

Conducting a Read Aloud with
Preschool to Third
Grade Students

Making it fun and finding
the joy!



1

What we will discuss today:

01 Setting Goals 02 Interactive and Fun 03 Motions and Actions 04 Model Your Thinking 05 Choosing a Book

2


What Should a Read Aloud
Look and Sound like?

Fun, Squiggles, Joy, Squeals, Sillyness, Giggles, Smiles, Questions, Gasps, Silence, Dancing, Clapping, Big eyes, Frowns, Talking, Laughing, Pantomime

3

Why are Read Alouds Important?

- It allows the child to experience a text that is above their reading level
- Expands knowledge, language, and vocabulary



4

Introducing Tacky

Join me in a Read Aloud Experience!



5

What are your thoughts?

What did you notice about this read aloud experience?



6

Setting Goals for Read Alouds

Goals should be:

1. Realistic
1. Age/developmentally appropriate
1. Differentiated for each student
1. Attainable for the student
1. Able to show progress

7

What are some appropriate goals?

- Expanding vocabulary
- Increasing stamina
- Increasing engagement
- Improve sequencing skills
- Motivation
- Improve language processing skills
- Help make sense of the world around them
- Build a positive self-identity

Always have a clear purpose before you begin reading!



BUT...

8

Any reading is great!



9

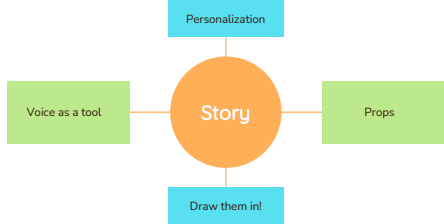
"Children have a kind of instinct, a special sensibility, which urges them to acquire new words. Between three and five years especially, the child's mind continues to absorb words."

—Maria Montessori









10

How do we make it interactive and fun?



11

"Accept-ional" Reading

-  **Actor** Become an actor, push your limits, Make "dry" material come to life
-  **Choice** Let them choose the text when possible, ensure the material is relatable
-  **Construct Meaning** Set the stage, stop at predetermined points, relate to prior knowledge
-  **Externalize Thoughts** Model your thinking out loud
-  **Prepare** Practice, ensure materials are ready, have clear goals, have "tools" ready
-  **Text Driven** Choose a good book and let it drive the read aloud

12



13



14

What might be some obstacles?

- If we can't get kids to participate in partial reading, doesn't have to be the whole book
 - Can be a picture walk
 - Song
 - Poem

15



16

The Three Little Pigs
Well known children's story, but let's review.

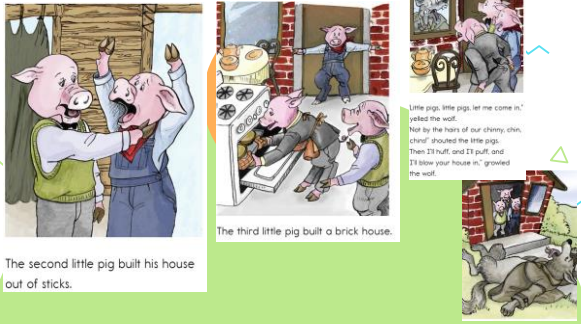
17

The first little pig built a straw house.

Little pig, little pig, let me come in," said the wolf.
"Not by the hair of my chinny, chin, chin!" said the little pig.
Then I'll huff, and I'll puff, and I'll blow your house in," growled the wolf.

The wolf huffed and puffed and puffed and huffed and blew the house in! Whoosh!

18



19

Breakout Room

Discuss the book "The Three Little Pigs" How would you?


 Set goals?


 Make it interactive?


 Model your thinking?

20

How to Choose a Book




- High Quality (award winning, popular author, high quality illustrations, etc)
- Topic of Interest
- Can be fiction or nonfiction
- Developmentally appropriate
- Rigorous for age (means different things for different ages)
 - Vocabulary can be introduced but strategically
- Listening level - not reading level

Credit: Northwest Regional Educational Laboratory (NREL)

21

More Considerations...

- Is the book worthy of both the reader's and listener's time?
- Will the child find the book relevant to his or her culture and life?
- Does the story sound good to the ear when read aloud?
- Will the book spark conversation?
- Will the book inspire the child to find or listen to another book on the same topic? By the same author?
- Is the story memorable?



22

Interactive Read Aloud Worksheet

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Student Name: _____ Student Grade: _____

Book and Chapters	Series or Program
Author, Title, Series, and Edition	Physical Media

The Readings

Reading Date	Comments
When was this read? How well did the book and read follow your curriculum (grammar, program, standards, etc.)? How do you predict your time with reading aloud, and how do you predict your students' responses? How well did you do the read-aloud?	

23

INTERACTIVE READ ALOUD

BEST PRACTICES

CHOOSING A BOOK

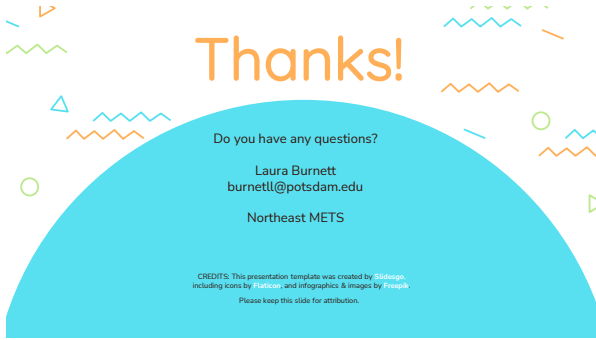
- MAKE SURE IT IS APPROPRIATE, LEVEL FOR READING, INTERESTING TO THEM, LANGUAGE IS FAMILIAR, INTERESTING
- IF WANT IN A TOPIC OF YOUR INTEREST, HELP IT BEAT'S ONE, INTERESTING
- MAKE IT IS DEVELOPMENTALLY APPROPRIATE AND AT THE CHILD'S LISTENING LEVEL

THINGS TO REMEMBER

- ACTIVATE YOUR STUDENT'S THINKING BEFORE READING, SET THE PACE
- KNOW WHAT YOUR GOALS FOR THE READ ALOUD ARE, PLAN AHEAD
- USE YOUR "THOUGHT-ALoud" READ ALOUD TIME
- USE YOUR TABLE TO MAKE IT INTERACTIVE
- USE STUDENT CHOICES WHENEVER POSSIBLE
- ARE ALL THE TEXT FEATURES THE STUDENT COMING WITH YOUR INTERESTION

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24



Thanks!

Do you have any questions?

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25



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26
