



Storytelling Class

Today's class

- Review
- Book reports
- Top down vs. Bottom up processing
- Reading discussion
- Homework (reading + book report level 2)

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



Pre-teach vocabulary

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

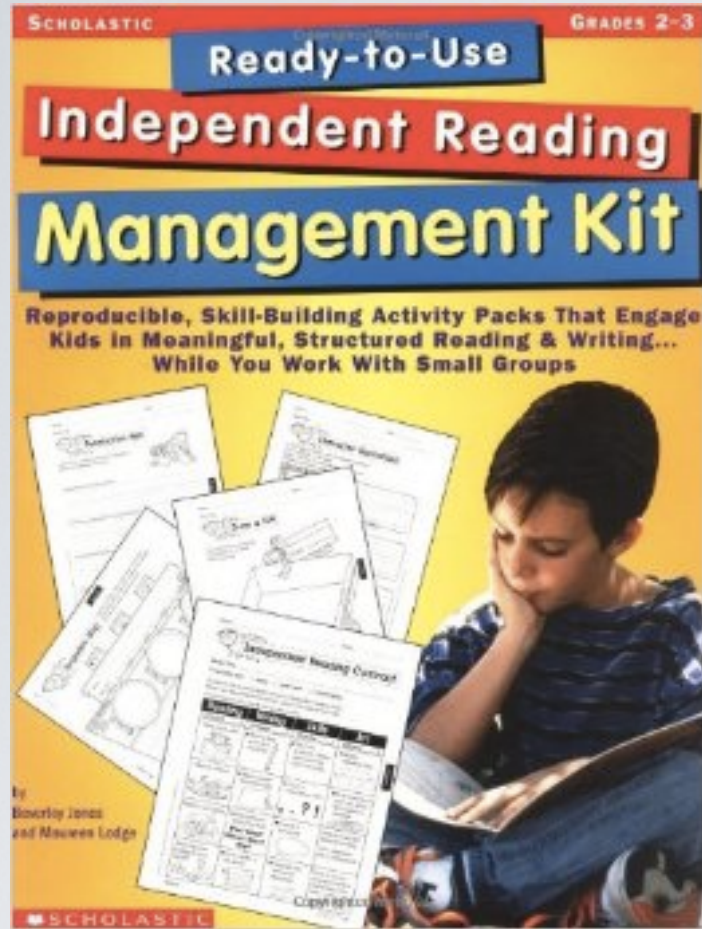
PRACTICAL TECHNIQUE



Personalizing



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

HOMWORK 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 - Writing

Let's Discuss Book Reports Level 1

What is the theme value of your story book?
(friendship, loss, family, change, etc.)

What is the linguistic value of the story?

How would you use them in teaching? (story + book report ?)

Key concepts

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

Key concepts

Storybook Themes

10 Common 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

TASK

Choose a theme and think of 3 specific examples you might find in a children's story.

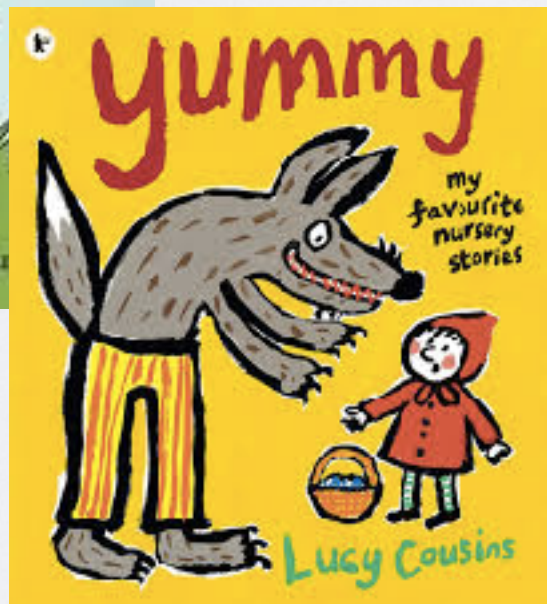
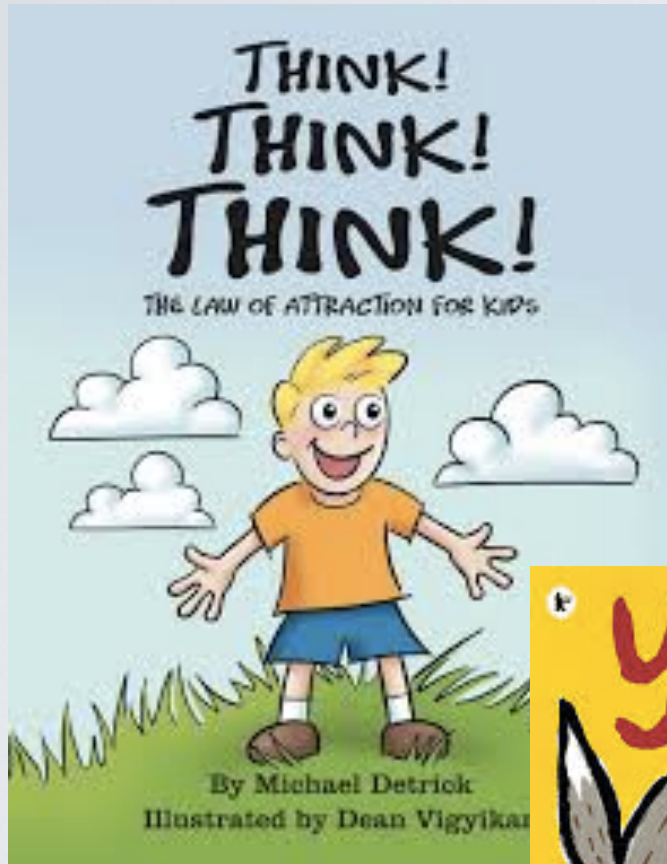
Example:

Family

- Meeting a new baby brother.
- Visiting grandparents.
- How our parents are different.

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.

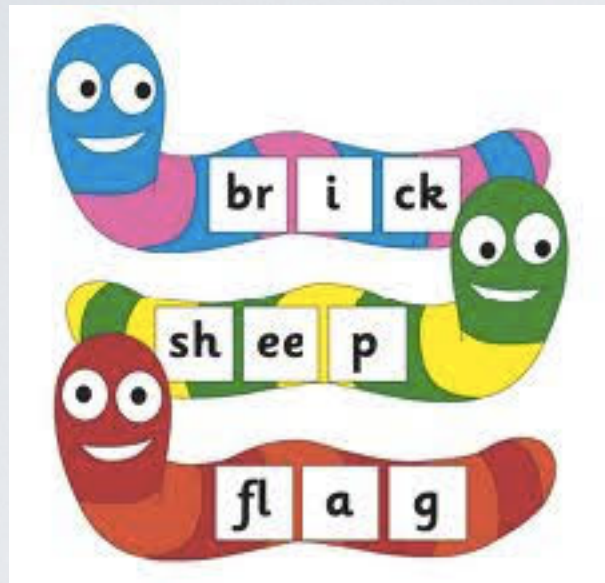
* Graded readers = Basal readers (p.16)

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?

www.kizclub.com > Stories & Props > Level 1, 2, 2

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

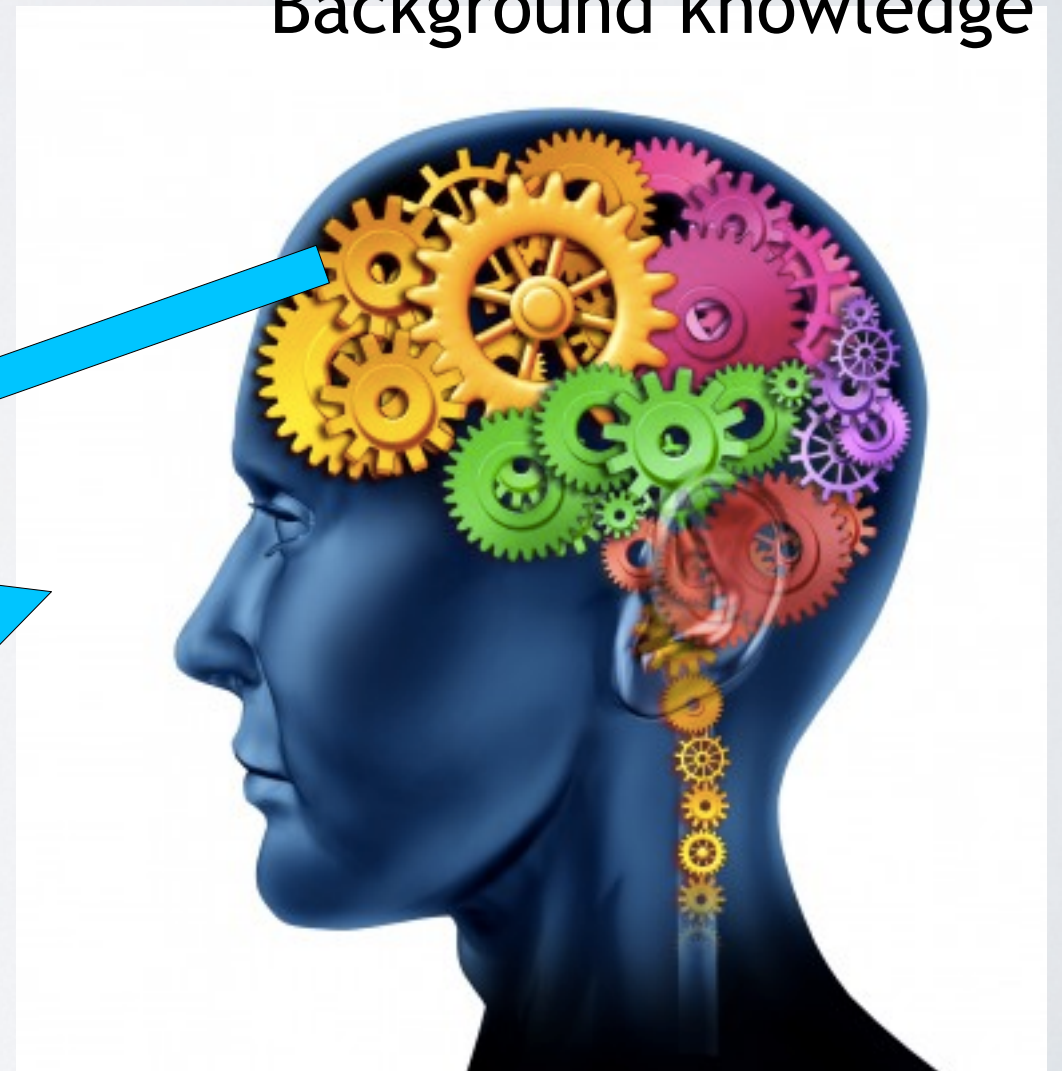
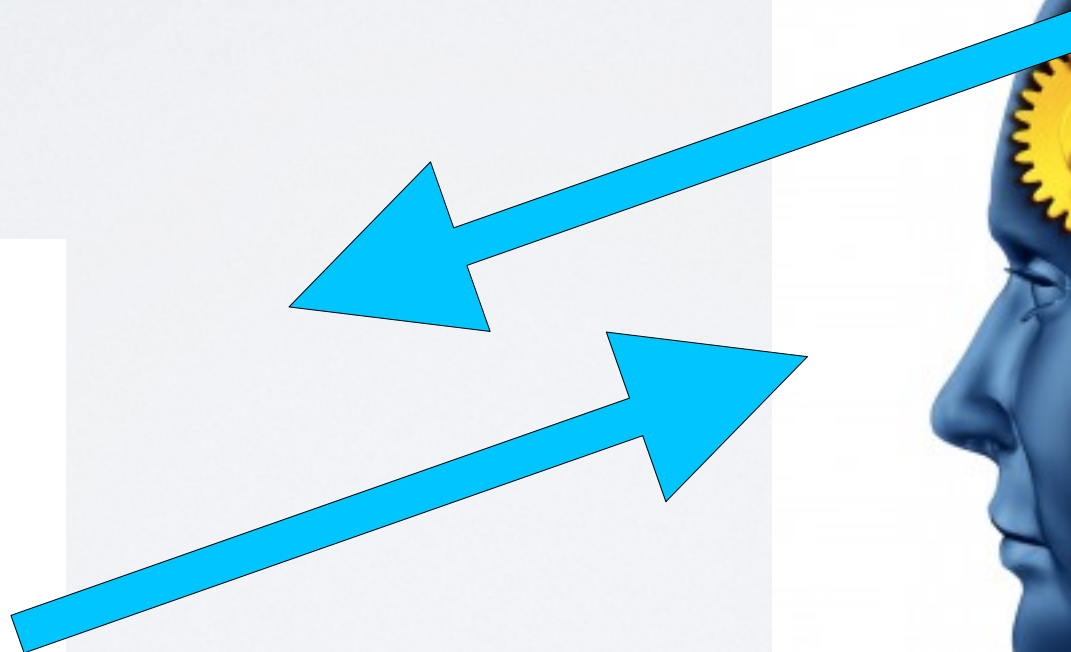
Themes

Context

Moral

Background knowledge

Letters
Words
Numbers
Nouns, Verbs...



Background knowledge is stored in **schema**.

“**schema theory**”

CHAPTER I

Down the Rabbit-Hole

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?'

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), wheth a daisy-chain' trouble of getti daisies, when



schemata

Why is this important?

Teachers need to **activate schema**.

= **help students to use their background knowledge.**

Reading and Listening Processes

VIDEO

Berlitz Commercial

Reading and Listening Processes

VIDEO



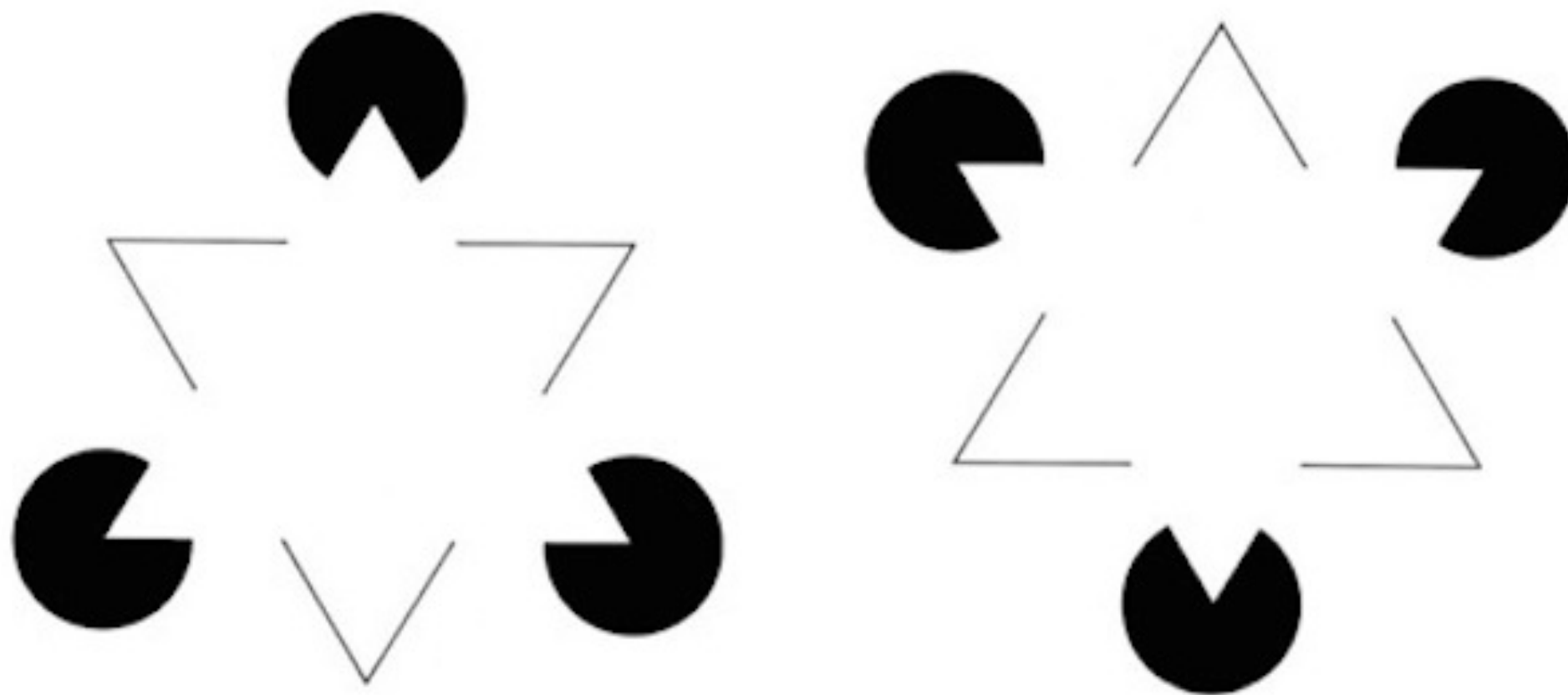
The coastguard misheard part of the word.
Is it bottom-up or top-down processing?

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. 더구나 최근의 국제유가 하락으로 셰일 업체들의 압박이 가중될 것이라는 전망이 우세한 상황이다. 이 때문에 서머스 교수의 주장은 셰일 업계를 살리는 동시에 미국 경제를 재도약시키는 묘안이 될지 모른다는 기대가 나오고 있다.’

How much do you think I understand?

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

Key concepts

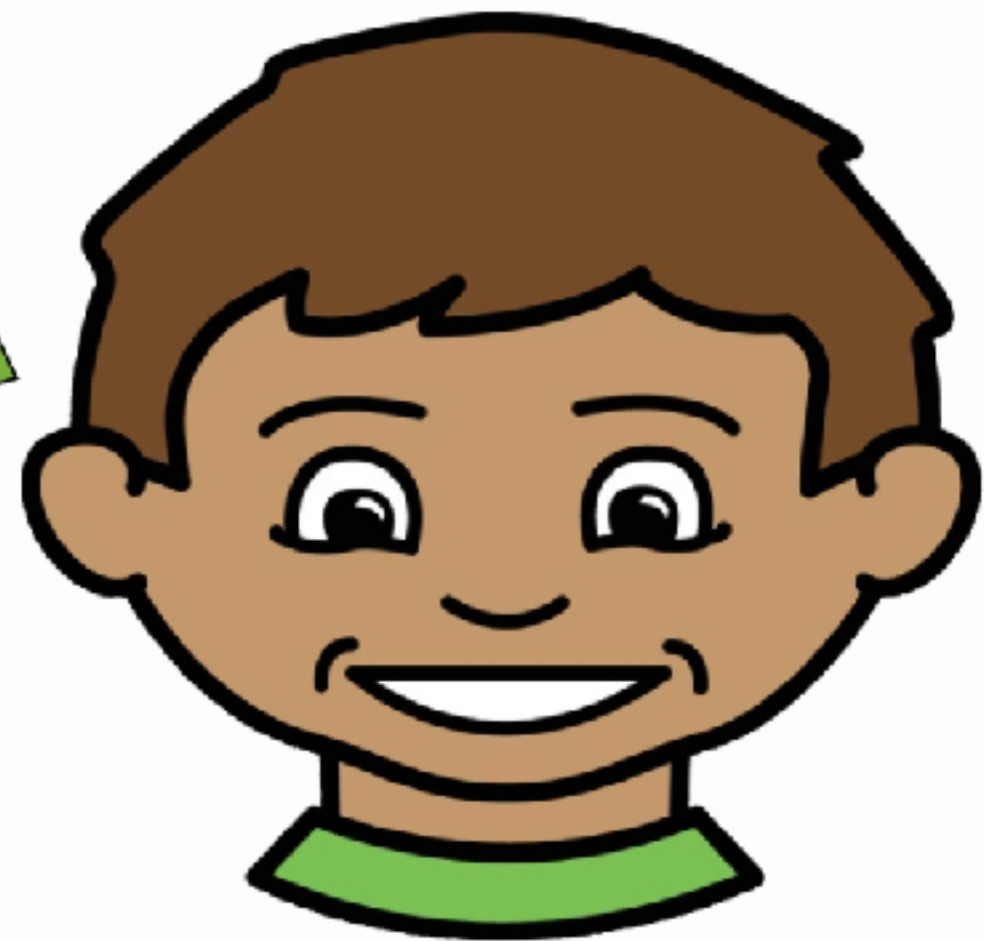
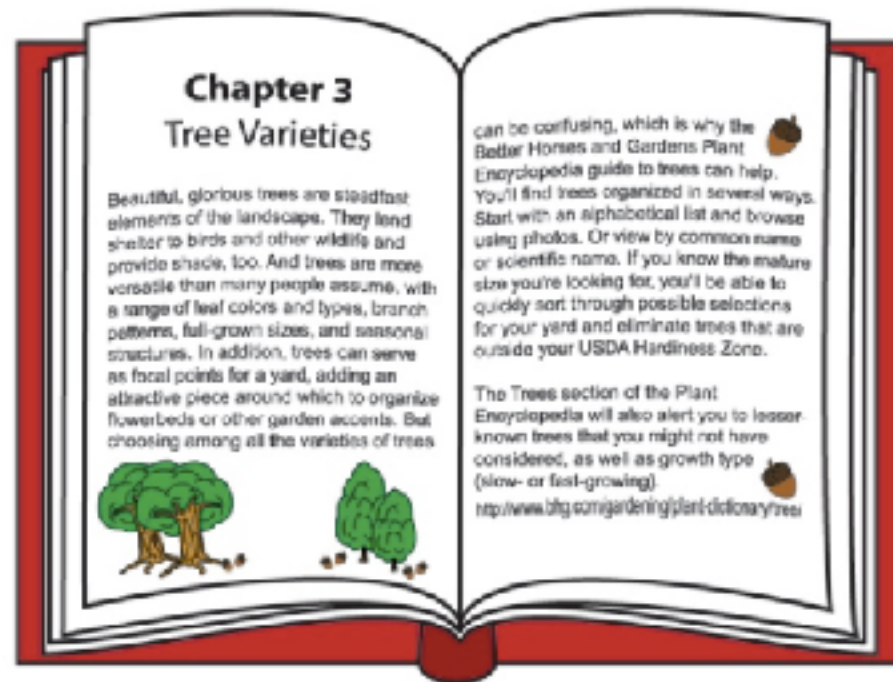
Bottom up vs. Top down

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

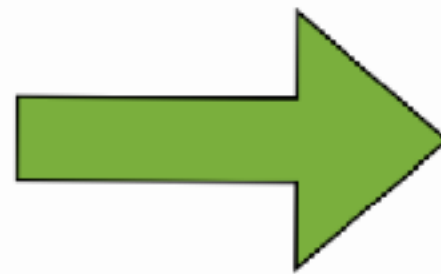
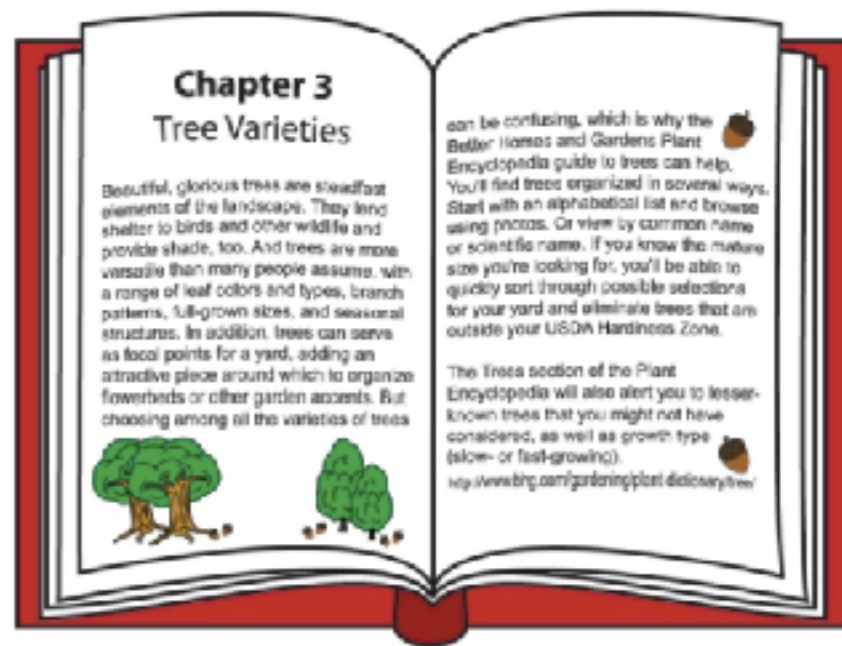


A connection between
a book and your life
or experience

"I have acorns in my
backyard!"

Make, Take & Teach

Text-to-World

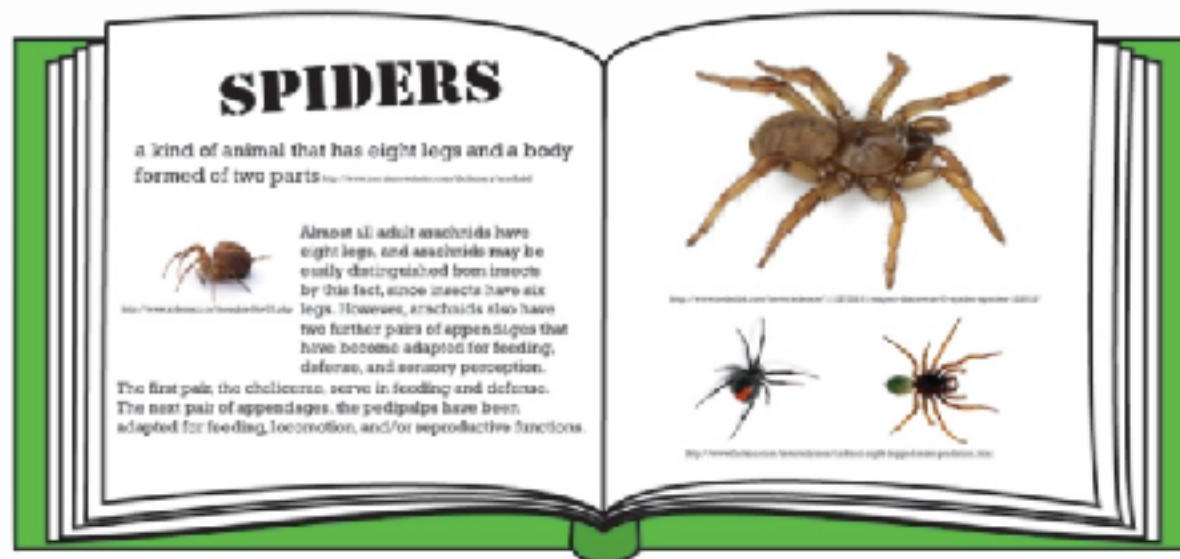


Oak trees can be found in many regions across the U.S.

A connection between a book and events in the real world

Make, Take & Teach

Text-to-Text



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

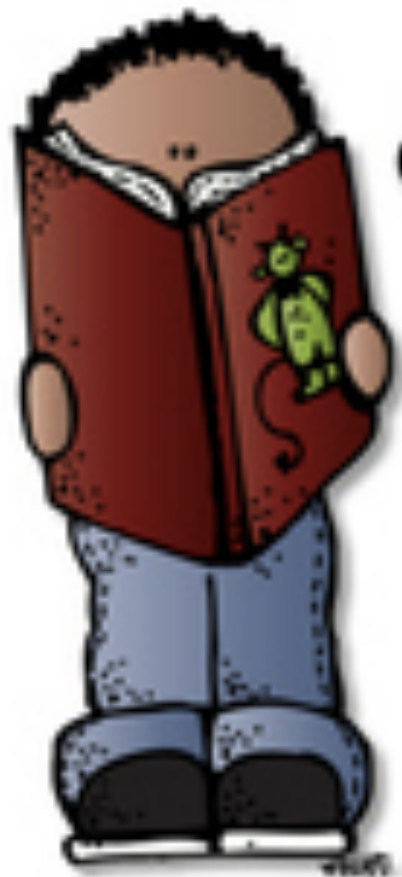
"I read about this kind of a spider in another book too!"

Make, Take & Teach

Text-To-Media



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



Key concepts

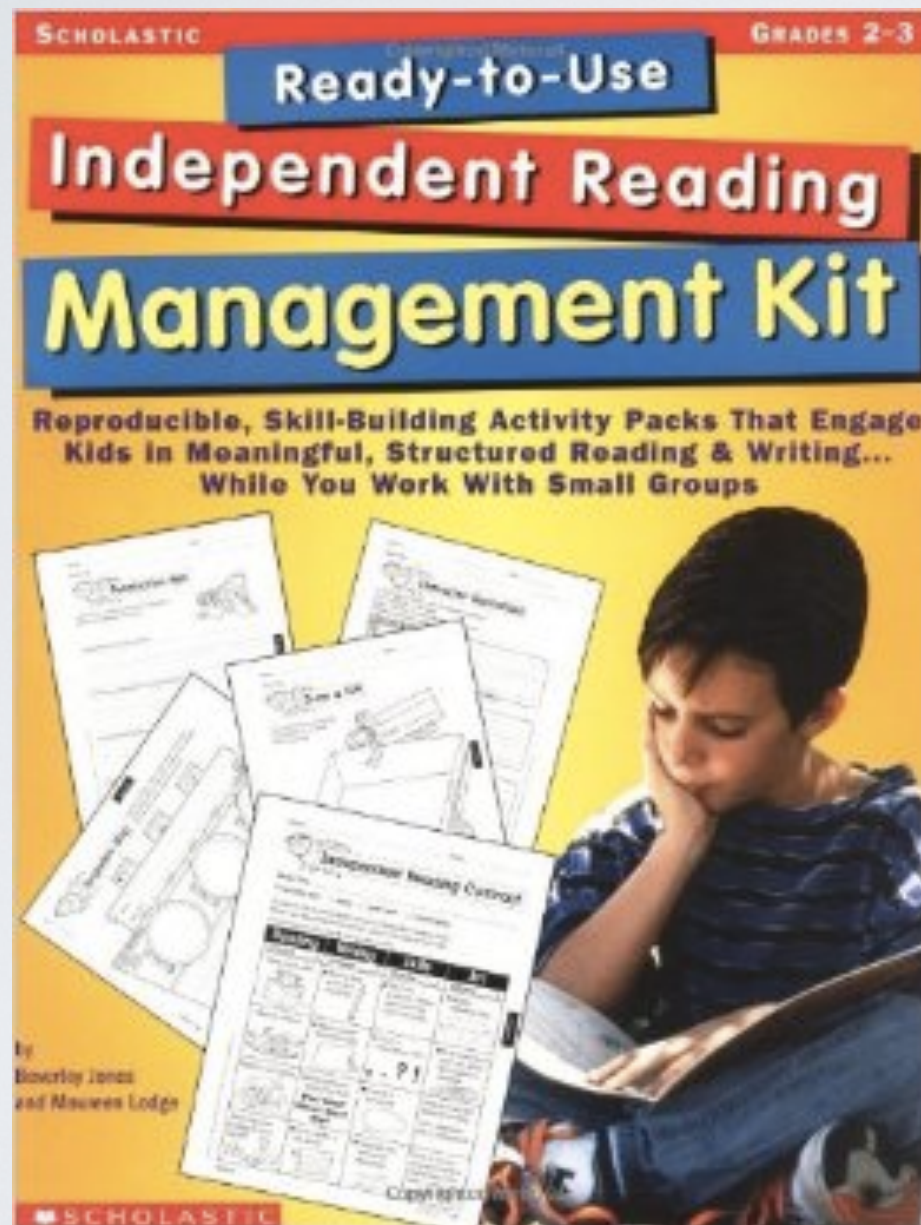
Bottom up vs. Top down

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)

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



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

HOMWORK 2

Week 3 Reading Homework - p.24

- As you read, highlight words and sentences to discuss next week.
- Choose some key information that you would like to discuss with a partner.
- Think of your experiences and opinions related to the content of the reading.
- Take a note of any questions you have.

Discuss with your partner

Any questions?

Week 3 Reading Homework

Discuss these expressions and what they mean.
Can you think of examples?

- “storybooks allow children to review language they have learned from the textbook in a meaningful context”
- “just as a linguistic form can express a number of functions, so also can a single communicative function be expressed by a number of linguistic forms”
- “reading of stories is content-based, rather than grammar-based”
- “our understanding of language starts with details and moves towards the whole, whereas our understanding of pictures starts with wholes and breaks down into details”
- “the role of teachers was not a meaning provider, but a mediator who facilitated the discussion and learning”

Week 3 Reading Homework

- 1. linguistic value**
- 2. the value of the story**
- 3. the value of the picture**

Analyze your book in terms of these three aspects.

Especially, let's look at the pictures.

Work together to brainstorm questions and comments that you can make about each picture of the story.



Storytelling Week 4 Homework

1. Reading homework - take notes + underline
2. Complete two book reports Level 2, with a new story book if possible. Bring next week.