

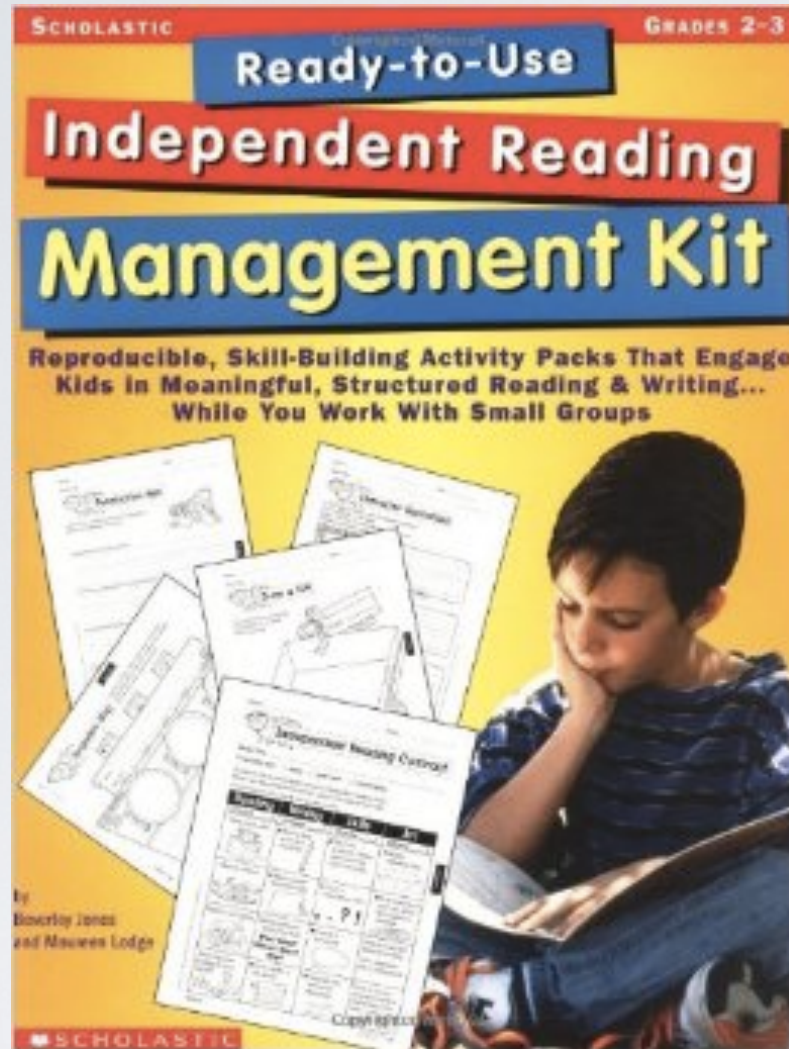


# Storytelling Class

## Today's class

- Book reports
- Review
- Reading discussion
- Homework (reading + book report level 2)



# HOMWORK 1



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.

10 •  Level 1 - Writing

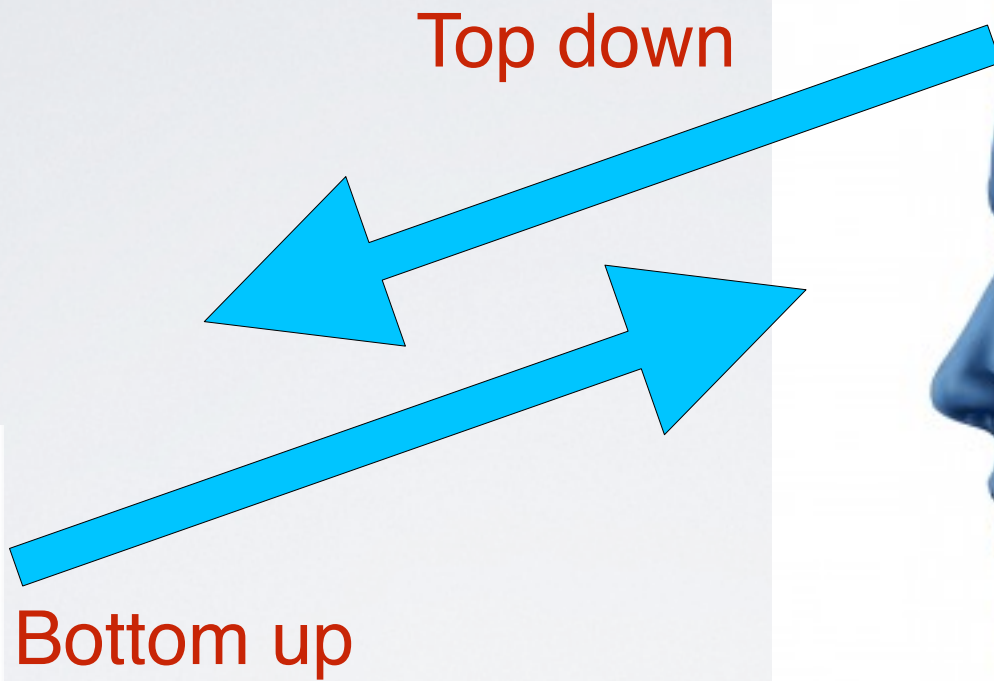
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## Let's Discuss Book Reports Level 1

**Discuss these words and their meanings.  
Can you think of examples?  
(Use your story books if needed)**

- structurally-based texts
- intercultural awareness
- didactic/pedagogical purposes
- controlled vocabulary
- no flashbacks
- complex, multifaceted characters
- comparing and contrasting
- cause-effect relationships
- emotional intelligence
- onomatopoei

# Receptive Processes



Top-down processing: background knowledge and context

Bottom-up processing: decoding the smallest parts of the language (sounds, letters, words, etc.).

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

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

# Reading and Listening Processes

## VIDEO



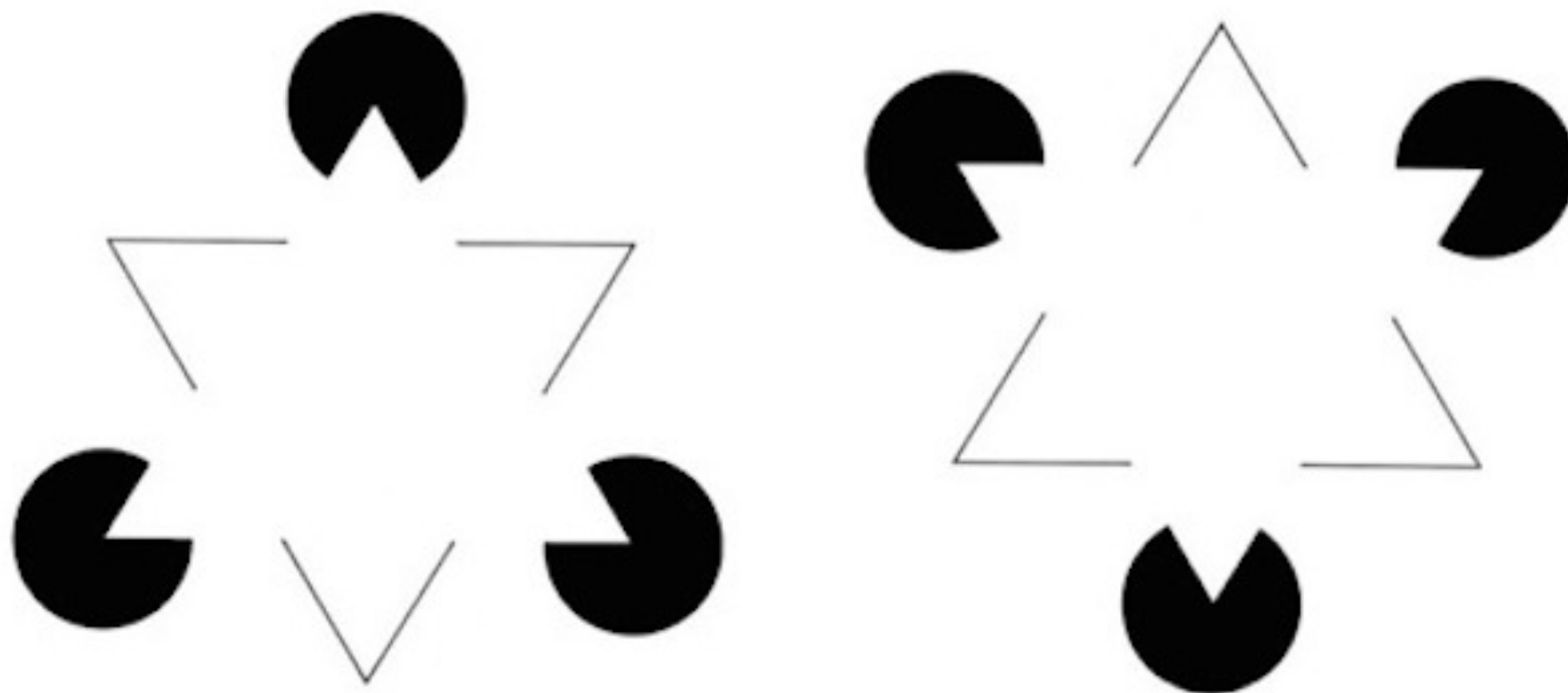
The coastguard misheard part of the word.  
Is it bottom-up or top-down processing?

# 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. 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

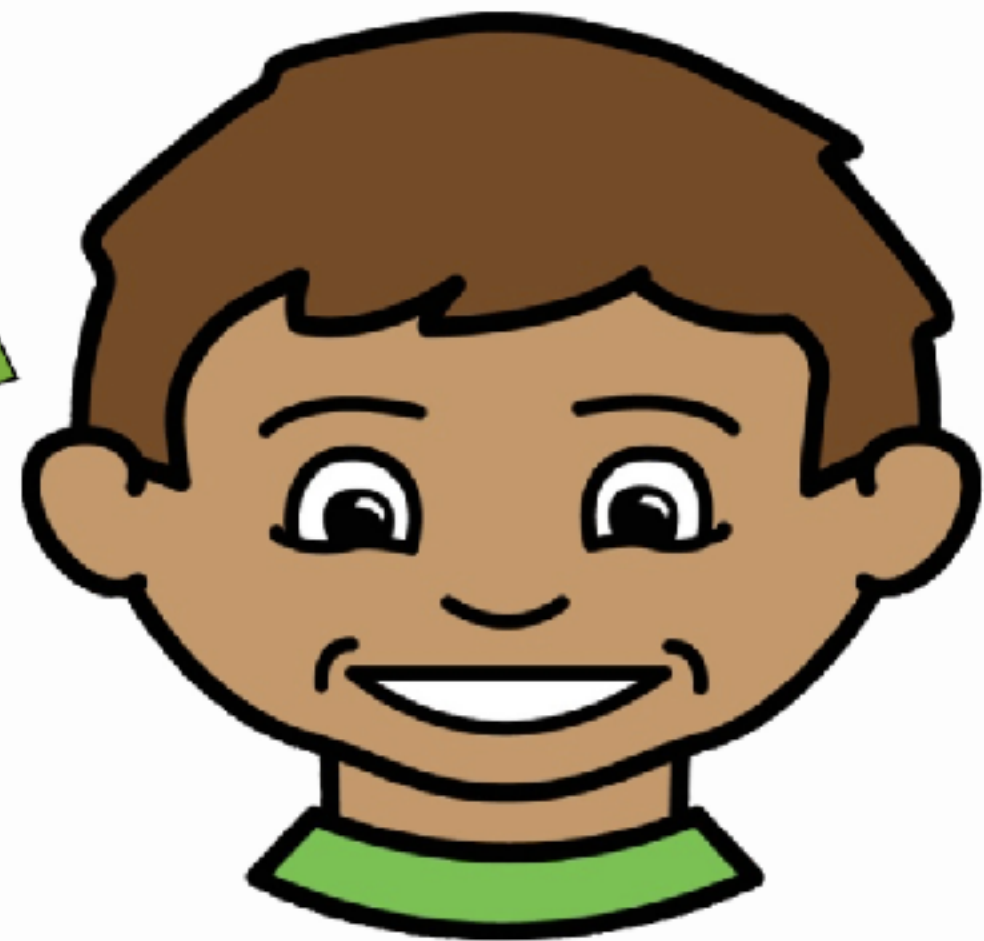
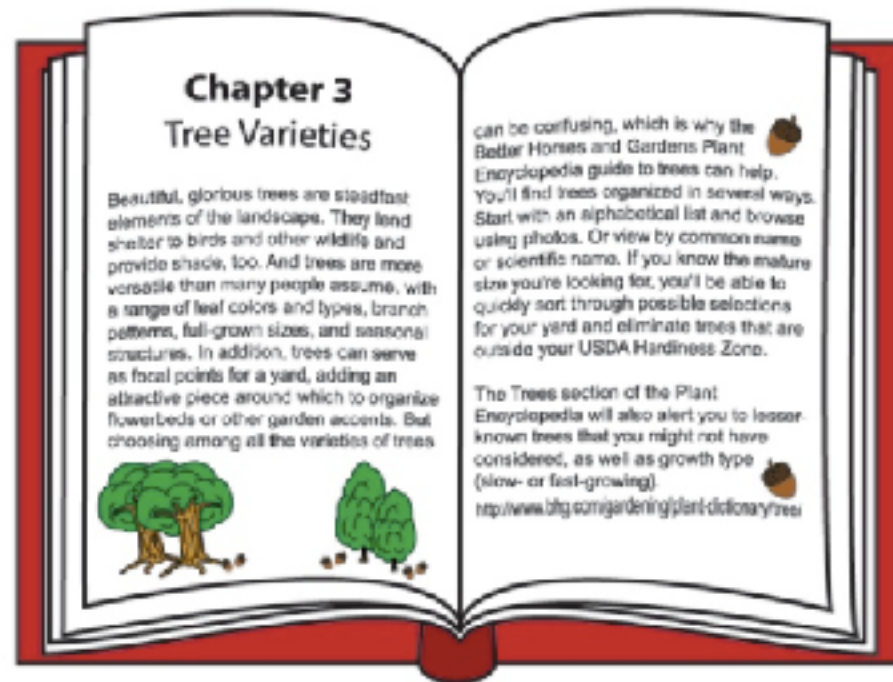
What can we teach using “bottom up” and “top down” processing?

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

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

Text connections>>

# Text-to-Self

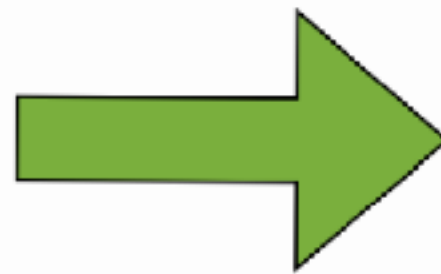
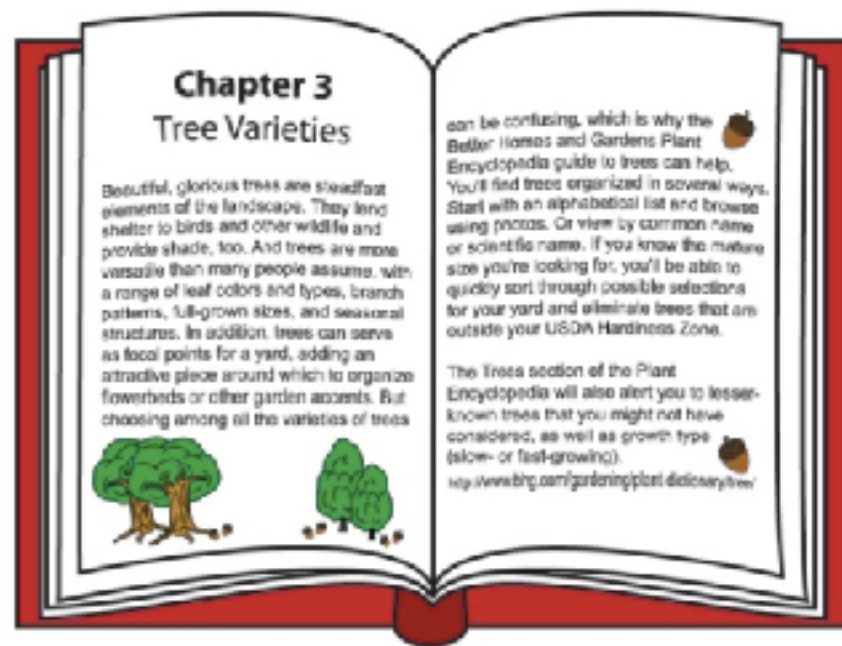


A connection between  
a book and your life  
or experience

"I have acorns in my  
backyard!"

**Make, Take & Teach**

# Text-to-World

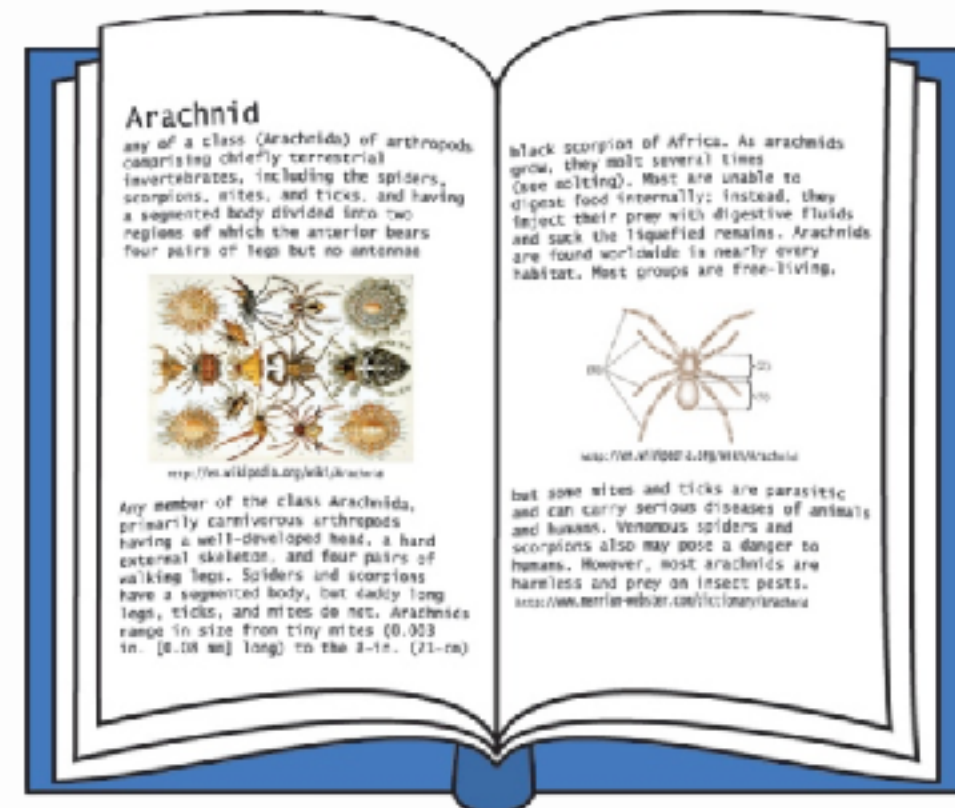
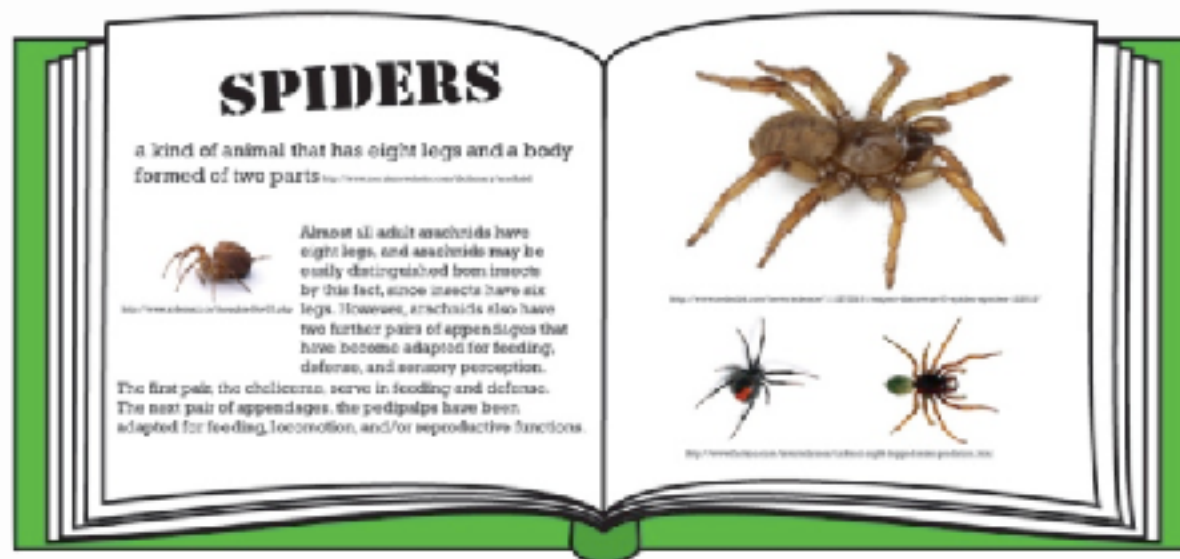


Oak trees can be found in many regions across the U.S.

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 for teaching:

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

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

## Week 3 Reading Homework

- 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.



## 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.