



Layered Reading: Providing Answers to the Qs our Minds are Already Asking with Andrea Lipinski Webinar Show Notes

Agenda

- A. **Synopsis:** Join Andrea Lipinski for an introduction to the questions your mind is already asking and answering while reading. Reading according to our nature puts our minds at peace and enables us to attend to the story, know the characters, and make new friends. Andrea will also introduce you to a few reading tools along the way.
- B. **Main Goals Tonight:**
 - Provide teachers and readers with tools that equip readers to think about, play with, and wrestle with a text
 - Help the reader master the skills that enable him or her to perceive the logoi
 - Help readers experience the deep pleasures, riches, and comforts to be found in literature
- C. **Personal Announcements:**
 - Accepting applications for CiRCE's year-long teacher training program (Apprenticeship) in which we gather in person twice a year and on-line all year for skills practice in the art of teaching
 - A one-year program, the CiRCE Atrium program explores the foundations of Christian classical education with online classes and discussions
 - Check out CiRCE's upcoming Webinars & Intensives
- D. **Q&A**

TONIGHT'S OUTLINE

- I. Question Openers
- II. Fiction recall exercise from The Odyssey x3
- III. Non-fiction recall exercise from Standing By Words x3



- IV. Comparison by reading layers: basic words/ predicates & descriptors/ inferences observed & connections made
- V. Big Idea: Our brains have Qs that need answers first before engaging further with the text. This allows us to engage with the book, have a dialogue, and put our minds to rest.
- VI. Tools for reading in layers are useful to our humanness: treat books like people
- VII. The Method: Scanning, Reading, & Reviewing
- VIII. Write down your own Qs
- IX. Read with highlighters (yellow, blue, orange, pink)
- X. Have a discussion about what you read and/or commonplace (narrate)

Q & A

Some questions that were answered in the webinar

- When you are scanning, do you scan whole chapters or sections, etc. and what layer/color are you notating with?
- At what age do you begin teaching layered reading?
- How does the book encourage commonplacing?
- How do we help our students pace their reading?
- How can students with reading challenges (dyslexia/volume of reading) benefit from layered reading?

Resources Mentioned Tonight

1. CiRCE Institute

- [Home page](#)
- [CiRCE Apprenticeship](#)
 - [Live Q&As](#)
- [Webinars & Intensives](#)
- [Workshops](#)
- [CiRCE Online Courses](#)
- [Consulting](#)

2. CiRCE Store

- [A CiRCE Guide to Reading](#)
- [Lost Tools of Writing](#)

3. Andrea's Audio Resources:

- [Restful Reading](#)
- [Planning to Teach the Imago Dei](#)
- [The Role of Three Columns](#)
- [Nurturing Inquiry](#)

4. Booklist:



- Tales of Wonder by CiRCE Institute
- A CiRCE Guide to Reading by Andre Lipinski & Andrew Kern
- The Odyssey of Homer translated by Richmond Lattimore
- Standing By Words by Wendell Berry

How you can contact Andrea:

- Email at: andrea@circeinstitute.com