



How Brain Science Can Improve Our Instructional Approach to Reading

Miracanon.com

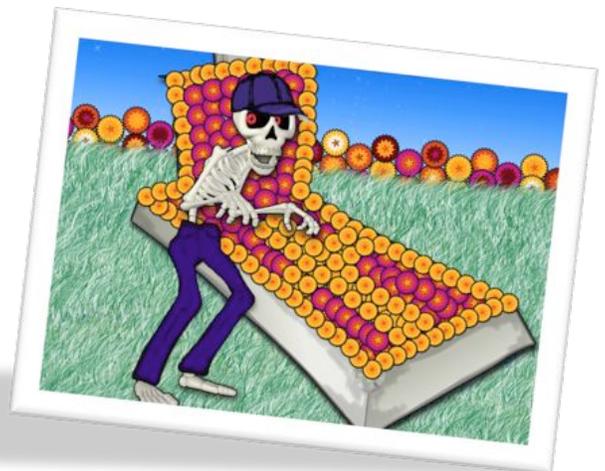
Essential elements of a good story that our brains unconsciously seek

Importance of story structure:
Analyzing fiction and non-fiction

What does it exactly look like? A brain 'wired' for story

The secret revealed: How your brain creates stories, sentence by sentence

Neural story map and left brain circuitry



Classroom Implications

The truth about personalization and the role of prior knowledge



Piratas del Caribe y el mapa secreto

Carlos: Yes, I know about the map.
Henry: Go on. Tell me.
Carlos: What do I get in return?
Click! Henry prepares his pistol.

La Vampirata

Secretly Sara observed her uncle and mother talking in the kitchen. She was mighty curious to hear them in action, given that her mother did not appreciate Lucas very much. Lucas López was an infamous pirate of the Caribbean, which her mother loathed. Sara couldn't stand him because he was not only egoistical, but also dishonest and had an aggressive personality. He was tall with long, black hair. It seemed like he was always planning his latest adventure in search of fame and fortune.

"You have to hide an emerald for me," said Lucas. "Me? Hide an emerald? Why me?" responded Rebecca.



Instructional gold mines:
Digging up nuggets one activity at a time

Language acquisition and a refined approach to classroom storytelling

Rival

"Well, well. What do we have here? A romantic scene no doubt" smirked Tarik in order to anger both Clara and Jafar. "We are eating," said Clara without hesitation. "What might you two be nibbling on?" laughed Tarik. "Arabic food," responded Clara innocently as she peered at Tarik's thin face.

La Vampirata

Thomas had long hair, a big nose and very shifty eyes. He seemed very dishonest due to the negative energy he exuded. Thomas asked them, "What do you want?"

"We want to go to the Jaguar Temple," responded Martha. "Why do you want to go there?" inquired Thomas.