

Book Introduction Transcripts

1 BOOK INTRODUCTION: READING IS MEANING Katie Babb, Springfield Elementary School

When I give them a book introduction, I just want them to have the gist of the story. Before they open this book up, they need to have an idea what they will be reading about. So at the very beginning give them a little blurb of what's going to happen in the story, something for them to be thinking about as they read it, so they understand, they have a clue, before they ever even open up the book what they're reading about. I think, if they go in and have no idea as to where the story is headed and what happen, will they be able to hold up the meaning while they're doing all this work? Using the visual information, and the meaning, it's a lot of work, so I just feel like the introduction gives them the opportunity to already know that story so it takes some of the work off of them in their reading, to the point where they can attend more to visual but still have story line in the back of their heads. They just have to know reading is meaning. They've got to understand the story. If that doesn't happen, then there's no point in what they've just done.

This story is called, *Baby Panda*. And in this story, Baby Panda gets lost, and Mother Panda is looking for her. Let's read to see if Mother Panda can find Baby Panda. OK, I'm going to give you a book. Go ahead and think about the story and what's happening.

T: Open up to the first page. Baby Panda. So, A, tell me, what's happening here?

S: They're walking.

T: Yes, they're walking. Who are we going to read about in this story?

S: Baby Panda

T: Baby Panda and who else?

S: Momma Panda

T; Yes, Mother Panda, good. OK, turn the page.

T: T, what happened? What's wrong?

S: He slipped.

T: Yes, he slipped, and look what he's going to say here. He's going to say, "Oh, NO!" Practice that part.

S: Oh, no!

T: Oh, poor Baby Panda. Turn the page.

T: Uh, oh. What's wrong M?

S: It looks like Mother Panda got trapped in the woods.

T: You think? And remember, what did I tell you at the beginning of the book was going to happen to Baby Panda?

S: He was going to get lost.

T: Ohh

Uh, oh. What do you think Mother Panda might be saying? What might she be saying here? 4

S: Where's Baby Panda?

T: Yes, probably. Yes, she's looking for him. OK, turn the page.

Even in the book introduction, when I was going through this book, here (shows page and reads) "Mother Panda is going up the hill" and then here, "Where is Baby Panda?" Do they understand here that she is thinking to herself? I think we take for granted that they may not understand what's happening here. I didn't tell them "where", but I wanted them thinking, "What might she be thinking here? What might she be saying?" Getting them to think about the story while we're going through it. And they all said, she wants to know where. So when they came to this part of the story and they got it started, wh, they had that in their heads, What is she thinking? Where is Baby Panda. I think my book introduction set them up for that phrase there and helped them to understand she's thinking here. And also, some of these structures, when Baby Panda was going down, "Oh, no!" just practicing that fluency and helping them understand, just practicing that and taking that away from them so they don't have to work there as well.

2 BOOK INTRODUCTION: HOW WORDS WORK Katie Babb, Springfield Elementary School

Based on the running records that I've done, they all were pretty much getting it started with that first sound, and their substitutions on their running records made sense for the most part, so really they just need to start to take a closer look and look past that first letter. I feel like they've done a lot of work with letter by letter breaking, but at this level they're going to have to start seeing those parts as well to get in there and help themselves when they come to something they don't know. This book lent a lot of opportunities for them to look for the parts and also there were several places – you know words work with our language – the way you take them apart – one way is not going to work. So I've got to start to show them, yes, you can do this one letter by letter, but that's not going to work on the majority of them, so they've got to start seeing these parts as well.

T: All right, I want you to clap the word, looking. Can you clap, look -ing.

S: look-ing,

T: Yes. Can you clap it one more time,

S: look-ing.

T: Can somebody tell me, what's the first part you hear in the word, "looking"?

S: L

T: OK, that's the first letter. Let's think what we say when we clap, (do it together) look-ing. T: What did we clap first?

S: Look.

T: OK, so that's a part we know. Can you try and find that word, looking, on that page. Look close.

(S shows the other one)

T: OK, put your finger in there. Do you see that first part? What does that first part say?

S: Look

T: Now look at the second part, it says –

T&S: ing.

T: Go ahead and read that word one more time, what does it say? Here we are, right here, K, what does it say?

S: Look-ing. Looking!

T: Yes, looking. Do you see the parts?

S: Nods yes. OK, turn the page. Let's keep going.

T: OK, I want you to do one other, let's practice one other word on this one. Clap a-way. Clap it.

S: a-way

T: What's the first part you clapped?

S: A

T: A, yes. What's the second part you clapped.

S: way

T: think about what you would see. Can you find that one? Find the word away.

T: OK, put your finger in and check it and see if you're right. Get it started, read the first part. Here we are, K, put your finger here.

S: A- way .

T: Yep, turn the page. All right. So we're going to read to see what happens if Mother Panda can find Baby Panda and keep him safe.

We also clapped a-way so I could show them how that word works as well. So we clapped that and located the parts. I was really wanting them to work here (runs) and so I wanted them to be able to see the parts easily and make it make sense. So you just have to pick and choose where you want them to work and what you want to take off of them.

I just look at what they're doing in their running records and I see that they're getting it started but they're not looking forward. So in the back of my head, that's the next step. The next step is for them to continue to get it started, make it make sense, but take a little closer look. So I think this (points to runs) is the perfect opportunity for them to really start to look, and I think these kinds of words- sees, looking – it's easier for them vs. a-way in my opinion, so that's why I took that one (a-way) off of them.

3 BOOK INTRODUCTION CONSIDERATIONS Emily Garrett, Springfield Elementary School

For my book introductions, I always think about who's in the story, what the problem is, and give them a little gist statement about what's going to happen in the story. I want them to understand that the story has a meaning, it's not simply word-calling. I want to take some of the bugs out through the introduction so they're not tripped up automatically when they open the story. So again, it's not trying to test them or trick them. I want them to read with success

I try to plant some tricky structure so they can hear it. It might not be something that I show them, maybe sometimes I try to plant a structure they're not used to. And sometimes like you saw today with *Kitty Cat and the Bird*, we will actually go and rehearse the structure they haven't seen before, like "Up goes the bird". That's a structure that most students aren't familiar with saying that way, so this is a perfect time for them to see how we say things, but the author might say it another way. So we rehearse these things so when they got there, they can just read it with ease and go on throughout the story. And then I try to find words we may have seen before, like "happy," we clapped happy, show me that word "happy." Sometimes in book introduction we might find a word we've been working on – like here or come or said. Show me that word. What would you expect to see at the beginning of it. So the introductions leads them to a successful read.

As far as my book introductions, and making sure that each child in the group gets the story, I try to include as much as I can in my introductions, but those that really struggle, not everybody might need that structure rehearsal that we did, but I want to make sure that those who are struggling can see it and hear it. So that's why I did that here. I would maybe include more for a group with somebody whose struggling, even if the others in the group may not need it. It's not going to hurt them to hear it or rehearse a different structure or pattern, just so your struggling reader can benefit from that.

So I feel like taking some of those bugs out early, especially for the struggling readers, will benefit them, but it benefits the other students too. It may be something that I know this one is struggling with, and I haven't seen it with this one, but he may struggle with it as well. So putting a little bit more out there is OK sometimes for all your students.

4 BOOK INTRODUCTION Level 4 Emily Garrett, Springfield Elementary

T: Today we're going to look at this story, *Kitty Cat and the Bird*. In this story, we have Kitty Cat, and then we have Fat Cat, and the Bird. Now let me tell you, Kitty Cat is always messing with Fat Cat, she gets him all stirred up, and then he gets mad at her, and she's gonna do that in this story too. So Kitty Cat was hiding over here in these bushes, watching a bird. And the bird was just digging in the dirt, and not paying attention to Kitty Cat. Well Fat Cat saw the bird too, so he was down in the grass trying to sneak up on this bird, when Kitty Cat scares it away. And that doesn't make Fat Cat happy, because he wanted the bird. So let's see how Fat Cat reacts to Kitty Cat, OK? Kitty Cat and the Bird.

So let's look here. What do you notice? Who's in our story?

S: The cat

T: And her name is?

S: Kitty Cat.

T: Kitty Cat. What do you notice? Who's she looking at?

S: The Bird

T: There she is. Now who else sees this bird?

S: Fat Cat

T: Fat Cat.

T: Now look at Fat Cat. What's he want to do?

S: Eat it.

T: He does want to eat it. And look at Kitty Cat. She's trying to get down too. Oh, Kitty Cat jumped out. She scared the bird. Uh-oh, look at Fat Cat. What's he thinking?

S: He's gonna try and eat it?

T: Look at his face. He's mad, because what happened?

S: She scared the bird

T: Kitty Cat scared the bird away. Uh-oh, there goes the bird. Do you know what they say in this story? Up goes the bird. Let's try that.

S&T: Up goes the bird.

T: See how it flew away. Now look at Fat Cat.

S: He's mad.

T: He is mad. What does he try to do?

S: Chase it.

S: Eat him.

T: He does want to get Kitty Cat.

But Kitty Cat is smart. Where does she go?

S: In the house.

T: What do you notice about how she got in house?

S: It's a little hole so animals could get inside the house.

T: I like how you said, it's a little hole.

S: Oh, I know

T: What are you thinking, T?

S: Fat Cat is too fat, so it couldn't get through there.

T: You are right. So Kitty Cat knows that. She's smart. She knows, I can mess with Fat Cat. As long as I can get back to my little door, I'm going to be safe.

S: Because she's little, but she's not fat so she can get in.

T: Let's open to that page where it says up goes the bird – pg. 13 – Let's look at this part, because we would just say the bird goes up, but here they say it a little differently. Let's practice that part. Start with up, and let's read that part together. Ready?

T & S: up goes the bird.

T: Show me the word that says "goes."

T: All right, now if you cover up the es, what part do you know?

S: Go.

T: Go. And then we have to read a little further, and make it say goes. Do you see how that word looks? Up goes the bird.

T: Clap the word that says happy. Ready? Hap-py. How many parts?

S: Two

T: Can you find happy on this page? What would you expect to see at the beginning?

S: H

T: Yes. 'h' – happy. Good. Check it all the way through. Hap-py. He is not happy. All right, good. So let's look at Kitty Cat and the Bird. When you're reading, just like we did with goes, I want you find some parts that you know, and check all the way to the end.

5 BOOK INTRODUCTIONS: MORE ABOUT MEANING CC Bates, Clemson University

Kids have to have a big picture understanding of what's about to happen in the story so that that feeds into their construction of meaning as they go page by page through the text. So the idea in this particular story that Father Bear comes home and he can't find any mushrooms he just gives up and that's pretty typical for Father Bear and that's one of the good things about using familiar characters because oftentimes the problem and solution is similar from text to text. And that builds a deep understanding of those kind of universal themes like everyone thinks baby bear is too little. But he never gives up. And in the end, he's the one that always comes through for the family. That concept is still crucial to that ability to feed forward in their minds when they're reading. Especially important, we have to think about it's not about looking at the picture it's about constructing that meaning in their mind especially as we move up in the text gradient. Because the picture doesn't carry the meaning in the way that it did early on.

T: In *Mushrooms for Dinner*, Father Bear – are you ready? – can't find –

S: Mushrooms!

T: Right, Father Bear can't find any mushrooms. So guess who has to go look for the mushrooms?

S: Baby Bear!

T: Baby Bear. And like always, Baby Bear doesn't give up. He keeps looking for the mushrooms, so that they have something for dinner.

So today I said, "you know Father Bear can't find any mushrooms so baby bear goes to look. Like always Baby Bear doesn't give up and finally finds some beautiful mushrooms for dinner." And it's really important that I write that down because sometimes especially in a small group when I'm also dealing with issues around management if I'm not careful I'll start to introduce the text and I'll get totally sidetracked. So having that concise introduction written down is very important to me.

So once I give that introduction what I'm doing as I take him through the story is helping him begin to think about and predict and use a feed forward to anticipate what's coming up in the text and in doing so, I know that's going to contribute to an integrated processing system where he's using meaning, his understanding of language structure, and the visual of course information as he reads.

Guess who went looking first for mushrooms?

S: Father Bear?

T: And does he find any?

S: No.

T: So who do you think it going to come to the rescue?

S: Baby Bear.

T: So what do you think Baby Bear is doing?

S: Watching down the (inaudible)

T: What's he going to look for?

S: mushrooms.

T: Mushrooms.

S: He's climbing a tree.

T: Why do you think he's climbing the tree?

S: To look much better. Cause when he's high he can see.

T: When he's high he can see. That's right. He's going to climb up that tree, and he's going to look for what?

S: Mushrooms!

T: He's going to look for the mushrooms.

S: Mushrooms! (pointing to picture)

T: He sees the mushrooms, that's right.

Jesse is one of those children that if I did all the talking he would just sit there and let me do all the talking. So I have to really check on my language as a teacher and back off so that he engages with the story and begins to think instead of waiting for me to tell him what's happening. And that part is really important and I think that it's really helped him with his ability to generate predictions when he gets a minimal introduction.

6 BOOK INTRODUCTIONS: CHOOSING PLACES TO PROBLEM SOLVE, CC Bates, Clemson University

So the balance around leaving words that I think he can problem solve, But also thinking about does he have meaning attached to that is a really tricky thing for me in planning the text introduction and what I'm leaving as opportunities, the things that I hypothesize he's going to solve.

I left the word 'ring' because ing has been a little tricky for him, like he recognizes it as an ending as in going, but when it's embedded in a word like sing, sometimes it just totally throws him for a loop. I knew he wouldn't be able to solve that word independently and I was not quite sure he would know what beautiful meant in that context. Again, it's one of those words that has multiple meanings and typically kids attach it to the way someone looks, not the way or mushrooms would look. So I left ring, gave beautiful.

S: (reading) Baby Bear climbed the tree. I can see some he said. I can see ss- I can see a (waits) – a – rr-ii – (looks at teacher)

T: Don't look at me. Look down and think about what you know.

S: r-i-n-g

T: That part should come out all together – (puts magnetic letters down)

S: rring

T: Look right here

S: r – ing

T: Put it together. Rr – ing

S: r-ing ring

T: Go back here

S: (reading) I can see a r-

T: r –

S: (looks up)

T: ring

S: ring of mushrooms. I will go and get some.

T: (pointing to picture) This is the ring. See how it's like a big circle? The mushrooms are growing in a ring.

S: ring

T: Good. Let's look at ring one more time. "I can see a –

S: ring

T: Do you see how that works?

7 BOOK INTRODUCTIONS: EARLY EMERGENT READERS 1 Tracie McGovern, Springfield Elementary School

I did a concepts of print [assessment] with him a couple of weeks ago, and he's struggling. He knows this is the front, and he knows where to start and things like that, but he's still struggling with the 1-1, making complete sentences. So this way I thought we'd talk about the Dad, and what he does, and we'd talk about the pictures, because I think when the pictures are so strong, that's what we need to do. Later on we'll get to the beginning sounds, but right now I'm just worried about the 1-1 matching and does the sentence make sense with the picture.

He needs lots of language, so I wanted to make sure he talked in complete sentences, because that's how we read, in complete sentences.

T: Now we'll read a book today called *Busy Dad*. This Dad is busy all the time. I bet your Nanny is busy all the time. Is she busy all the time? Well let's see what this Dad is doing. Oh, what's Daddy doing?

S: Cooking.

T: Can you tell me that – Dad --

S: Is cooking.

T: Very good. Now you turn the page. What's next?

S: sweeping

T: Oh, tell me a sentence.

S: Dad is sweeping.

T: Very good. Turn the page. Oh, my goodness, what's he doing? What's he got?

S: I don't know.

T: Those are blocks. What's he doing with the blocks?

S: Building.

T: I think he's building too. Can you tell me, "Dad can build."

S: Dad can build. (turns page)

T: This one's kind of hard. You have to look real close. What's he doing? He's got a paintbrush in his hand. What do you think he's doing?

S: Painting.

T: Oh, yes, can you tell me?

S: He's painting trees.

T: He's painting trees. All right.

S: (turns page) driving.

T: Tell me a sentence.

S: He is driving.

T: Very good. OK. Ooh

S: Dad is drawing.

T: He is drawing, but in this particular one, he's writing. But he's drawing too. I see his pretty picture. (Child turns page). Oh now what's he doing?

S: reading

T: Tell me in a sentence.

S: Dad is reading.

T: Good.

S: Dad is sleeping.

T: He is sleeping. He's taking a nap. Dad's taking a nap.

T: OK, let's read it. Ready? "Busy Dad." Let's read it together. This is Dad can cook. Help me.

T&S: (child uses pointer to point to each word.) Dad can cook.

8 BOOK INTRODUCTIONS: EARLY EMERGENT READERS 2 Emily Garrett, Springfield Elementary School

I'm hoping this group will move quickly. They've picked up on their letter knowledge fairly quickly. I feel like now, as far as story, and reading books, I still have to model the 1-1, because they don't know how books work yet, and how we read left to right and one word at a time.

I'm modeling for them, left to right, 1-1, showing them how it works. So I read the book to them, and you notice that I was sitting in between them so that they can see. I like to show them right beside them instead of being in front of them. They would still see left to right, but I like to be right beside them. So it's very helpful to have a smaller group, and to me it's more beneficial to be right beside them. So I introduced the book and told them that this baby is going to be doing different things; let's think about what babies do. Then I modeled for them how to read it left to right, and pointed to each word as I read it.

T: Today we're going to look at this story. It's called *Baby*. Now in this story we're going to learn all these things that this baby likes to do. Let's think about-

S: Play

T: You think the baby likes to play? That's good thinking. (To other student): What do you think a baby likes to do?

S: Cry.

T: Cry. Oh, let's see what this baby likes to do in our story. So let's take a look first.

S: He sleeps.

T: Well, is he sleeping?

S: No.

T: What's he doing?

S: Drinking

S: I saw, I saw one sleeping.

T: Oh. (turns page) What's he doing now?

S: Eating.

T: Eating. So let's think about –

S: Crawling

S: Playing

T: Could be (turns page)

S: Playing

T: Babies do like to play, don't they.

S: swinging

T: What's he in?

S: swing

T: He's in a swing, so maybe he's swinging.

T: Oh, he's having fun. Look at his face. What's he doing?

S: laughing

T: Laughing. So he could be happy. (turns page). Uh-oh.

S: crying.

T: Crying. And now –

S: Sleeping.

T: Why do you think he's sleeping right now?

S: Tired.

T: He had a busy day, didn't he? That's good thinking, that he's tired.

S: And he's tired.

T: I want you to point to each word as we read.

9: BOOK INTRODUCTIONS: VOCABULARY 1 Ashinique Owens, Nevitt Forest Elementary School

So really making sure you know the book, you've planned the book, you're thinking about the kids you're teaching now, because not all introductions are going to work for every group. That's something I had to learn. I wrote an introduction, but that doesn't mean that I'm going to do this same introduction for another group. It's just about where your kids are.

In your planning, make sure you take out all the bugs. OK, this vocabulary word they're not going to know –like I did kneads, ingredients, and flour today – picking out those words that you know they're probably not going to get either because the word looks funny or it's something they don't know about.

OK, you're going to be reading about ingredients. And when I said, "ingredients," I needed to make sure they knew what ingredients were, and they knew what it was, so I didn't go to it in text because we've talked about it, and you should be able to find that "in" part and then still bringing that meaning, structure and visual in.

T: Our story today is *Where Does Your Pizza Come From?* Have you ever thought about where it comes from?

S: It comes from Little Caesars

T: We go there and pick up a pizza that's already made for us, but in this book, it's going to tell us where we get the ingredients from to make our pizza. Now I said the word, ingredients, friends. What do I mean by ingredients?

S: Ingredients means like, the stuff that's on top of the pizza.

T: The things that they use to make the pizza. We're going to get to learn where they get those things from to make our pizza.

T: Now friends, look on page 5. They listed some ingredients that people put on their pizza. What kind of ingredients do we see here?

S: Peppers,

T: We see peppers, give me one.

S: Water

T: We see water

S: Cheese

T: Cheese. What else do we see?

S; We see sauce.

S: And wheels?

T: Those aren't wheels, those are called olives. Some people like olives on their pizza. I don't like olives on my pizza but some people do, it's not wheels, it's olives, OK. So here are some of the ingredients.

What are these called?

S: Ingredients

T: Ingredients. I didn't hear everybody. What are those called?

S: Ingredients

T: And like Joseph said, those are the things we need that people put on their pizza.

T: In our book, boys and girls, the book uses the word kneads. Can you say that word, kneads.

S: Kneads.

T: Kneads. – Do you see this picture at the bottom? This is a picture of a pizza maker kneading some flour – they're pressing it together to make the dough. Do you know what the dough is?

S: The dough is like (gestures, inaudible)

T: You're right, it's like the bread that's on the pizza. Before they can make it, they have to knead the dough, they're pressing the dough. Do you see them pressing that dough. That's called kneading. Can you say knead?

S: Knead.

T: Now friends, I want us to look at that word, because that word looks different, because that word starts with a k (writes it on whiteboard). This is how that word looks. So let's read it – what does it say?

T and S: Kneads. Because the kn, the k is silent, it just says nn. So that says knead, and that means they're pressing the flour, getting it ready.

10: BOOK INTRODUCTIONS: VOCABULARY 2 Elizabeth Arnold, Hodges Elementary School

A couple of them read around a text level 12, some of them were 14s with good support. So we moved pretty quickly from the 12s to 14s and we've been at text level 16 for a couple of weeks now. And I do feel that some of them are probably ready to scooch up to that text level 18, but with that said, we still have some word work to firm up at the 16, some sight words, and I'm still trying to make sure they are able to compose a pretty solid beginning, middle, and end, orally and then in writing.

T: Now there's something I want to introduce you to on this page. Look back behind the crocodile. There's a plant back behind her. Guys, we have these all over our front porches in the South. They're called "ferns." You say ferns.

S: Ferns

T: That's the type of plant you're going to be reading about, where the careful crocodile is laying her eggs. OK, turn the page.

What are you noticing?

S: She's close to where that pile is.

T: That pile. Do you think that pile might be where the eggs are?

S: Yes

T: I don't know. And she's hiding in the ferns. See the ferns in the picture, all these green things. Those are ferns. Ferns are just a type of plant.

I debated, when I did my book introduction, about writing the word fern on the board, not because it's really a hard word to decode, but because I wasn't sure they knew what a fern was. But when I started my book introduction, that's really the only new word I wanted to help plant. So when I did my book introduction, I made sure to say she's hiding in the ferns, and talked them through the picture a little bit. But then I just left that word for them to solve. Two of the three did really well, I only had one who needed a little support.

With higher level kids we don't have to do every page, so we didn't do the whole book, but just enough to get them going, get the meaning solid, because we want them to have good meaning as they head into a story. Make sure you give them enough, but not too much. I think sometimes we might try to plant too many words and don't give them a chance to work through them. So I think that's important too. But it's a kind of a fine line, you don't want to tell too much, but you don't want to make the book too hard.

11: BOOK INTRODUCTIONS: VOCABULARY 3 Elizabeth Arnold, Hodges Elementary School

“Bellowed” – I felt like that was a word they probably never heard. They could have decoded it, because I believe when I put it up, N__ decoded it on the board, but I knew that I needed to give them some meaning behind that. So I wrote in on the board, and then I followed the steps that we’ve learned are so important for them to understand what that word means so they can take it back into the story. I define it, connect it to the story – how is that going to work in the book, relate it back to the book, and then for them to turn and talk to each other about what that word means in their own words. And they already had lots of discussion going, so when they turned and talked, they just continued that. We did the same thing with “trumpeted.” They definitely had a connection to trumpet. They already knew that was an instrument and would be loud, so then they were able to make the connection with the elephant. So the same thing, turn and talk to your neighbor. N__ had a little confusion about “trunk” and “trumpeted” so during the read, I had to address that with her again, but the others seemed to have carried that over after having given that in the intro.

T: OK, eyes this way. I have one more to show you. (writing)

S: trumpet

T: trumpeted. You say that word. You say trumpeted.

S: trumpeted.

T: Now you know what a trumpet is.

S: a long nose

T: A trumpet is a musical instrument. Now that’s called a trunk. This is trumpet-ed. You say it with me.

T&S: trumpet – ed.

T: In the story, the elephant trumpeted

S: It’s like a roar

T: It’s a loud sound

S: (makes sound)

T: Yeah. You guys have been to the zoo before, right? You’ve heard elephants make that loud noise.

You say it, trumpeted

S: trumpeted.

T: That’s how you pronounce the word. It means like a loud sound, right. Turn and tell your neighbor what trumpeted means.

S: It means like an elephant – a trumpet goes de,de, de – but an elephant just makes a loud noise.

T: My turn when you’re finished sharing.

S: Real loud elephants hollering.

T: A noise that elephants make, right?

I think turn and talk is important because it gives them a chance to put it into their own words, and when you can teach and explain things to others, it definitely shows a deeper level of understanding. So we do try to give them a lot of opportunities to talk, and just being able to practice the word and explain it to each other not only helps them carry that over into their reading, but may be able to appear in their writing as well. It’s something that they’ll start to use.