



The Storybook Journey: Pathways to Learning through Story and Play

Sue McCord

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"The Storybook Journey: Pathways to Learning through Story and Play" is based on a solid understanding of how children develop. It is intended to inspire practices that support and enhance the growth of each individual child within the context of the group through children's stories. The suggested starting place in the journey is selection and discussion of a story from children's literature (its main ideas, concepts, significant aspects, appeal, and special meaning to individual children) and a brainstorming of ideas that will link facets of the story to the lives of the children. Teachers link the experiences in the classroom around the story concepts, careful observation of the children, and the gathering of necessary props and materials for the facilitation of the journey. The connections to the child's home, community and classroom play a critical role. Some children, such as those with autism, may create an inner world around a struggle or a story of struggle. Through the stories they choose, we may hear or see a glimpse into their world and learn how to move closer to support them. The emotional stability nurtured by caring adults in their lives allows children the freedom and energy they deserve to be able to concentrate, engage, learn, follow through and enjoy the world that is out there for them to explore. When families are a part of the Storybook Journey process, children experience the enriching and vital daily life extensions of the stories beyond the classroom. The Storybook Journey is neither a unit plan detached from the lives of children, nor a series of recipes developed by adults. Its uniqueness lies in its intention to give teachers enough content and inspiration that their own creativity and enjoyment of the Storybook Journey process will carry them, the children, and the children's families to new and interesting avenues of learning.

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