

ENGAGED INTERACTIVE READ ALOUD

Sponsored by Maupin House Publishing and TLA, Inc.

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WHAT WILL YOU TAKE AWAY TODAY?

A valuable “re-visitation” of the roots & possibilities of read aloud in today’s classrooms

An understanding of the ENGAGED INTERACTIVE READ ALOUD technique & its various applications

Personal experiences with the individual elements of this research-based technique

A TON of FUN!

Thinking time:

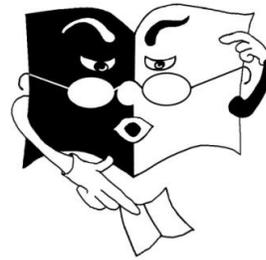
artwork courtesy of Pegi Ballenger, illustrator →

Do you read aloud regularly in your classroom?

What difficulties do you encounter?

What is *ineffective* with your students?

What really *turns them on*?



THE EVOLUTION OF THE READ ALOUD



Traditional sit still and listen



Trends toward more “instructional” read alouds



The introduction of interactive read alouds



ENGAGED INTERACTIVE READ ALOUD: Purposeful yet engaging.

THE GREAT NEWS? You can differentiate read alouds to fit **YOUR** students, your instructional standards and goals, your district and state requirements as part of RT.

These techniques will enhance the instruction you give from your curriculum base **AND** engage students who might not otherwise come readily to the “learning table”.

Read Alouds ARE in the new Common Core Standards.

Here are a few examples:

- **Language Arts/K – Speaking and Listening:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Sample read aloud texts are specifically recommended **through third grade** in the standards.
- HINT FROM Common Core Standards FOR SELECTING READ ALOUDS: texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.
- “Children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, *orally* comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.”

Choose books whose words sound good to the ear. Read a selection out loud to yourself and ask these questions:

1. Does it grab your attention with strong word choice, creative language? ✓
2. Does it sing with rhythm and/or rhyme? Keep you on the edge of your seat? ✓
3. Can you make it come alive with your delivery? ✓
4. Can you connect this to your curriculum and lesson plans *and* engage students in learning who often don’t participate? ✓



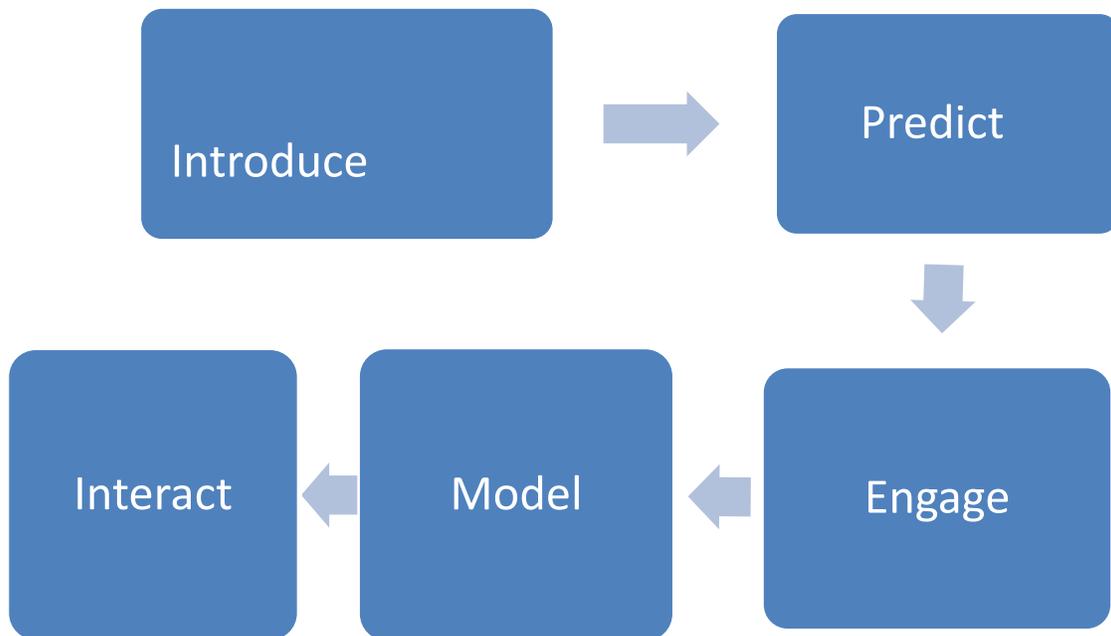
Dr. John Guthrie of the University of Maryland has defined “engagement” as when motivation meets thoughtfulness.

BAM! For today’s kids, we have to “take it up a notch”.

THE WHY, WHEN AND WHERE OF ENGAGED INTERACTIVE READ ALOUD

Send a text to 256-883-7005 with your email address and you’ll receive a one-page list of additional resources on this important topic.

The Engaged Interactive Read Aloud Framework



Introduce the book

- ✓ Ask yourself how you can hook children into listening and participating in the read aloud (personal connection?) Interesting topic? Intriguing picture on the cover? Prop?
- ✓ Think about your words but also your body language, expression, etc.
- ✓ Remember to use terms “author”, “illustrator”, “title”

Predict

- ✓ Which questions can you ask after “what do you think this book is about?” to prompt children’s responses? (no prediction is “wrong”)
- ✓ How do you manage how long this part takes?
- ✓ Look beyond the obvious to suggest alternatives that draw children in

Preview the book and **decide at least two-three prime places to pause, allow interaction.**

- ✓ Find a good place for a comment, question, or observation.
- ✓ Remember that “why” and “how” questions get students thinking about the meaning of the text AND how the patterns and sounds in our language work.
- ✓ Tie in pictures in book (if it is illustrated) and refer to print so children get the idea that text aids meaning

Relate what’s happening in the book or story to:

- ✓ The children and the world they know.
- ✓ The world beyond.
- ✓ Another story

See next page for more > > >

THINK: what would appeal to, engage children you see daily?

- ✓ What do the pictures add for the younger, less competent readers?
- ✓ How can I make this book entertaining, interesting, relatable, *engaging*?
- ✓ How can I tie what we are reading about to other activities during the day?

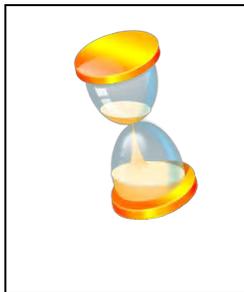
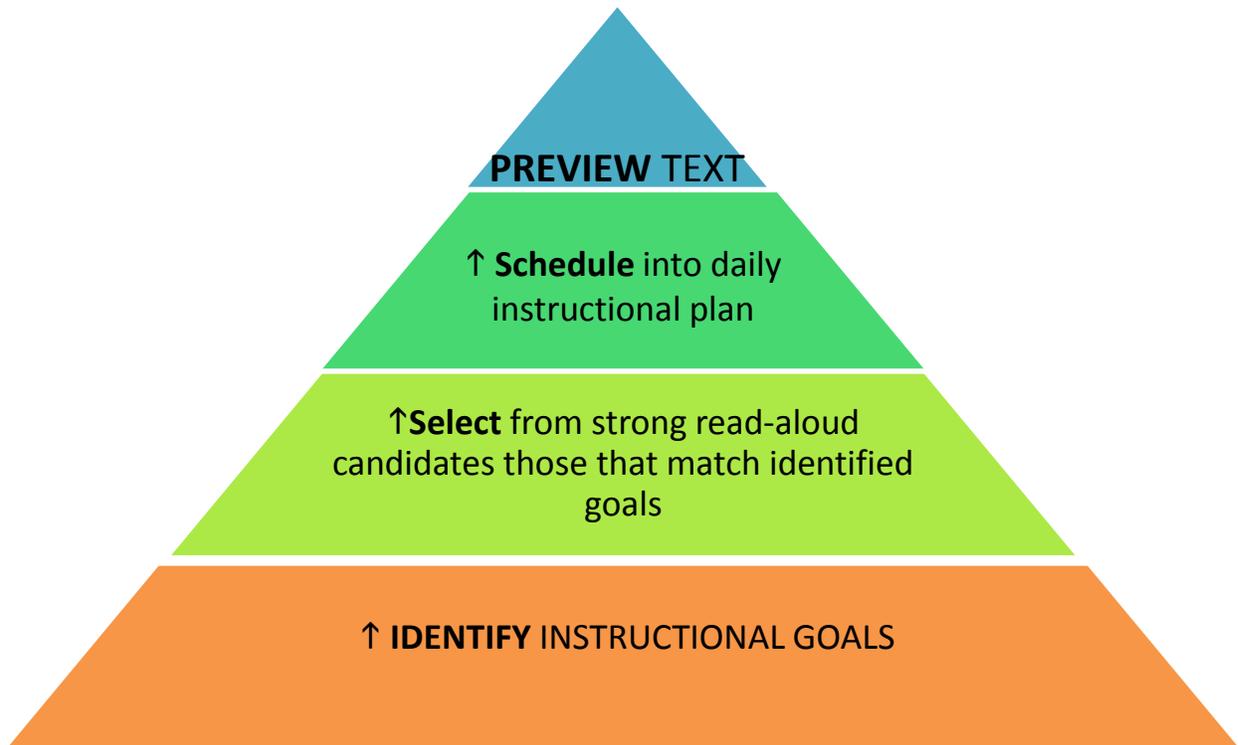
Identify vocabulary you might need to preview, point out and explain as you go through the book or talk about afterwards.

- ✓ Do I know how to pronounce those words and the correct definition? (goes back to the importance of previewing the book)
- ✓ How can I help children understand this word? How can I best explain it?
- ✓ How can I use this word during other parts of the day so my children hear it in several different contexts.

Becoming a Master at Quality Read Alouds

- Book Selection is important.
- Preparation is important.
- Performance is important.
- Timing is important.
- Layering is important

The Five Minute Plan



TAKE ADVANTAGE OF THE TALENT IN THE ROOM!

Let's Do Some Problem Solving (at the conference OR with peer teachers)

THEN WE'LL PLAY!

Mem Fox's Ten Read Aloud Commandments

*Used with permission from this delightful ambassador and advocate for literacy
excerpts from <http://www.memfox.com/ten-read-aloud-commandments.html>*

1. Spend at least ten wildly happy minutes *every single day* reading aloud.
2. Read at least three stories a day: it may be the same story three times. Children need to hear a thousand stories . . .
3. Read aloud with animation. Listen to your own voice and don't be dull, or flat, or boring. Hang loose and be loud, have fun and laugh a lot.
4. Read with joy and enjoyment: real enjoyment for yourself and great joy for the listeners.
5. Read the stories that the kids love, over and over and over again, and always read in the same „tune“ for each book: i.e. with the same intonations on each page, each time.
6. Let children hear lots of language by talking to them constantly about the pictures, or anything else connected to the book; or sing any old song that you can remember; or say nursery rhymes in a bouncy way; or be noisy together doing clapping games.
7. Look for rhyme, rhythm or repetition in books for young children, and make sure the books are really short.
8. Play games with the things that you and the child can see on the page, such as letting kids finish rhymes, and finding the letters that start the child's name and yours, remembering that it's never work, it's always a fabulous game.
9. Never ever get tense around books and a final commandment for parents
10. Please read aloud every day, mums and dads too because you just love being with your child, not because it's the right thing to do.

FREE RESOURCES AVAILABLE AT

www.readingisforeveryone.org

Share your experiences with reading aloud to students using the techniques you learned today and you'll automatically be entered in a monthly drawing for FREE books and resources.

TO PARTICIPATE, CONTACT The Literacy Ambassador®
256-883-7005 or tla@readingisforeveryone.org

[Sending TLA a text message \(or connecting via litambassador on Facebook or Twitter\)](#)
will get you additional FREE resources on this topic.

A FEW OF THE LITERACY AMBASSADOR'S FAVORITE READ ALOUDS:

Kindergarten

1. A Kiss for Little Bear by Else H. Minarik, Harper/Trophy, 1983
2. What's in the Egg, Little Pip by Karma Wilson, 2011 (read my review at <http://www.nyjournalofbooks.com/review/what%E2%80%99s-egg-little-pip>)
3. Baby Bear, Baby Bear, What Do You See by Bill Martin, Jr., Henry Holt, 2009
4. Baa-Choo by Sarah Weeks

First Grade

1. I Face the Wind by Vicki Cobb, Harper Collins, 2002
2. I Took My Frog to the Library, Eric A Kimmel, Puffin, 1992
3. In the Night Kitchen, Maurice Sendak, Harper/Collins, 1996
4. Jake's 100th Day of School by Lester Laminack, Peachtree, 2006

Second Grade

1. Painting the Wind, by Patricia and Emily MacLachlan, Joanna Colter, 2003
2. Encyclopedia Brown by Donald Sobol (23 titles), Yearling, 1995 (and the newly released versions)}
3. Freckle Juice by Judy Blume, Yearling, 1978

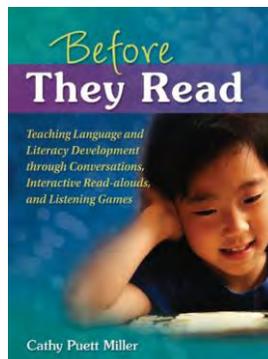
Third Grade

1. Poppy by Avi, Harper/Trophy, 2005
2. The World According to Humphrey by Betty Birney, Puffin, 2005
3. Martin Bridge: Ready for Takeoff! By Jessica Scott Kerrin, Kids Can Press, 2005

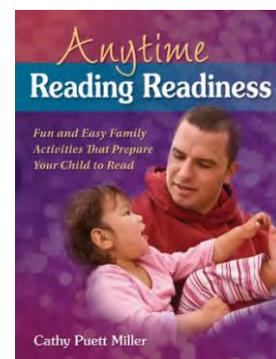
Fourth Grade and up

1. The Desperado Who Saved Baseball by John H. Ritter, Penguin, 2009
2. Al Capone Does My Shirts by Gennifer Choldenko, Putnam, 2004
3. The Last Book in the Universe by Rodman Philbrick, Blue Sky Press, 2002

LEARN MORE IN THESE TITLES FOR PRESCHOOL AND KINDERGARTEN TEACHERS FROM MAUPIN HOUSE PUBLISHING



and



Before They Read is the winner of the Association of Educational Publishers' 2010 Distinguished Achievement Award for Professional Development