



Read Aloud Planning Tip Sheet

Quick Guide to Repeated, Interactive Read Aloud

Adult Role

- Introduce book
- Read aloud using fluency and expression
- Define vocabulary
- Demonstrate analytical thinking out loud
- Prompt children to share and discuss their thinking and questions
- Provide enough time for children to respond
- Promote 'book talk', active listening and engagement
- Lead students in shared discussion activity after reading

Child Role

- Listen actively
- Engage in conversation with teacher and peers
- Ask questions about the book
- Notice important details
- Identify vocabulary words that are not clear
- Use evidence from the text to support ideas

First Read	Second Read	Third Read
Teacher demonstrates thinking aloud while reading Draw attention to characters and main problem Point out interesting vocabulary Ask a few low-level questions Pose a high-level question after 1 st reading	1-2 days after 1 st read Pull out ideas and support thinking Increase classroom and child talk, decrease teacher talk Expand on vocabulary Ask more high-level questions	1-2 days after 2 nd read Teacher leads students in telling the story Teacher may read only a few pages or sentences Prompt students to go deeper in meaning and visualization

Tips to Select Theme and Books

- Themes generally last for a week
- Picture books are great for ALL ages
- Choose high-quality books that develop background knowledge and vocabulary
 - Complex narratives:
Stories have a beginning, middle and end; stories have characters and settings; stories have a main character that takes action to solve a problem
 - Information books:
Develop background knowledge; trigger curiosity and question-asking
 - Other texts:
Rhyming and alliteration books; poetry; short stories, excerpts
- Use The Indy Learning Team book lists

Tips to Introduce Book

- Discuss author and illustrator
- Inspect front and back cover
 - “What do you notice? What do you wonder?”*
 - “What do you think this story is about?”*
- Discuss possible settings and characters
- Predict the problem and resolution character will have

Tips to Define Vocabulary

- Pre-read book and find 3-4 target words
- Select words that are:
 - Important to the story or repeated in the story
 - Rich, descriptive, and often used in other stories or writing
- Mark pages with a sticky note so they’re easier to find
- Use kid-friendly definitions and synonyms – short and simple
- Encourage using book illustrations for word meaning
- Act out or demonstrate word meaning; for example, show ‘scowl’ as an angry frown
- Other methods:
 - Connect the vocabulary word to the context of the story:
“Pablo said that his quills protect him. They keep him safe.”
 - Give opportunities to repeat and produce the word:
“Protect. Say protect ... Protect means to keep someone safe.”
 - Make connections between the word and children’s lives:
“You might wear a helmet to protect you when you ride your bike! Your helmet keeps you safe.”

Tips to Ask Questions, Demonstrate Thinking

- Pre-read book and find points to stop and insert questions or comments
- Use illustrations to prompt response. Ask follow-up questions:
“What is happening here?” Then, *“Why do you think they are building a dog house?”*
- Ask for predictions or hypotheticals:
“What do you think will happen next?” Or, *“What would have happened if...”*
- Ask kids to support their position:
“How do you know it will storm soon?” Or, *“What evidence do you have to support that?”*
- Make comments that reveal what the main character is thinking or feeling:
“Rose is too busy herding sheep to play. Do you think she is lonely without friends?”
- Help students relate to the setting or characters:
“Where have you seen a cow before?” Or, *“Have you ever felt like Lenore?”*
- Questions can be turned around to demonstrate thinking:
“I think they want to build a dog house because they are going to get a new dog soon.”

(See more in Tips for Open-Ended Questions)

Tips for Shared Discussion/Shared Writing

- Brief, analytical group discussion, facilitated by adult
 - Prompt discussion then transcribe student ideas on board
 - Adult demonstrates writing in front of preschool-K students
 - Adult may ‘share the pen’ with students learning to write
- Simple discussion ideas:
 - List items from the book (like the characters)
 - Web or Venn diagram
 - Name or number graph
- As students get older, prompts become more complex:
 - What was the author trying to say with this passage?
 - What is the main problem in this story? What is the resolution?
 - What proof/evidence do you have to support your theory?

(See more in Tips for Open-Ended Questions)

Tips for Theme-Based Activities

- Numerous ideas online, search by theme
- Student writing
 - Writing and drawing prompts
 - Journals
 - Book reviews
 - Class or individual book-making
- Art or invention projects
- Rhyming, syllable or other 'word-play' games
- Science experiments
- Plays where kids act out book
- Videos and Podcasts
- Special guests
- Field trips

Tips to Maximize Engagement

- Manage and model your expectations
 - Teach kids what a read aloud should look and sound like
 - Don't expect kids to only sit still and listen
 - Only read when the class is listening
 - Use attention-getting signals to bring back focus
 - Complement good behavior
- Start with a strong book introduction
- Use a Mystery Box
- Read with expression using hand gestures, voices, sound effects
- Adult sits where everyone can see – usually in a chair
- Consider assigned seats, or literal 'spots' (cushion, plastic circle)
Kids get into place quicker, and spread out naturally
- Assign 'reading helpers' to sit on either side of you
Everyone gets a turn, help turn pages, finger point read, like 'lap reading'
- Bathroom – emergency only
- Tissues – keep a box next to your read aloud areas
- Be consistent in daily reading times
- Avoid distractions – windows or high traffic areas
- Don't be the distraction! Pre-read and plan properly.

Tips for Open Ended Questions

Before Reading

1. Look at the cover, what do you think the book will be about?
2. What do you think will happen in the story?
3. What do you think the front cover is trying to tell us?
4. Why do you think the author gave the book this name?
5. What problem might happen in the story?

During Reading

Setting

6. What time of day is it?
7. Why do you think it's that time?
8. What sounds do you think the character might hear?
9. What would you do if you went there? Would you enjoy it?

Character

10. Which character do you think the story will mostly be about?
11. Which of these characters are friends?
12. Which character do you like the most and why?
13. Which character don't you like so much and why?
14. Do you know anyone like this character?

Exploring Emotions

15. How do you think the character is feeling?
16. If that happened to you, how would you feel?
17. How could we make him feel happier?
18. Have you ever felt like the character?
19. What would you do if this happened to you?
20. How do you think he will feel by the end of the story?

Plot

21. Why did the setting change?
22. What's happened so far?
23. How does this story make you feel?

After Reading

24. What happened at the beginning, middle, end?
25. What part did you like the most?