

# Planning Guide for Scaffolding Book Introductions

DATE \_\_\_\_\_ TEACHER \_\_\_\_\_ GRADE \_\_\_\_\_

**READING ACHIEVEMENT LEVEL:**     EMERGENT     EARLY     TRANSITIONAL

**BOOK/STORY TITLE** \_\_\_\_\_

Key concepts to consider when planning book instructions for beginning readers:

## MEANING

- Tell what the story is about / provide the main idea
- Draw upon students' experiences and knowledge by engaging them in discussions with each other / share some of their ideas
- Help students understand unfamiliar concepts
- Discuss pictures to build a framework of meaning and to spark interest and involvement in the story (more pictures for emergent / less for transitional)

## STRUCTURE

- Introduce and let the students practice language patterns / character names / unfamiliar book language

## VISUAL

- Point out any unusual aspects of text layout / unfamiliar punctuation marks
- Draw attention to some new and/or important words in the story
- Provide concrete examples to demonstrate how visual information is analyzed (letter, letter cluster, endings, syllables, irregular spelling patterns)

