

Using Read Alouds in the Classroom

Three main purposes:

- 1) **Enjoyment!**
- 2) **Build Background Knowledge**
- 3) **Model reading strategies and extend thinking**

Modeling Deeper Thinking/Questioning Through Read Alouds

Previous Ground Work:

- **Students regularly jot thoughts about their reading on post-its and learn the difference between “retell,” “thoughts/reactions,” and “thoughts/reactions with evidence from the text.”**
- **Develop use of questioning techniques by introducing Question Answer Relationships early in the year (QAR).**
- **Continue to use the language across a variety of reading opportunities.**

Rationale:

- **Thinking about questions helps readers understand what they read and pushes their thinking further. Asking questions helps readers monitor their comprehension and think more deeply about their reading.**

Sequence of lessons:

Day 1

- **Read The Other Side, by Jacqueline Woodson and model questions on post-its.**
- **Have students look at the questions and create an anchor chart together of the questions, answers, and strategies used to answer them.**

Day 2

- **Then analyze questions according to type and post on the QAR anchor chart (made earlier in the year) for review.**
- **Read The Salamander Room, by Anne Mazer, and have students turn and talk to generate questions about the story.**
- **Have students write questions on post-its and post them on chart paper.**

Day 3

- **As a whole group read the questions and discuss the level of depth in thinking required to answer them. Are they “In the Book” or “In the Head?” Do they require deeper thinking or can they be answered easily?**

- Ask students to jot any questions they have while reading their “just-right” books on post-it notes.
- After students have had their wrap-up discussions around their reading, and recorded their extended thoughts in their journals, have them put the post-its on the chart provided.

Day 4

- As a whole group share a few of the questions from Day 3, and analyze the type of thinking it takes to answer them.
- Have students return to their own post-it note and try to answer it on the back.
- Have students turn and talk with a partner to discuss why the question was easy to answer or not, and then share out to the group.
- Introduce the idea of “Deep” and “Surface” questions, and have students post their own question where they feel it belongs on an anchor chart with these headings.
- Have students continue recording any questions that arise while reading their “just-right” books, and then discussing them in small groups.
- They then write longer responses in their journals after having had an opportunity to discuss them.

Follow up

- Have a whole group discussion about how asking questions expands thinking and motivates the reader to keep reading for more information.
- Extend the vocabulary into “explicit” and “implicit” thinking.
- Have students continue to generate questions on a deeper level across the curriculum with fiction and nonfiction texts, and respond to them both orally and in writing.
- Constructed responses from both their own questions and teacher directed prompts.

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Some Suggested Read Alouds

Grandmother and I, by Helen E. Buckley & Jan Ormerod (connections)

Miss Rumphius, by Barbara Cooney (character analysis)

First Day Jitters, by Julie Danneburg (predicting/infering)

Tough Boris, by Mem Fox (character analysis)

No One Like You, by Julie Harker (text feature/author's craft)

You Read to Me, I'll Read to You, by Mary Ann Hoberman (fluency)

New Shoes for Silvia, by Johanna Hurwitz (connections)

Henry's Freedom Box, by Ellen Levine
(questioning/infering/predicting)

All the Places to Love, by Patricia MacLachlan (connections)

The Salamander Room, by Anne Mazer (visualizing/questioning)

Pink and Say, by Patricia Polacco

Horton Hears A Who!, by Dr. Seuss (character analysis)

Going Home, by Margaret Wild (visualizing)

Yo!Yes?, by Chris Raschka (fluency)

Elbert's Bad Word, by Audrey Wood (vocabulary/infering)

The Other Side, by Jacqueline Woodson
(predicting/questioning/infering)