

# Picture Books for All Students: Bringing Joy to Reading



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Readers need many experiences and thinking abilities to fully enjoy and engage in reading.

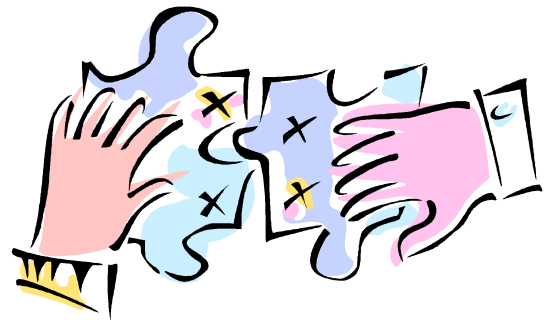
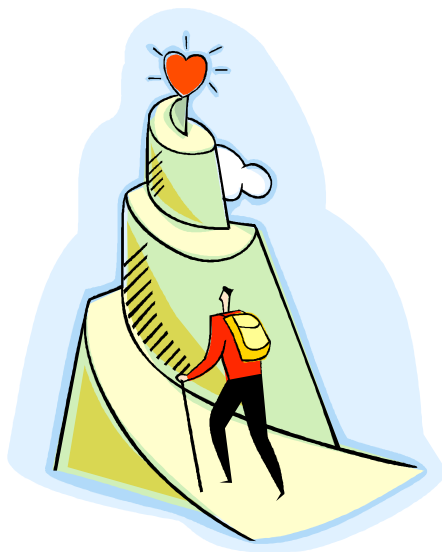
What are powerful cognitive structures?

*“Powerful cognitive structures are the personal understandings, skills, and motivation to consciously and unconsciously select and integrate many sources of information when reading and thinking about text...*

*that is knowing how to think before, during and after reading to make sense of and use texts.”*

Connie Cain, 2005

What are the important reading goals for your students?

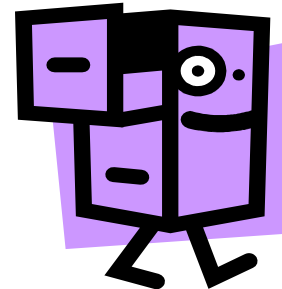


*“When engrossed in what he or she is reading, a proficient reader scans the print effortlessly, extracting meaning and sifting thoroughly, making connections between new ideas in the text and existing knowledge, and interpreting according to his or her purposes.”*

Louisa Moats, 2003

## Integrating Sources of Information

- Using Background Knowledge
- Identifying the text structure/genre
- Understanding the author’s intent/purpose
- Making connections
- Creating images
- Developing a mental timeline
- Knowing when you are not present with the text and how to get back into the reading



## Schema

### File cabinets of the mind

Helping students make connections builds the information network within and between their mental files.



The capacity for long-term memory of pictures seems almost unlimited.

Patricia Wolfe, 2001

## MOTIVATION

- Novelty
- Choice and Control
- Emotions
- Social Interactions
- Positive Learning Atmosphere
- Intrinsic Rewards rather than Extrinsic

## NOVELTY

*“Novelty is an intrinsic attention-getter. Our brains are programmed to pay attention to the unusual, such as a detour sign when we’re driving.”*

Patricia Wolfe, 2001

## CHOICE AND CONTROL

*Allowing students' choice whenever possible in the selection of materials, content, or sequencing of the learning provides an emotional buy-in, and thus becomes a strong motivational factor.*

FLaRE Professional Development Module:  
Engaging Students with Texts

## EMOTIONS

*“Our own experience validates that we remember for a longer time events that elicit emotions in us; this idea is also supported by a lot of research.”*

Patricia Wolfe, 2001

## SOCIAL INTERACTION POSITIVE LEARNING ATMOSPHERE

*Emotion is a double-edged sword, with the ability to enhance learning or impede it. Educators need to understand the biological underpinnings of emotion to provide emotionally healthy and exciting school environments that promote optimal learning.”*

Patricia Wolfe, 2001

**Intrinsic motivation  
hinges upon emotion and  
has self renewing potential.**

**Extrinsic motivation** usually hinges upon concrete rewards and may end when the “treats” are gone. Students become more focused on the reward than the activity.

Read Aloud and Think Aloud  
Anchor Lesson for Inferring

*The Stranger*  
By Chris Van Alsburg

T-Chart for Inferring

The Text Said	Makes Me Think

*“Kids not only need to read a lot, but they also need lots of books they can read right at their fingertips. They also need access to books that entice them to read. Schools can foster wider reading by creating school and classroom collections that provide a rich and wide array of appropriate books and magazines and by providing time every day for children to actually sit and read.”*

Richard Allington, 1998

## Potential Impact of Using Picture Books

- Develop a love of reading
- Create a shared experience
- Attract reluctant readers
- Foster social interaction through dialogue
- Provide strong emotional impact
- Provide visual support
- Introduce new vocabulary and concepts
- Expand interests in genres and content
- Develop prosody by modeling expressive reading
- Model process of strategic thinking: Anchor lessons
- Build background knowledge

## Resources

### ■ READING COMPREHENSION

*Building Background Knowledge for Academic Achievement: Research on What Works in Schools* (2004). Robert J. Marzano.

*Reading With Meaning* (2002). Debbie Miller.

*Mosaic of Thought: Teaching Comprehension in a Reader's Workshop* (1997). Susan Zimmermann, Ellin Oliver.

*Strategies That Work* (2000). Stephanie Harvey, Anne Goudvis.

*Subjects Matter* (2004). Harvey Daniels, Steven Zemelman.

### ■ BRAIN RESEARCH

*Brain Matters: Translating Research into Classroom Practice* (2001). Patricia Wolfe.

*Teaching with the Brain in Mind* (1998). Eric Jensen.

*Tools of the Mind: The Vygotskian Approach to Early Childhood Education* (1996). Bedrova & Leong.