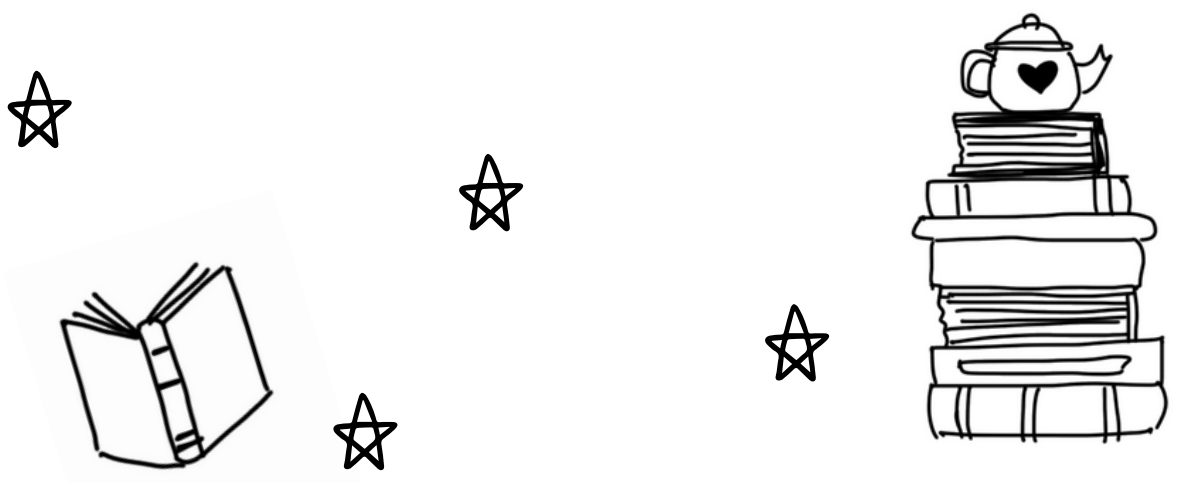
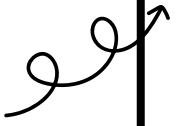




MY READ-ALOUD PLANNER





Read-Aloud Programme in Government Primary Schools, Goa



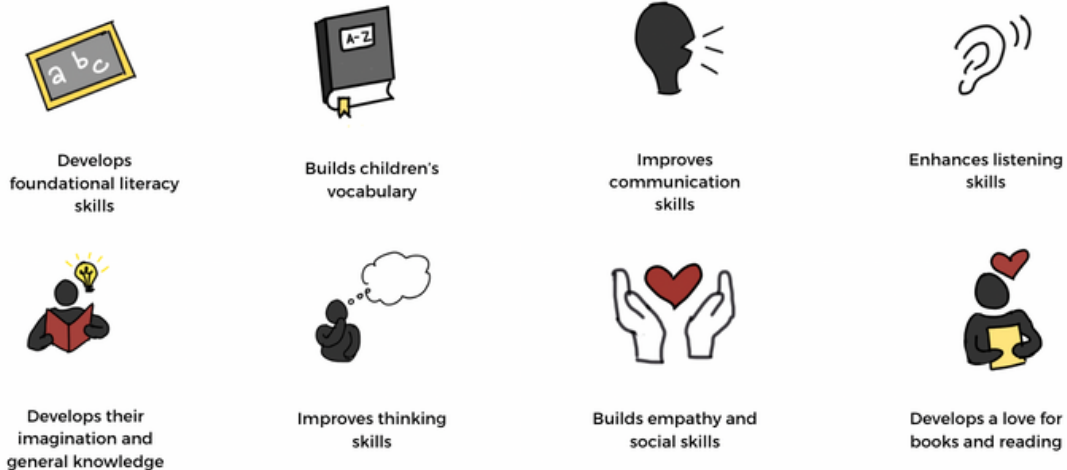
WHY READ-ALLOUD?



The International Literacy Association (n.d.) glossary defines the read-aloud as:

“The practice of a teacher or designated reader orally reading a text with large or small groups. Pictures or text may be shared visually with the students whose primary role is to listen and view the illustrations. The intent is to model proficient reading and language, promote conversation, motivate, and extend comprehension and conceptual understandings.”

There are several benefits of read-alouds, the chief ones being:



Despite this, reading aloud is not a common practice in many schools. By the time children go to Class 3, teachers typically stop reading aloud to them. Most read-alouds tend to be unplanned and are often conducted as time filler activities. While listening to stories is something children enjoy, unless we plan ahead, we cannot reap the benefits of the read-aloud effectively.

Planning for the read-aloud need not be elaborate and time-consuming. Reading the book ahead of time and putting down a simple plan that makes a note of interesting vocabulary, questions that enhance comprehension skills, stopping points to help students make connections and for modelling think alouds (in which the teacher models their own wonderings and observations), and opportunities for discussions and reflection. Planning in this way also helps us to connect the story to other curricular areas and to the social-emotional skills we wish to develop in our students.



WHAT A GOOD READ-ALoud LOOKS LIKE



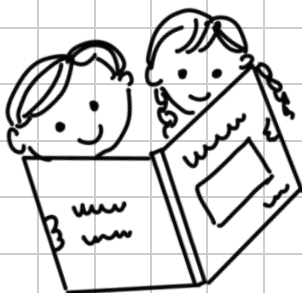
1. Choose books that are interesting and have colourful illustrations. While you do not want to pick a book that the children will find hard to understand, remember that children's listening vocabulary level is higher than their reading level.
2. Practise reading the book before reading it to the children and emphasise important words/vocabulary, which children may not know.
3. Make sure that you make the space as comfortable and you sit in such a way that they can see you and the book and hear you clearly.
4. Begin with a warm greeting and ask them a few questions based on the theme of the book or on the setting of the book just to assess their background knowledge.
5. Show them the cover illustration and excite their interest and curiosity in the book. Tell them the name of the author and the illustrator so that they understand that books are written by real people. If you can, talk to them a little bit about the author.
6. Hold the book in a way so that they can see the illustrations. Make sure that the book is wide open and held to your side so that you can read the story and share it at the same time.
7. Involve the listeners. Make eye contact with the children. If there is a repeated line in the story or a hand motion or something the children can do, get them to participate.
8. Be expressive, change your voice and tone for the different characters, and bring in emotion. Unless you enjoy reading to them, they will not enjoy listening to you.
9. Point out interesting features in the illustrations. Ask them what they have noticed too. Sometimes children notice things that we don't.
10. Be alert and watch children's expressions, in case a child seems to be getting scared or upset, pause to check and comfort the child. If the children seem to be getting bored, change tack and have a backup story to read.
11. Explain things when necessary but don't explain each line as the children may get bored.
12. Leave time for questions and discussion in the end.



DEVELOPING TIME & SPACE FOR READING – THE READING CORNER

Creating an engaging and inviting Reading Corner is the first step in fostering a love for reading. Here are a few simple tips to activate your Reading Corner and inspire children to dive into the world of books.

1. Choose a comfortable space: Find a cozy and comfortable area in your classroom or library for the Reading Corner. Make sure it's well-lit and provides a calm and inviting atmosphere.
2. Display attractive book covers: Showcase a variety of colorful and visually appealing book covers in the Reading Corner. This grabs children's attention and entices them to explore the books further.
3. Include cozy seating area if possible: Provide comfortable seating options. This allows children to relax and enjoy their reading experience in a cozy environment.
4. Add personal touches: Make the Reading Corner special by adding personal touches. Hang up children's artwork related to reading or display inspiring quotes about books and imagination. This creates a sense of ownership and connection.
5. Create a reading corner routine: Establish a dedicated time for independent reading in the reading corner. Encourage children to visit the reading corner regularly and make it a part of their daily routine.



"Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read."
~ Marilyn Jager Adams



DOCUMENTING YOUR READ-ALoud SESSIONS

A Read Aloud register serves as a valuable tool for recording important information and insights from your Read Aloud sessions. Writing down our observations and reflections helps us track the growth of the practitioner as well as the student. It documents the journey and helps us reflect on our practice.

Date: Start by noting the date of each Read Aloud session. This helps you keep track of your progress and maintain a chronological record.

Name of the story, author, and illustrator: Record the title, author, and illustrator of the story you read during the session. This information allows you to revisit stories that have been enjoyed by the children.

Questions asked by the children: Note down any interesting questions asked by the children during the session. These can be related to the pictures, characters, storylines, themes, or even connections they make with other storybooks.

Interesting comments by the children: Capture any noteworthy comments made by the children. These could be their personal connections to the story, sharing their experiences, observations, or understanding of the story.

What did the children learn from the session: Towards the end of each session, ask the children what they learned. Document their responses in the register. This helps you assess their comprehension and encourages them to reflect on the story.

Activities done or interesting insights: Record any warm-up activities, pre- or post-story activities, or any other engaging insights from the session. This allows you to review the variety of activities conducted and reflect on their effectiveness.

Name of the person conducting the session: If multiple facilitators are conducting Read Aloud sessions in your school, it's important to include the name of the person who led each session. This helps maintain a clear record of who conducted which session.



WARM-UP ACTIVITIES BEFORE THE READ-ALOUD

Warm-up activities or icebreakers can be used by the teacher and the volunteer before the Read Aloud session. The ice breakers help:

- To make the children feel comfortable.
- Get them used to the idea of participation.
- Get the children refreshed for the session.
- Help development of a relationship between the facilitator and the learners.

Passing the clap in the circle.

Ask all the children to form a circle. Get one child to clap towards another child facing the child on her left or right. The other child needs to continue to pass the clap to the next child. This needs to go on until the circle is complete. There should not be a delay in passing the clap and no one should clap without the clap being passed on to her/ him.

Move and freeze

Get all the children out of their benches if possible. The children need to dance when the teacher puts on the music. When the teacher stops the music everyone freezes. The last person moving is out. The children cannot touch each other while dancing. They need to move their feet while dancing.

Finding the key

Get the children out from their benches if possible. The teacher shows the children a key that she has brought with her. Ask one child to volunteer to guess who has the key. Request the volunteer to go to the classroom corner and look towards the wall. The other children in the meanwhile pass the key among themselves. After a certain time, the key holder needs to hide the key behind her/ his back and other children as well keep their hands at the back.

The volunteer is asked to come and guess who has the key. The volunteer gets three chances.



WARM-UP ACTIVITIES BEFORE THE READ-ALoud (CONT'D)

Passing the ball or soft toy.

Get the children to form a circle. The ball is passed in the group by the teacher to another child who is in the opposite direction of her. The child then passes it on to another child opposite to her/him. This continues until everyone has got the ball once. Everyone needs to be attentive. The ball cannot be passed to the child who has already got the ball.

Level 2- Pass the ball in the same order for another two rounds. (the children need to remember from whom they got the ball and to whom they need to pass it on to)

Clap, snap, lap, stamp

The children need to follow the instructions. They need to listen to what the teacher is asking them to do. The teacher can then get a volunteer to give the instructions and the children need to follow the volunteer's instructions.

Actions - clap is one clap, snap is one snap, lap is one tap on their thigh and stamp is quick both legs stamp on the floor, one after another. The children need to get it right together as a group.

Follow the seasons/ colours/ fruits/ vegetables.

The teacher can choose either seasons, colors, fruits, vegetables, etc. Example: She will ask the children to give her four names of colors. Each corner gets one color name. The teacher needs to tell the children clearly and help them remember which color is in which corner before the game starts. The teacher will call out one color name and everyone needs to run towards that corner or point to that corner whichever is better. Whoever runs or points to the wrong corner is out.

I spy

The children need to find the thing that the teacher says, "I spy ..."
Example: a. I spy red color. Everyone needs to point out the red color in the classroom.
b. I spy a blackboard. Everyone needs to point out to the blackboard. The teacher will check if the children have pointed to the right place.



WARM-UP ACTIVITIES BEFORE THE READ-ALOUD (CONT'D)

Walk around and follow the instructions

The children need to gather in an area where they can walk freely and follow a set of instructions and continue to walk. The teacher will ask the children to walk and the children need to walk randomly filling up the space without crashing into each other. The teacher gives instructions like "touch the floor," "walk," "clap," "stop/freeze," etc.

Mirroring

The teacher will do actions that the children need to follow. They need to move exactly the way the teacher moves as if they are mirror images of the teacher.

The teacher can then divide the children into pairs. Both the children stand facing each other. The teacher tells the children on the right to do the movements and the other becomes the mirror and follows the movements as its mirror image. After some time the teacher asks them to interchange roles.

Traffic lights

Explain to the children what each color means. Red- means stop, Orange -means walk, and green- means run. Get the children in an open space. The teacher will call out the colour and the children need to do the action. They will either walk, run or stop following the teacher's instructions.

Buzz

Ask the group to stand up and form a circle. Everyone takes turns saying a number starting from 1, 2, 3 and so on.

Once one round is done. Tell the children that at number 4 and it's multiple eg- 8, 14, 16.. instead of the number they need to say BUZZ. (You can choose any number instead of 4)

If the child says BUZZ at the wrong time or forgets to say it at the right time that child is out.



SELECTING THE RIGHT BOOKS

While conducting a Read Aloud session, the selecting a good book is crucial for a successful and enjoyable experience.

1. Choose books that are interesting and engaging – books that capture the children's attention and make them eager to listen. The book should encourage responses from children, allowing them to participate and interact with the story actively.
2. It's also important for the content of the book to expose children to different cultures and perspectives. This helps broaden their understanding of the world and encourages empathy.
3. Read-aloud books should be developmentally appropriate, matching the level of the listener. This ensures comprehension and engagement.
4. The flow of the text, captivating plots, and appealing illustrations are additional characteristics of good books for read-alouds.
5. The text itself is crucial. It shouldn't be too text-heavy or excessively long, as it may cause the children to lose interest. The language should be melodic and include rich vocabulary and word play.
6. Ask yourself these questions: Is it a good story? Is it worth sharing with my students? Will it appeal to your audience? Will children find the book relevant to their lives and culture?"

By carefully considering these pointers, you can choose books that will make your read-aloud sessions engaging, educational, and enjoyable for all.



"Reading aloud and talking about what we're reading sharpens children's brains. It helps develop their ability to concentrate at length, to solve problems logically, and to express themselves more easily and clearly."

~ Mem Fox



PLANNING YOUR READ-ALOUD

After selecting a book for your session, the next step is to take a little time to plan ahead in order to maximize the opportunities for children to benefit from this practice.

Assess Necessary Background Knowledge

Read the text and think about it from the child's point of view. Would the children be familiar with the information and experiences in the book? For instance, in the story, *A Book for Puchku*, if the children have never been to a library or interacted with a librarian, they may not quite understand how Puchku has access to so many books or who is this person who is helping her and why.

Background knowledge is essential for comprehension and help them retain information better.

Identify the Theme

Read the book and classify it based on its theme. Common themes for children's stories are friendship, dealing with emotions, curiosity about the world, relationships with family, honesty, empathy, perseverance, identity, accepting differences, and so on.

Look for Teaching Moments

Books offer plenty of opportunities for building on children's language skills. If the book is written in verse form, we can teach them about rhyme and build their phonological awareness. If the book uses figurative language, we can show them how writers use similes, metaphors and other figures of speech. Some books also have beautiful illustrations and we can draw their attention to the different styles of art and how colours play an important role in setting the mood and context. Some books may reinforce a grammar concept like prepositions or adjectives. Make a note of these and use the book as a springboard for instruction.

Make Use of Teaching-Learning Materials

Some stories can be further enhanced by the use of simple teaching-learning materials such as flash cards, charts, drawings, puppets, or even simple costumes and props like a dupatta or a hat. This can make the narration more interesting. Not every read-aloud needs TLM though so use only as and when you need to.



PLANNING YOUR READ-ALOUD

Explain Unfamiliar Vocabulary

Books contain many more unfamiliar words than spoken language and provide lots of opportunities to enhance student's word knowledge. Some words in books need to be taught while some just need to be explained. How do we decide which to teach and which to explain? If you feel the word is something that the child can use in their everyday lives, you must explicitly teach the word and make sure we reinforce the word in different ways even after the story is over. Some words just need to be explained so that they don't come in the way of the child's comprehension of the story. This might be a word in another language or a complex word which is not often used in the child's day-to-day life.

Stopping Points and Think Alouds

While reading the text, there may be certain moments when we want to pause and get the children to make predictions, inferences, or connections to the text. We might notice opportunities for children to make connections to self, the world or to other books they have read. We also need to model ways for students to express their thoughts, views, opinions, observations and wonderings. One way to do this is by using "I" language. So the reader might say, "I noticed ..." or "I am confused here because ..." or "I wonder why ..." and so on. Make a note of the points where you need to stop and ask open-ended questions that will make the child think, or use think alouds so that they learn how to express themselves.

Social-Emotional Learning Opportunities

Books often contain valuable lessons about values, morals and help us reflect on our choices and behaviour. Children learn about dealing with emotions like anger, jealousy, greed, fear and overcoming these. Some books encourage children to practise tolerance and appreciation of differences. Others may teach values like gratitude, compassion and curiosity. Stories can do these in ways that children can relate to easily and learn from the characters in the books.

Explore Cross-Curricular Connections

We can use stories to make connections with the topics we are teaching in class such as seasons, names of animals, fruits, vegetables, historical events, geography, science concepts and even mathematics. When pre-reading the book, consciously look for books that help children see the connections between what they are learning and in the story.



PLANNING YOUR READ-ALoud

Post-Session Activities and Discussions

Finally, plan for what you are going to do after the read-aloud. Children can be provided with various options to engage with the read-aloud. These can be as simple as drawing a scene or character from the book that they liked to dramatizing the story or writing their own ending.

Here are a few suggestions for activities you can do after reading the story:

1. Drawing pictures based on the story
2. Writing an alternative ending to the story
3. Role-play
4. Craft activity based on the story
5. Discussions about the theme or the values learned
6. Tell the story from the perspective of another character
7. Write dialogues for the characters from the stories
8. Writing or making sentences with any new words they learned
9. Simple games based on the theme of the book
10. Retelling the story in their own words

You can use the template that follows to plan your own read-alouds. Share your plans with other teachers and create a resource bank that you can all use. A few sample lesson plans based on popular stories have also been included for reference and further guidance.



"Reading aloud is the best advertisement because it works. It allows a child to sample the delights of reading and conditions him to believe that reading is a pleasurable experience, not a painful or boring one."

~ Jim Trelease



LESSON PLAN



Date:

Class:

Title of book:

Author & Illustrator:

Background Knowledge & Theme

(Is there any necessary information or knowledge that the students must have to successfully understand the book? What is the theme of the story?)

teaching-Learning Materials

(Are there any materials that will help in explaining certain concepts more effectively or make the read-aloud more engaging such as flash cards, pictures, charts, props, puppets ... ?)

teaching Moments

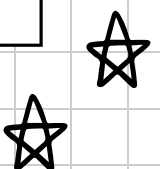
(Does the book provide opportunities to reinforce certain concepts that we might want to teach such as rhyming, alliteration, making predictions, a particular letter sound ...?)

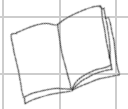
Word Bank

(Are there any words in the story that you would like the children to learn and use frequently? Write those down here along with a simple explanation of the words)

Key Words

(Are there any unfamiliar but important words that you need to explain to the children so that they can understand the story better? Write down those words here with a simple explanation of these words.)





Stopping Points/Think Alouds

(Are there any points in the story where you can add questions, help children make text-to-self or text-to-world connections, predictions, inferences, etc? Are there points where you can share your own observations and wonderings?)

Social-Emotional Learning Opportunities

(Does the story help in teaching any values or morals? Does it help children learn about social-emotional skills like empathy, compassion, gratitude, resilience, persistence, etc?)

Cross-Curricular Connections

(Can we make connections to any other subject or topic that the children are learning about?)

Post-Narration Activities/Discussion

(What activities or discussions connected to the story can be carried out after the read-aloud?)



LESSON PLAN



Date:

Class: 1 & 2

Title of book: Do and Don't

Author & Illustrator: Radha HS & Ruchi Shah

Background Knowledge & Theme

Start with a game of 'Simon Says' and use all the words in the book that describe the morning routine – 'wake up,' 'brush your teeth,' 'have a bath,' 'comb your hair,' and 'have your breakfast.'

OR

On the Black boards write 'Do' and 'Don't'. Ask the children if they know what it means. Explain if needed in other languages too. Ask them to share what they like to 'do' and 'don't'.

teaching-Learning Materials

Emoji cutouts or drawings

teaching Moments

Morning routine vocabulary

Expressions like "please give way" and "don't stand in my way"

Similes – "like a rocket" – what else is super fast? Like a cheetah, Like a bullet train, Like lightning, etc.

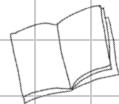
Word Bank

Do
Don't
morning
wake up
brush
sing
bath
breakfast
toothbrush
sugar

Key Words

zoo
idlis
urgent
rocket
picnic





Stopping Points/Think Alouds

Which animal do you see in this picture (page 2)? What does this bird do every day?
Do you also sometimes feel the same as the boy in the story is feeling?
Do you also feel like not waking up?

Page 4 — what do you have for breakfast?

Page 6 — have you ever been to the zoo?

After the story

Can you think and share when you like to wake up and when you don't want to wake up?
What are the different things that make you want to come to school? (friends, activities, etc)

Social-Emotional Learning Opportunities

Talking about different feelings

Why do we have to do certain things every day even when we don't want to? What are some things we need to do every day? Why are these important?

Cross-Curricular Connections

English Rhymes

Brush, brush, brush your teeth rhyme

Good morning, good morning rhyme: <https://www.bussongs.com/songs/good-morning-good-morning>

Learning opposite words

Post-Narration Activities/Discussion

Which part of the story did you like the most?

Did the boy in the story change? Why?

If you were feeling the same as the boy would you have changed if you had to go for a picnic?

What is your morning routine like?

Have you ever had a day when you didn't want to do anything you were supposed to do?

Activity: Draw 1 thing you like to do and one thing you don't like to do and link it to the sentence frame: I like to do-----, I don't like to -----

Using emojis get the children to share different feelings



LESSON PLAN



Date: 1st March, 2024

Class: 3 and 4

Title of the book: *Why Do Sunbirds Eat All Day?*

Author: Anusha Shankar. Illustrator: Hajyot Khalsa

Background Knowledge & Theme:

- What are the different large and small birds that students can name?
- What is the tiniest bird that they have seen?
- Why do birds have different colours?
- What kind of food do birds eat? Where do they find their food?
- Why do they have different sizes of beaks?
- Where do birds live?

teaching-Learning Materials

- Flash cards with key vocabulary words
- Charts with large and small birds
- Charts with different types of nests
- The school's campus (walk around to spot birds)

teaching Moments

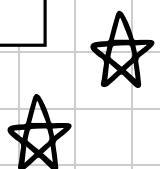
- Colours
- Measurement (height and weight)
- Parts of a bird
- Nature
- Caring for others

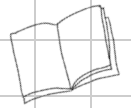
Word Bank (words they must learn to use in their daily lives)

- Feathers
- Yellow, grey, purple maroon
- Beak
- Sister
- Parents
- Long/short
- Flower
- Bird
- Fly
- Wing
- Strong
- Food
- Eat
- Drink

Key Words (Words they need to know to understand the story)

- Curved
- Nectar
- Energy
- Fat
- Muscles
- Stomach
- Insects
- Spiders
- Bill
- Tongue
- Digested





Stopping Points/Think Alouds

- How do we measure things?
- Why is the author using coins and notes for the weight and height of Sunbirds?
- What do the sizes of flowers and their colours tell you about the birds?
- Are birds vegetarian or non-vegetarian?
- How many times a day do you eat? Where does your food come from?
- Why does the Sunbird eat so many times? Where does their food come from?

Social-Emotional Learning Opportunities

- Who takes care of you at home?
- How can we take care of birds and trees around us?

Cross-Curricular Connections

- Science concepts – food and energy
- Math concepts – measurement
- Art – colours

Post-Narration Activities/Discussion

- Write a story about a bird that visits your house regularly
- Discussion on: Why should we take care of birds and trees?
- Different ways of weighing or measuring things around your classroom
- Observe the birds in your neighbourhood – what colour are they? How big or small are they? What do they eat and drink? Where do they live? Talk about the habits of the birds they see in the next few days



LESSON PLAN



Date:

Class:

Title of book:

Author & Illustrator:

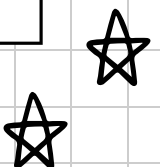
Background Knowledge & Theme

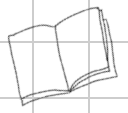
teaching-Learning Materials

teaching Moments

Word Bank

Key Words

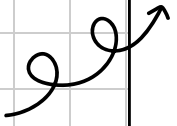




Stopping Points/Think Alouds

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Social-Emotional Learning Opportunities



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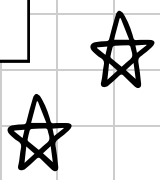
Cross-Curricular Connections



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Post-Narration Activities/Discussion

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LESSON PLAN



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Class:

Title of book:

Author & Illustrator:

Background Knowledge & Theme

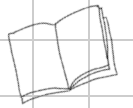
teaching-Learning Materials

teaching Moments

Word Bank

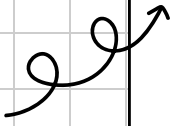
Key Words





Stopping Points/Think Alouds

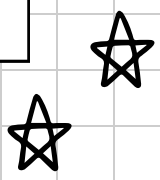
Social-Emotional Learning Opportunities



Cross-Curricular Connections



Post-Narration Activities/Discussion



LESSON PLAN



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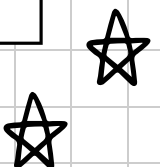
Background Knowledge & Theme

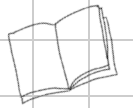
teaching-Learning Materials

teaching Moments

Word Bank

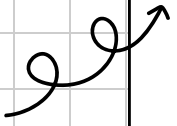
Key Words





Stopping Points/Think Alouds

Social-Emotional Learning Opportunities



Cross-Curricular Connections



Post-Narration Activities/Discussion



LESSON PLAN



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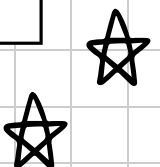
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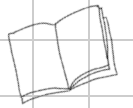
teaching-Learning Materials

teaching Moments

Word Bank

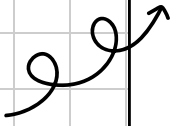
Key Words





Stopping Points/Think Alouds

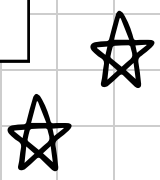
Social-Emotional Learning Opportunities



Cross-Curricular Connections



Post-Narration Activities/Discussion



LESSON PLAN



Date:

Class:

Title of book:

Author & Illustrator:

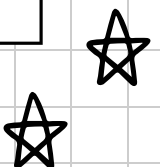
Background Knowledge & Theme

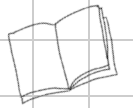
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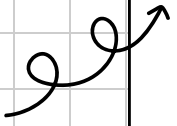
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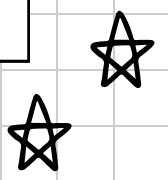
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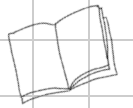
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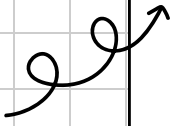
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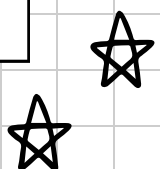
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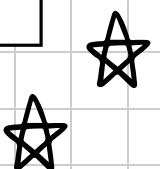
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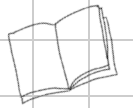
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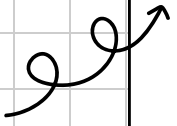
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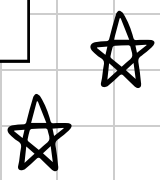
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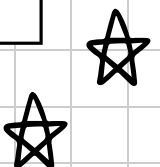
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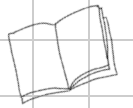
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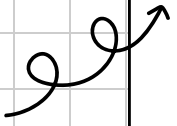




Stopping Points/Think Alouds

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Social-Emotional Learning Opportunities



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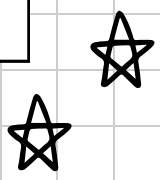
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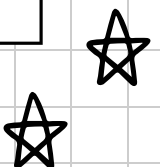
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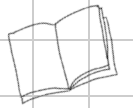
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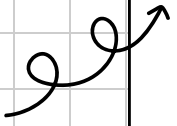
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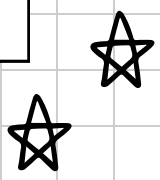
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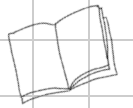
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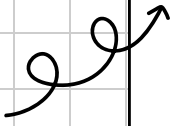
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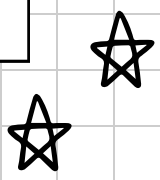
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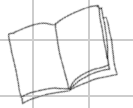


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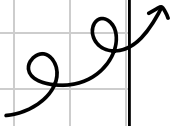


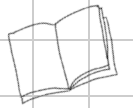
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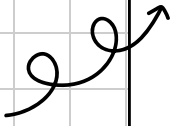


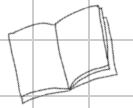
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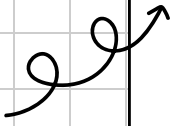


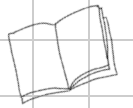
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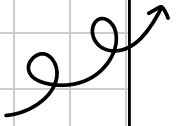


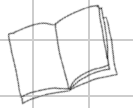
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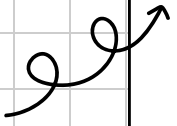


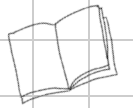
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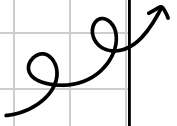


Reflections/Notes:





Reflections/Notes:





"We have an obligation to read aloud to our children. To read them things they enjoy. To read to them stories we are already tired of. To do the voices, to make it interesting, and not to stop reading to them just because they learn to read to themselves. Use reading-aloud time as bonding time, as time when no phones are being checked, when the distractions of the world are put aside."

~ Neil Gaiman