: Real-life, used outside of the classroom by native speakers

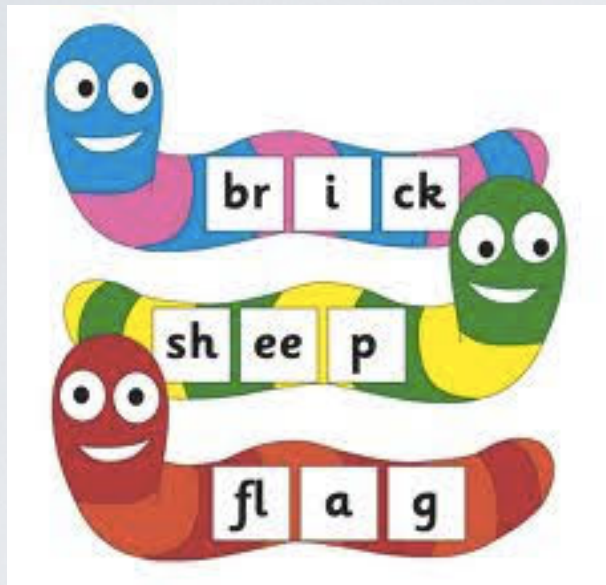
Graded: Designed for the classroom, carefully leveled for different stages of learning.

1. How do you think the language and story content of authentic and graded stories might be different?
2. Let's look at some graded readers. What are they designed for? How are they different from your storybooks?

* Graded readers = Basal readers (p.16)

Key concepts

Bottom up vs. Top down



We are up here.

Two are big and blue.

It is in the blue one.

The little one is funny.

Is it big and red?

Find the big one now.



Key concepts

Bottom up

vs.

Top down

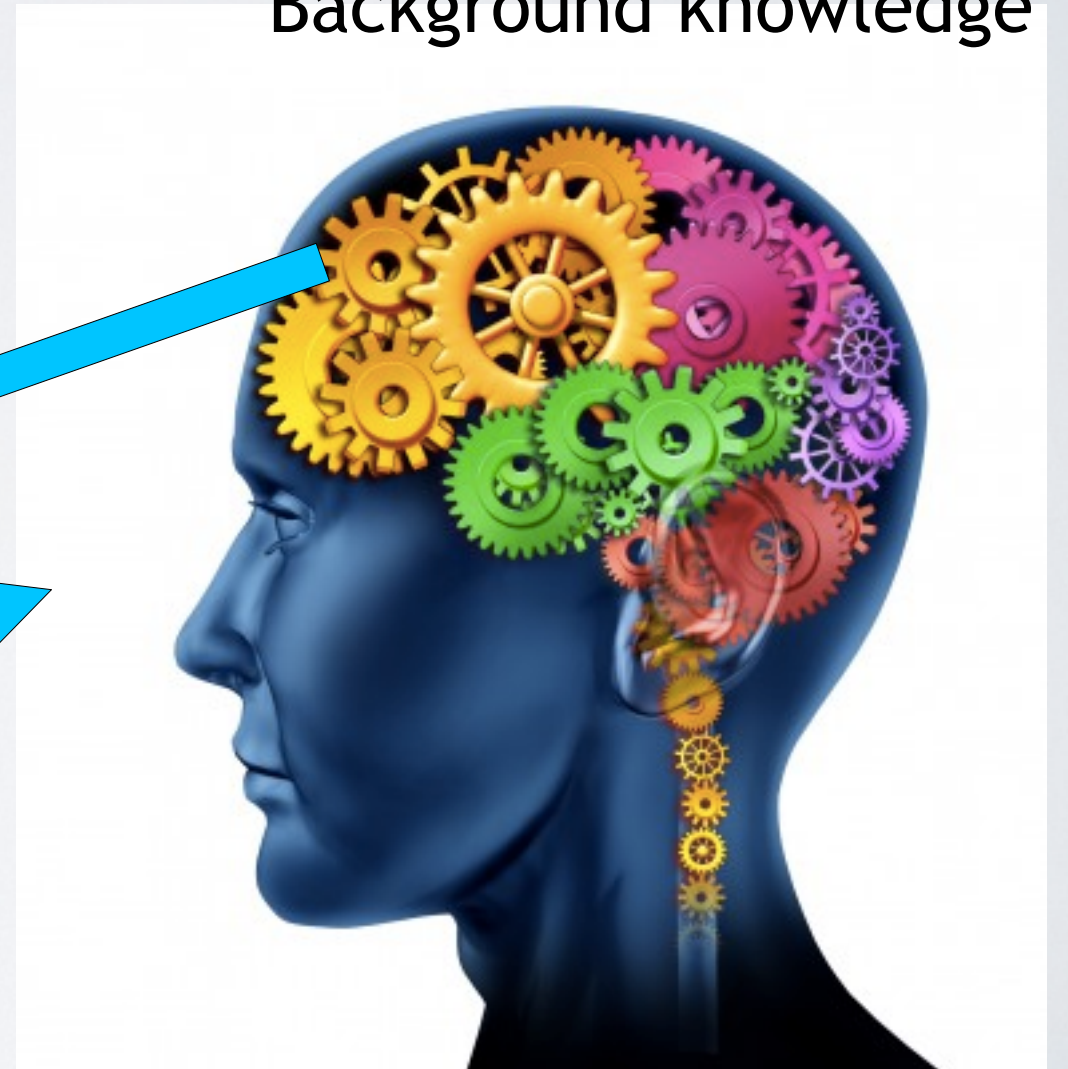
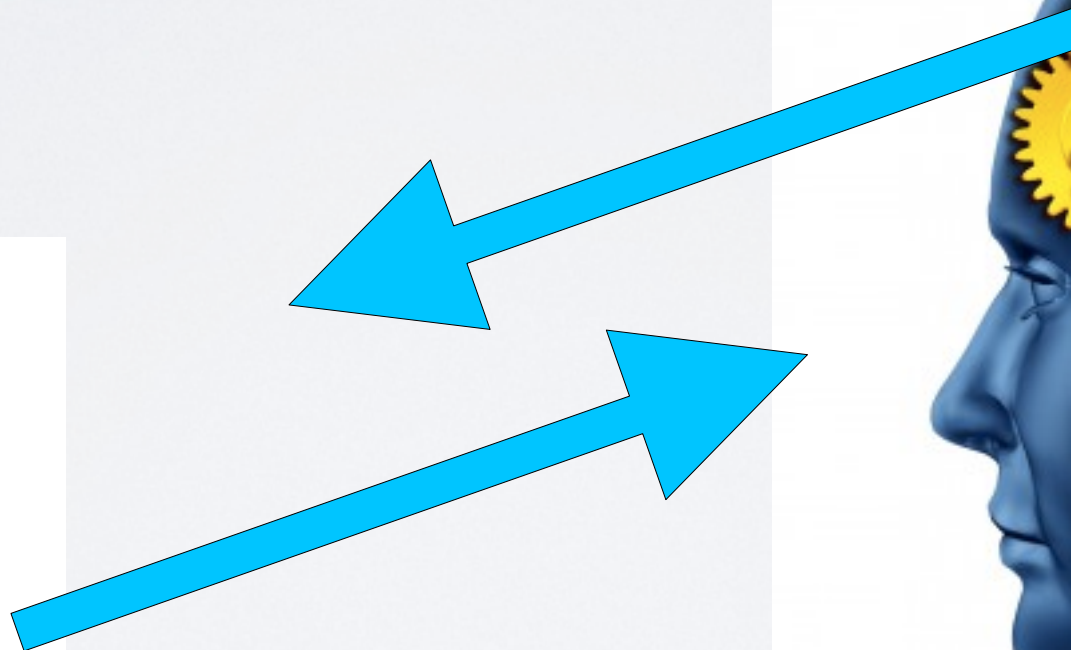
Themes

Context

Moral

Background knowledge

Letters
Words
Numbers
Nouns, Verbs...



Reading and Listening Processes

VIDEO

Berlitz Commercial

<http://www.youtube.com/watch?v=0MUsVcYhERY>

Reading and Listening Processes

VIDEO



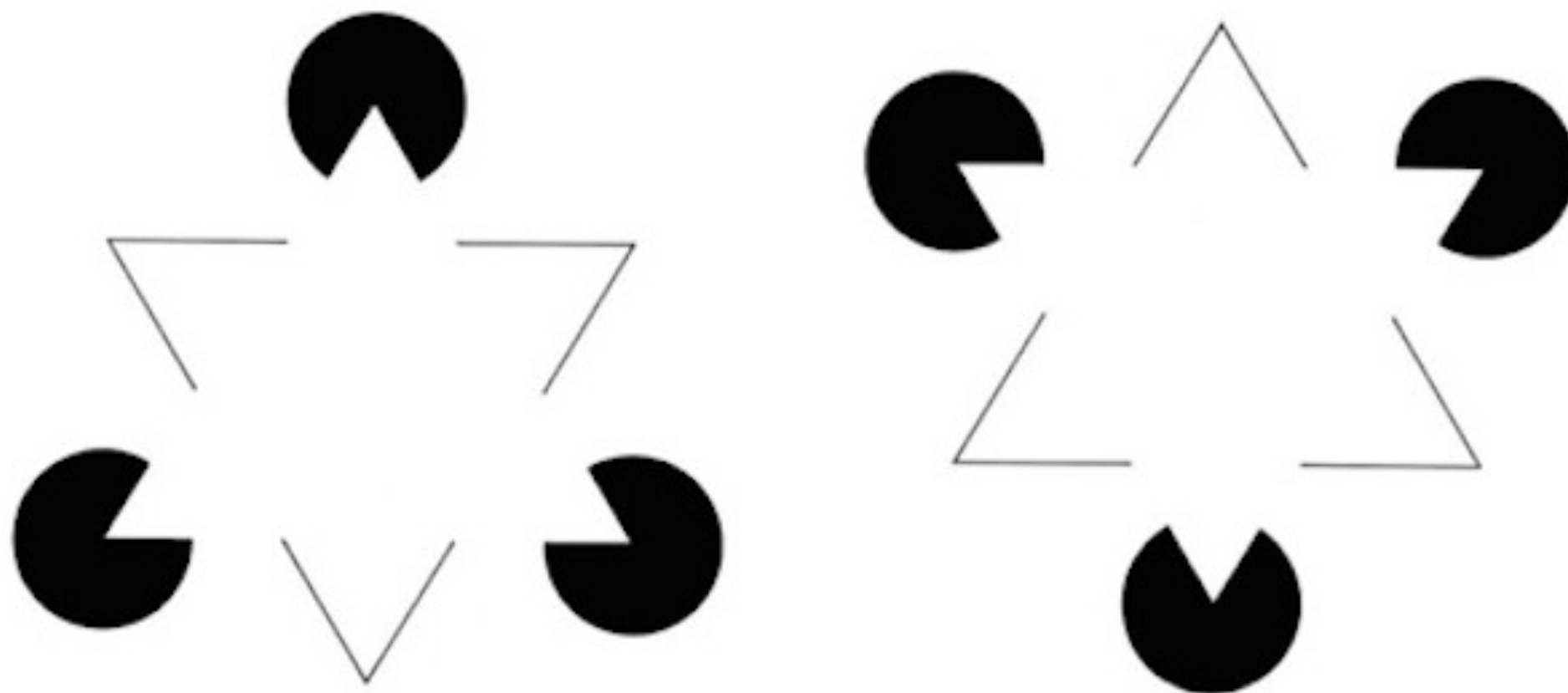
The coastguard misheard part of the word.
Is it bottom-up or top-down processing?

Reading and Listening Processes

STORY



Is it bottom-up or top-down processing?



How many circles can you see?
How many triangles?

‘미국은 최근의 셰일 혁명으로 원유 생산량이 자국 내 정제능력을 초과한 상태다.’

How much do you think I understand?

Am I using top-down or bottom-up processing?

Key concepts

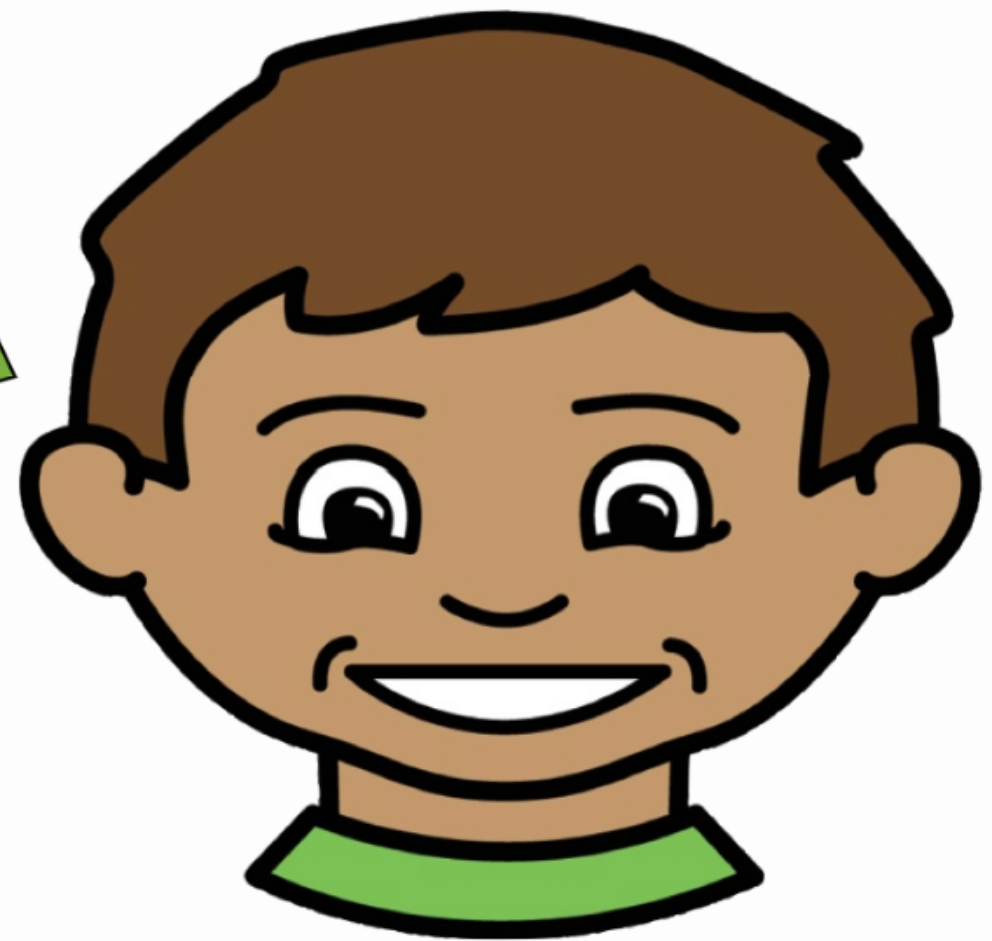
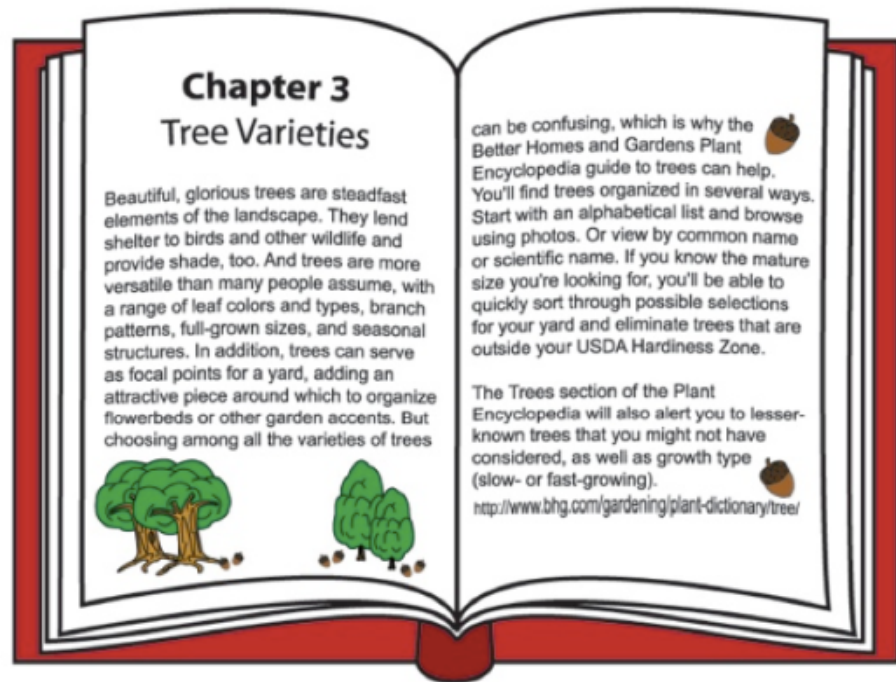
Bottom up vs. Top down

What can we teach using “bottom up” and “top down” processing?

Bottom up: letters, sounds, words, sentences, grammar

Top down: Connections (text-to-self, text-to world, text-to-text, text-to-media)

Text-to-Self

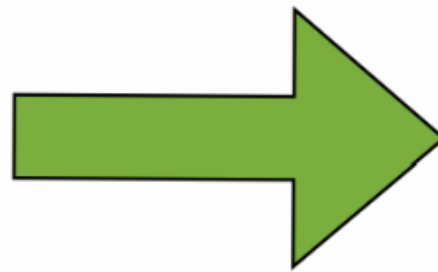
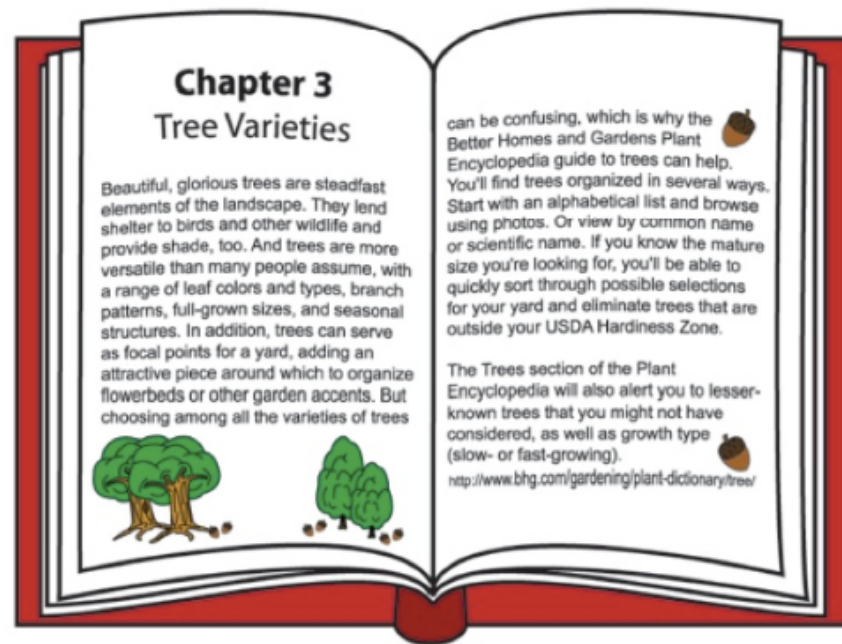


A connection between
a book and your life
or experience

"I have acorns in my
backyard!"

Make, Take & Teach

Text-to-World

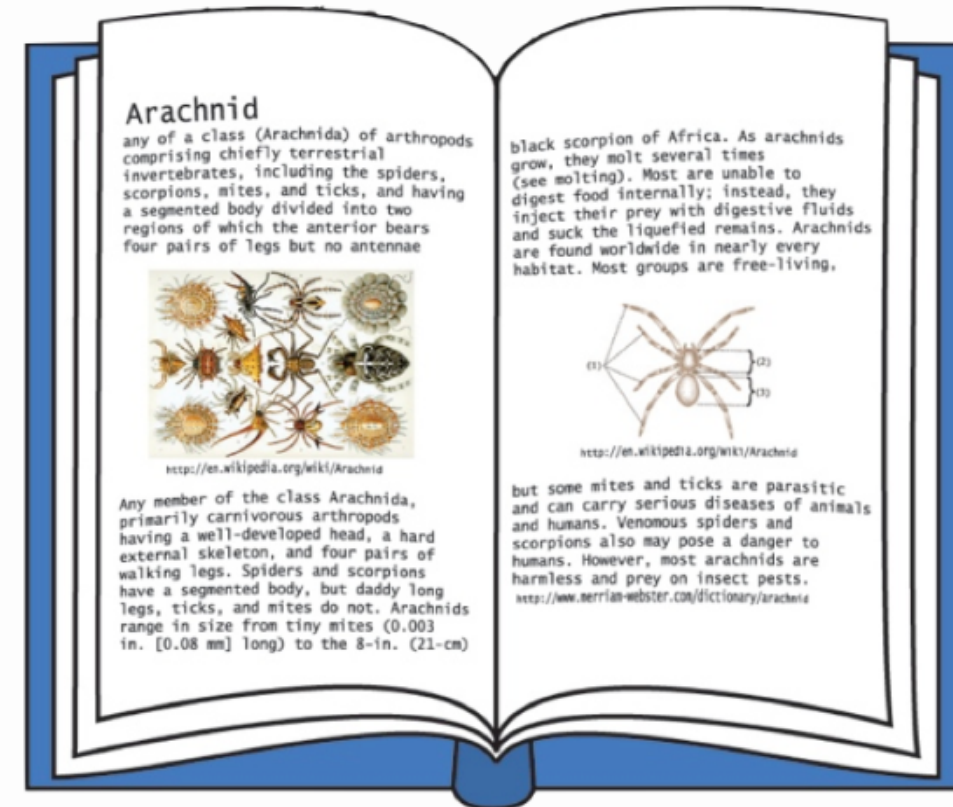
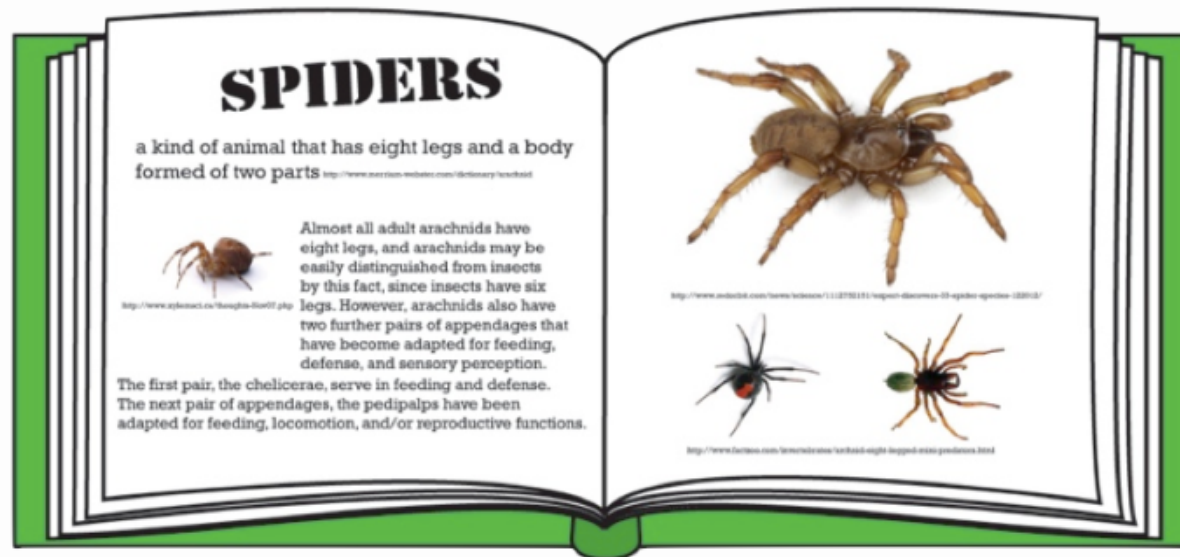


A connection between
a book and events in
the real world

Oak trees can be found in
many regions across the
U.S.

Make, Take & Teach

Text-to-Text



A connection between
a book and another
book or text that you
have read

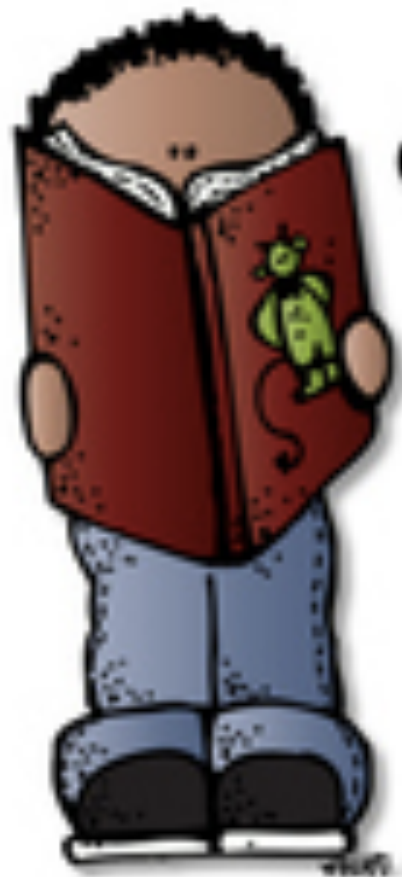
"I read about this kind of a
spider in another book too!"

Make, Take & Teach

Text-To-Media



It reminds me of something I have seen or heard before...



Key concepts

Bottom up vs. Top down

Analyze your storybook. How could you use it of teaching:

Bottom up: letters, sounds, words, sentences, grammar

Top down: Connections (text-to-self, text-to world, text-to-text, text-to-media)



Homework

- Reading for Week 3. Answer the Qs on p.24. Be ready to discuss the reading next week.
- Complete two book reports from Level 1 (pages 123-126). Bring your storybook next week if possible.