

**2024 READING RECOVERY® COUNCIL OF MICHIGAN INSTITUTE**  
*Fostering Book Joy in Reading Recovery Students*

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**Favorite Books to Read Aloud in Roaming**

- *Dear Zoo*, by Rod Campbell
- *Don't Let the Pigeon Drive the Bus*, by Mo Willems
- *Elephant and Piggie* series, by Mo Willems
- *Go Away, Big Green Monster*, by Ed Emberley
- *The Monster at the End of This Book*, by Jon Stone
- *Where is the Green Sheep?* by Mem Fox
- *Where's Spot*, by Eric Hill

**Writing About Reading in Roaming**

- *Where's Spot*: Students can decide where they want Spot to hide in their own version of the book, creating lift-the-flaps with sticky notes or note cards and adding words and labels.
- *Dear Zoo*: Students may write to the zoo requesting their own animals.
- *The Monster at the End of This Book*: Students may invent other ways to prevent the reader from turning the pages, or design their own monster to be discovered at the end of the book (or even themselves).
- *Where is the Green Sheep?*: Students can design their own sheep.
- *Don't Let the Pigeon Drive the Bus*: Students may simply change the title: *Don't Let the Pigeon \_\_\_\_\_*.
- *Elephant & Piggie* series: Students can create speech bubbles for E&P.

## Video Clips

*Inside Out: Meet Joy* [https://www.youtube.com/watch?v=C\\_ODFtJckRQ](https://www.youtube.com/watch?v=C_ODFtJckRQ)

*Inside Out: Just Like Joy* <https://www.youtube.com/watch?v=HVoi6HHA92M>

*Matilda*, by Roald Dahl <https://www.youtube.com/watch?v=YdZvx6eAMRA>

## Images

Spirals: <https://blog.allaboutlearningpress.com/matthew-effect-in-reading/>

## Link

[leeandlow.com/educators/reading-recovery](http://leeandlow.com/educators/reading-recovery)

## Quotes

### *Agency*

Peter Johnston: “agentive self-narratives”

“Does every struggling reader leave the building each day with at least one book they can read and that they also want to read?” (Allington, 2013).

### *The Beatryce Prophecy by Kate DiCamillo*

“Each letter has a shape. ... And each letter has a sound, and you put these shapes and sounds together, and they become words. Do you understand?’ ‘Aye,’ he said to her. His heart was beating fast. He did not know — he had not understood — how much he wanted it, to know this secret of letters and sounds and words. But his heart, pounding against his ribcage, was telling him. ... He watched the letters appear one by one beneath her hand, and he felt as if each letter were a door pushed open inside of him, a door that led to a lighted room.”

### *The Book of Joy: Lasting Happiness in a Changing World—Desmond Tutu & Dalai Lama*

The goal of human life: “To live with joy and purpose” (p. 299).

“Exploring joy is nothing less than exploring what makes human experience satisfying” (p. 34).

“Joy is so much bigger than happiness” (p. 3).

“The ultimate source of joy comes from within” (p. 31).

“True joy is a way of being, not a fleeting emotion” (p. 303).

## ***Theory***

### Carol Lyons (2003) *Teaching Struggling Readers*

- Emotions: “The brain’s primary architect” (p. 72).
- “Emotion is the heart of learning and memory” (p. 70).
- “Emotion is the building block of all learning, from birth throughout life. Emotions build memories” (p. 66).
- Explains Greenspan’s notion of *dual coding*:

“Emotions organize intellectual capacities and create the sense of self and well-being...Experience is stored and organized in the brain with a dual code. The dual code consists of the sensory experience and the emotional or affective reaction to that experience, both of which will be coded together in the brain” (p. 61).

“You cannot separate motivation from emotion” (p. 80).

### Other quotes

Children’s “emotional response to reading and writing will reflect their experience...the learner’s emotional state is critical to learning” (Douëttil, p. 23).

“Carol Lyons provides us with interesting examples of learning being blocked by an emotional response. Her writing shows us that cognitive and emotional dimensions of learning are two sides of the same coin. One depends on the other. When children are distraught they cannot engage in thinking and learning processes” (Clay, 2016, p. 180).

## ***Roaming***

“Of course reading to children can be part of ‘Roaming around the known.’ You can use it as a setting for rediscovering those things he knows, and if you make some of his own books at this time you will be able to incorporate what he knows in a deliberate way” (Clay, 2016, p. 32).

- “You can also read many simple little books to the child, making even the simplest texts sound exciting...
- Your phrasing and intonation will make the story sound good. The child may want to join in or perhaps take over when you have a read a book more than once...
- Even the more competent readers will benefit from hearing how story reading should sound as part of ‘Roaming around the known’” (p. 32-33).
- “Read these stories [teacher-made books] to and with the child. Keep returning to this reading many times during these early lessons” (p. 33).

## ***Benefits of Reading Aloud***

“Stories read to children introduce them to new language forms...Reading to children from books beyond their reading level is helpful and two reasons for this are because it contributes to incidental learning of new vocabulary (Elley 1989) and increases exposure to literary language” (Clay, 2001, p. 95).

- “...children can learn many things about texts, especially about the invisible features, as they listen to stories told and stories read to them” (Clay, 2001, p. 99).

## ***Reading***

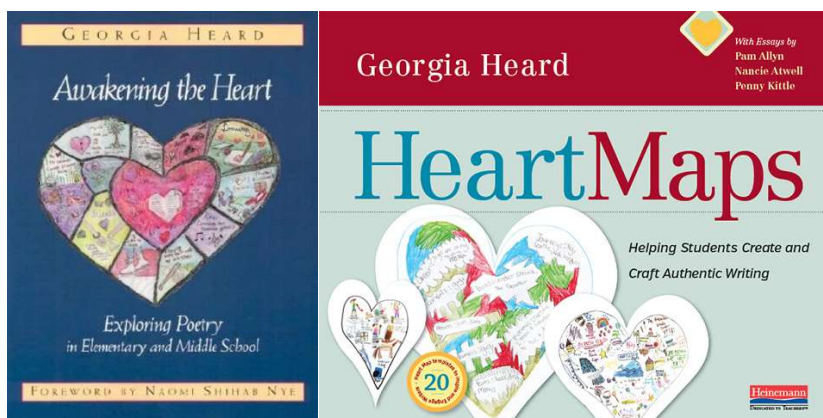
### Louise Rosenblatt’s Transactional Theory of the Literary Work

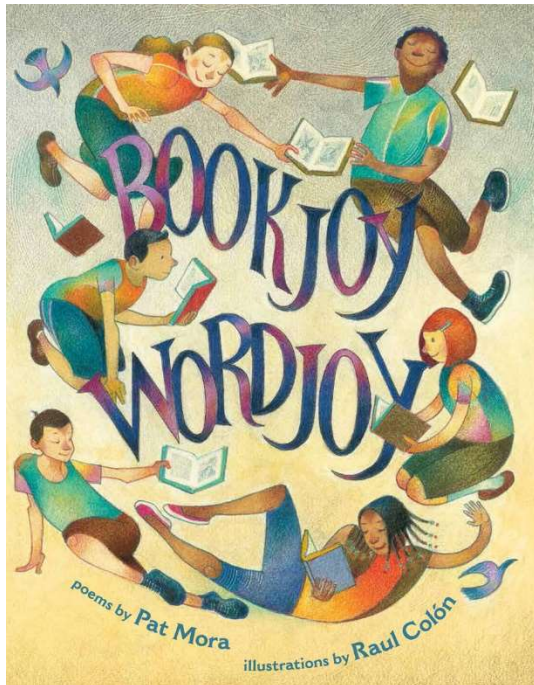
- A reading transaction is “an interdependent relationship in time,” one that is built between a reader and a text (Rosenblatt, 1998, p. 888).
- A literary transaction takes place in the connection between readers and texts, and this transaction is viewed “as the heart of reading” (Lehman, 2007, p. 26).
- “Books do not just simply happen to people. People also happen to books” (Rosenblatt, 1956, p. 66).

Clay (2005) directs teachers to “select the most facilitative, highly motivating books” (p. 89).

“Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of a larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.” – Rudine Sims Bishop

## ***Writing***





“Bookjoy Around the World” by Pat Mora

We can read, you and I,  
see letters become words  
and words become books  
we hold in our hands.

We hear whispers  
and roaring rivers in the pages,  
bears singing  
happy tunes to the moon.

We enter spooky gray castles,  
and in our hands, flowering trees climb  
to the clouds. Bold girls fly;  
boys fish for sparkling stars.

You and I read, round and round,  
bookjoy around the world.

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