

# READ ALOUD ASSIGNMENT

## PRACTICING READING ALOUD AND DESIGNING A BOOK LESSON

### *Applying Critical Understanding*



How a book is read (tone and expression, questions and engagement, commentary and guidance) greatly impacts what a child takes from a book and as a result, shapes his or her understanding of the world. Toward this end, students should keep the following Essential Instructional Practices in Early Literacy for K-3 students in mind as the goals of their read aloud, which can be found on the second page of these instructions.

In classroom settings, books are almost never read aloud in isolation, but are tied to other activities, lessons, content, or subject area learning. To that end, students will also create a lesson plan that could be paired with the read aloud. These will be copied (16 copies) to share with the class.

### Assignment Objectives

Picturebooks are a medium often designed and created with a particular reading experience in mind: an adult reading a book to a child. This experience is more than simply articulating the words on a page, but creating a moment and often a memory with a child that can have a profound impact.

With this context in mind, students will choose a day from the sign up sheet, selecting the book they wish to share with the class. Reading aloud involves both creative expression and critical analysis; teachers, parents, and other adults mediate an experience in which a child can come to understand a book's meaning.

### Books on Library Reserve

All of the books on the sign up sheet can be checked out from the reserve desk at Waldo Library for seven days.

## Assignment Specifications and Instructions

First, use the google doc link in e-learning to choose what read aloud text you will share with the class. You'll read your book to begin class, usually allotted 15-20 minutes (if you need more time, please let Dr. Meeusen know in advance – a few books are longer than others). Remember, you aren't simply reading, but sharing the book using instructional strategies described in the essential practices.

When you've finished your read aloud, you'll pass around copies of your lesson plan (typically a single sheet, front and back). Dr. Meeusen can make copies for you if you email your lesson to her 24 hours in advance; otherwise, please make 16 copies. Lesson plans should be functional – easy to use and with purposefully engaging visual design (see back for what to include in your lesson).

## What Do I Need to Include in My Reading/Lesson?

### Essential Instructional Practices in Early Literacy

*These essential practices were developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts.*

### Practice #2: Read alouds of age-appropriate books and other materials, print or digital.

Goals of this practice include:

- **Connecting sets of texts**, across read aloud sessions, that are thematically and conceptually related and that offer opportunities to learn that children could not yet experience independently.
- **Modeling of appropriate fluency** (accuracy, automaticity, and prosody) in reading.
- Child-friendly **explanations of words** within the text and revisiting of those words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud.
- **Higher-order discussion** among children and teacher before, during, and after reading.
- **Instructional strategies**, depending on the grade level and children's needs, that:
  - develop **print concepts**, such as developing children's directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print
  - model application of knowledge and strategies for **word recognition**
  - build **knowledge of the structure and features of text**, including, with regard to structure, key story elements and common informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and such as, with regard to text features, tables of content, diagrams, captions, and index
  - describe and model **comprehension strategies**, including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling
  - describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context



*Lesson Plans are typically 2-3 pages and include the following sections:*

*Name and Title*

*Description/Introduction*

*Objectives or Learning Outcomes (Use "Students will with concrete verb phrases.)*

*Curriculum Alignment and/or Common Core or State Standards*

*Time and Materials*

*Pre-Activity/Anticipatory Set*

*Detailed Instructions and Description of Activity*

*Assessment Strategies and Techniques*

*Extension Ideas*

*Modifications/Differentiation*

*Additional Resources*

*Vocabulary*

*Be sure to sign up for your individual read aloud book in e-learning and note your specific due date for the assignment.*

**This assignment is worth 100 points, or 10% of the final grade.**