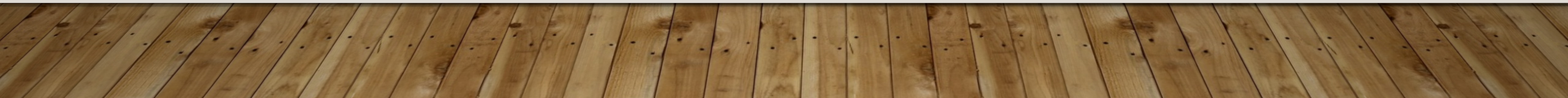


# MAKING YOUR READ-ALOUD INTERACTIVE

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KINDERGARTEN – 5<sup>TH</sup> GRADE



# BACK CHANNEL DISCUSSION

<http://backchannelchat.com/Backchannel/41waj>

- enter this url into your browser
- click start
- ask us your questions throughout the presentation



# TARGETS

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- Why
- What
- How
- I do/We do/You do



# DATING THE STARS

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- Ryan Gosling – person from your team



- Beyonce - person from another building

# HOW DO USE READ-ALOUDS IN YOUR CLASSROOM NOW?

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- think
- write
- share

# TIME FOR A DATE TO SHARE

---

- Meet with your Beyonce date and discuss your thinking.

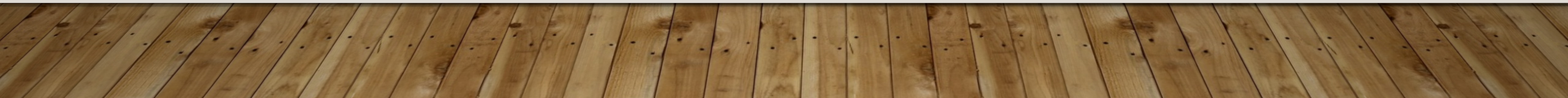




# **WHY** READ-ALOUDS ARE IMPORTANT?

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- “Great literature, if we read it well, opens us to the world and makes us more sensitive to it, as if we acquired eyes that could see through things and ears that could hear smaller sounds.” –Donald Hall



# WHAT HIGH LEVERAGE STRATEGIES WILL INCREASE TRANSFER?

---

- 1. Reserve a block of time.
- 2. Have students bring their book with them to the read aloud.
- 3. Occasionally pause and say, “this also works in other texts”.
- 4. Pre-think the thinking



# ENJOY A READ ALOUD

---

- As you listen to the read aloud, jot down notes regarding the intentional teacher moves you notice.

# TIME FOR A DATE

---

- Meet with your Ryan Gosling date to discuss your observations throughout the read aloud.



# "POPULARITY"

## AN EXCERPT FROM FIRST FRENCH KISS

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# WHO IS IN THE STORY AND WHAT ARE WE LEARNING ABOUT THEM?

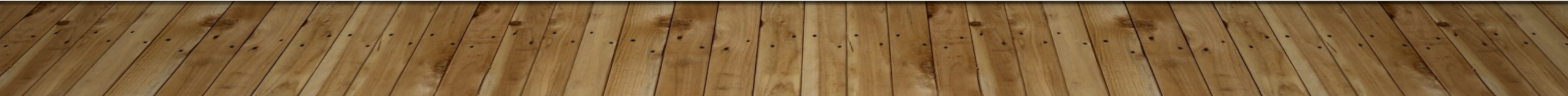
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PARTNER A:

The setting of the story  
so far is.....

PARTNER B:

The characters in the  
story are....



## SETTING: PSYCHOLOGICAL VS. PHYSICAL SPACE

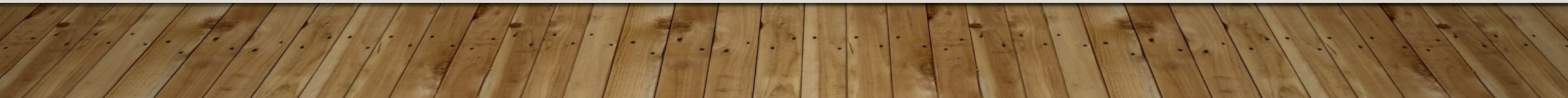
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PARTNER B:

The specific details I  
noticed were... and that  
makes me think...

PARTNER A:

The specific details I  
noticed were... and that  
makes me think...



# WEIGH AND EVALUATE CHARACTER TRAITS, SUSPEND YOUR JUDGEMENT

---

## PARTNER A:

- List the dominant traits of the characters.

## PARTNER B:

- The emotions I noticed were...
- The traits and emotions that were the same were...



# ANY NEW INFORMATION?

---

## PARTNER A:

- Listen as the narrator talks about Sean Owens

## PARTNER B:

- Listen as the narrator talks about the playground

# WHAT PROBLEMS COME UP? WHAT ELSE IS GOING ON?

---

## PARTNER A:

- Issues that are hiding in the story, not just surface

## PARTNER B:

- How do characters respond to them?

# WHAT MORE DO WE LEARN ABOUT THE CHARACTERS?

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## PARTNER A:

- Less likeable sides of characters

## PARTNER B:

- What pressures bring out that side?



# CLOSE READING FOR AUTHOR'S CRAFT

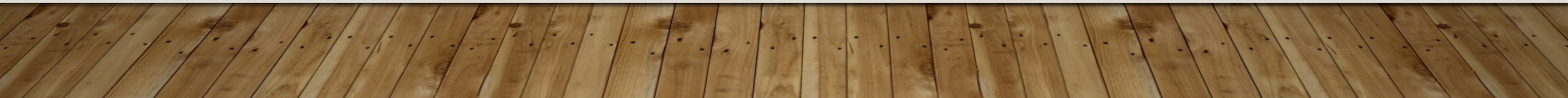
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In "Popularity" one technique the author uses is \_\_\_\_\_.

The best example is \_\_\_\_\_.

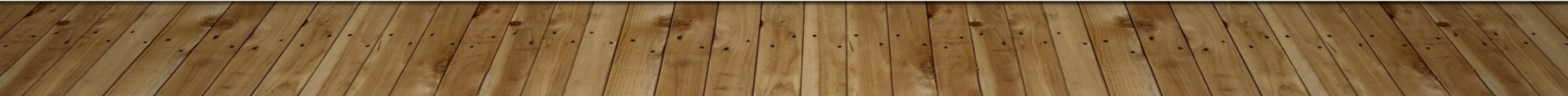
I think the goal of the author is \_\_\_\_\_ because \_\_\_\_\_.

I agree/disagree and want to add \_\_\_\_\_.



# WHY READ ALOUD?

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# HOW DO WE IMPLEMENT?

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- Step 1: Choose text carefully
- Step 2: Spy on yourself reading
- Step 3: Plan to make your reading engaging
- Step 4: Plan where to model skills & strategies
- Step 5: Plan where to pass work to kids
- Step 6: Plan a whole class discussion
- Step 7: Transfer this thinking into other contexts



# STEP 1- CHOOSE TEXT CAREFULLY

---

- Can I introduce a new topic or genre?
- Is it more complex than they can currently access?
- Does it create community?
- Am I selecting a variety of genres?
- Do I have time to read this text?
- Does it connect with other curriculums? How?

# STEP 2- SPY ON YOUR SELF READING

---

Read the text.

What skills did you use as a reader and what strategies helped you comprehend deeply?

- predict, monitor for sense, make personal connections, ask questions, infer ...
- theme, point of view, character development ...
- K-2, Are their foundational skills you want to address?

## STEP 3- PLAN TO MAKE YOUR READING ENGAGING

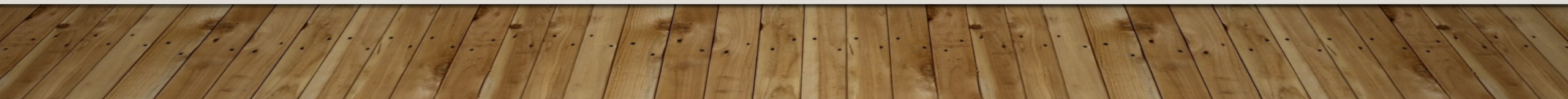
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- Watch the following videos.
- How is the teacher making the read aloud engaging?
- Record your observations in the four windows to discuss with a partner.

[primary video link](#)

[primary video link](#)

[intermediate video link](#)





# TIME FOR A DATE

---

- Meet with your Ryan Gosling date and discuss your observations.



reflections on

## STEP 3- PLAN TO MAKE YOUR READING ENGAGING

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- How am I making the reading come alive and engaging to kids?
  - gestures, facial expressions, inflection, realia, acting out the action, think alouds?
  - sharing pictures on the overhead?
  - kids acting out parts as I read?
- How are kids visually interacting with text?
  - do they have a copy of the text for annotating?
  - is it projected or just read?
- How am I asking kids questions?
  - choral response, thumbs up thumbs down
- How often am I stopping?



## STEP 4- PLAN WHERE TO MODEL SKILLS/STRATEGIES

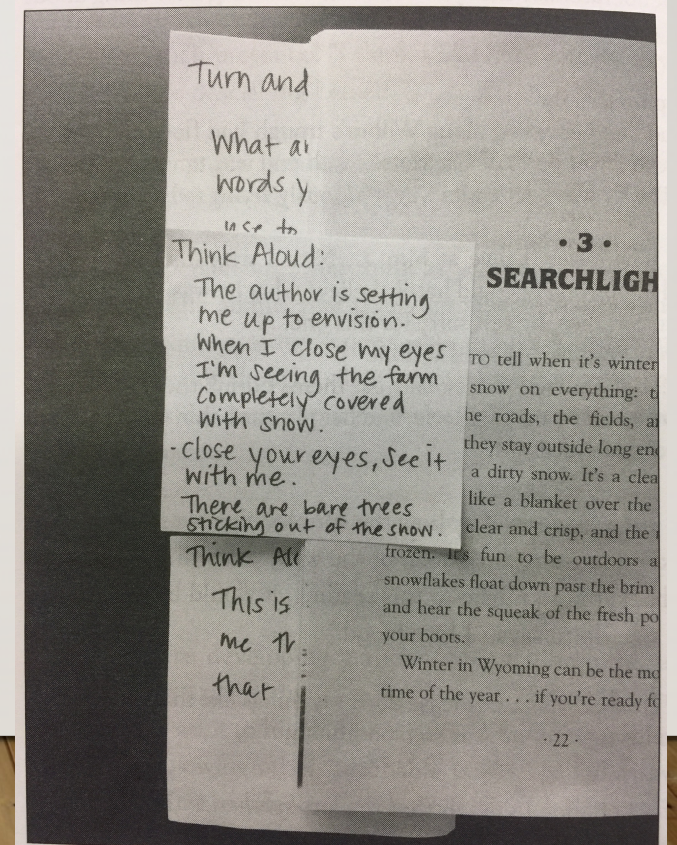
- Where do I stop to think aloud and model the skills and strategies?
- Be prepared to have the following conversation.

**Partner A:** I think by planning her stopping points ahead, the teacher was better able to \_\_\_\_\_ in the lesson.

**Partner B:** I agree/disagree and also think the lesson was enhanced by planning the stopping points ahead because \_\_\_\_\_.

[primary video clip](#)

[intermediate video clip](#)





# TIME FOR ANOTHER DATE

---



Go on a date with Beyonce and have the following conversation:

- **Partner A:** I think by planning their stopping points ahead the teacher was better able to \_\_\_\_\_ in the lesson.
- **Partner B:** I agree/disagree and also think the lesson was enhanced by planning the stopping points ahead because \_\_\_\_\_.

reflections on

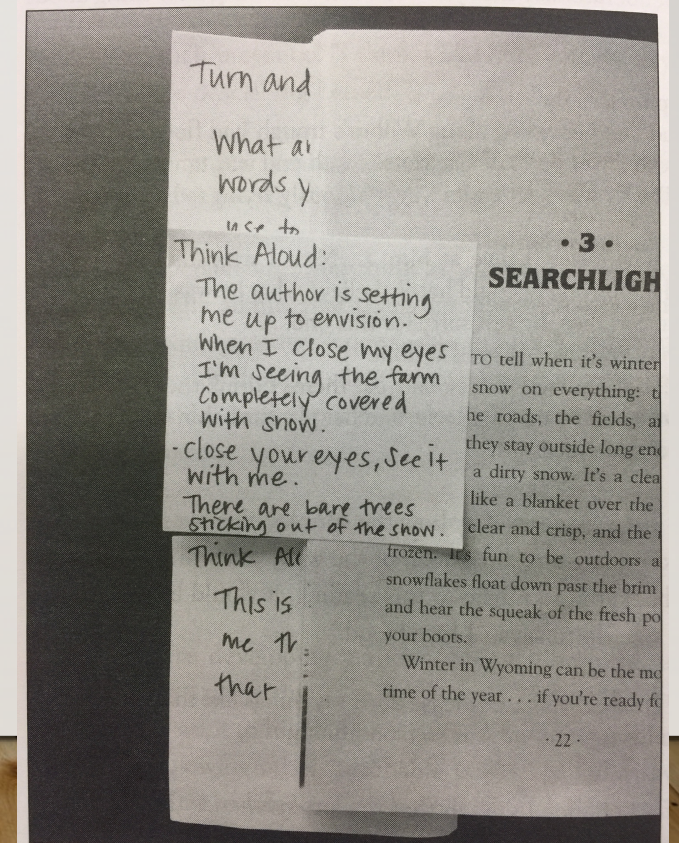
## STEP 4- PLAN WHERE TO MODEL SKILLS/STRATEGIES

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- Where do I stop to think-aloud and model the skills and strategies?
  - spots where my teaching point/focus can be practiced naturally?

[primary video clip](#)

[intermediate video clip](#)





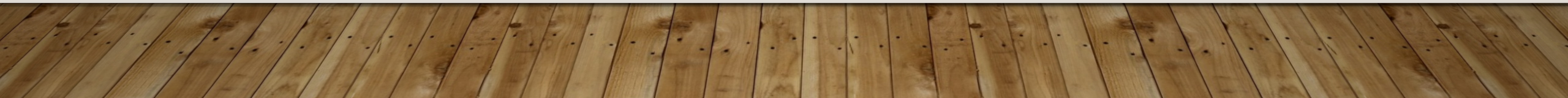
## STEP 5- PLAN WHERE TO PASS WORK TO KIDS

---

- Where do I want to stop and support kids in the work?
- What open-ended questions do I ask?
- What will students do?
- As you watch these videos, write down the following and be ready to discuss with your partner:
  - one affirmation you saw
  - two things you aspire to

[primary video clip](#)

[intermediate video clip](#)





# TIME FOR A HOT DATE

---

- Meet with your Ryan Gosling date and discuss these:
  - one affirmation you saw
  - two things you aspire to



reflecting on

## STEP 5- PLAN WHERE TO PASS WORK TO KIDS

---

- Where do I want to stop and support kids in the work?
  - do students have additional resources to reflect on?
  - do I ask questions that always need to be answered directly or just for kids to think on?
- What open-ended questions do I ask?
  - what DOK level are my questions?
  - what prompts (heavy to lean) do I support students with?
- What will students do?
  - stop, think, talk
  - stop, jot, talk
  - stop, sketch, talk
  - stop, retell, talk
  - act out the information / retell

[primary video clip](#)

[intermediate video clip](#)

# STEP 6- PLAN A WHOLE CLASS DISCUSSION page 1 of 2

---

- Do I create the talking point or do the kids?

or

- teacher initiated when:

- students are new to this work
- model using universal ?s about texts

- student initiated when:

- students are more fluent with this work
- you hear student with strong idea in partner talk

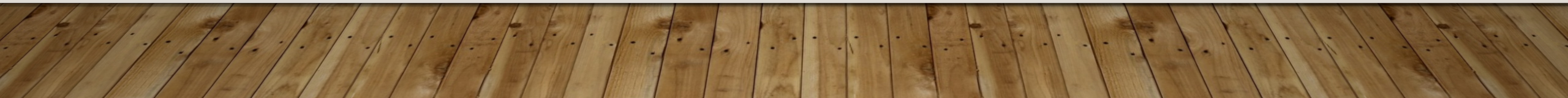


## STEP 6- PLAN A WHOLE CLASS DISCUSSION page 2 of 2

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- How do I lead the conversation with the end goal of independence?
  - One kid (teacher) starts the conversation
  - Ask who can add on to that idea?
  - Build on to the conversation

whole class primary



## STEP 7- TRANSFER THIS THINKING INTO OTHER CONTEXTS

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- Where else in my day or curriculum can I encourage students to use these skills and strategies?
  - talk with someone around you regarding where you think this transfer would be successful

## TIME TO PLAN

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- How can you implement these ideas in your classroom soon?
- Use the steps (in your packet) and the books provided to start creating your own interactive read-alouds