

INTERACTIVE READ-ALOUD

KINDERGARTEN KIT 1 TEACHING GUIDE

Each read-aloud book in the kindergarten kit has been selected to engage young learners. As you read each book, you will be inviting students into the world of literature and creating a community of active listeners who carefully listen, think, and talk about books.

There are four instructional goals that can be achieved through the Interactive Read-Aloud lessons.

1. Deepening of comprehension skills. These lessons are designed to serve as mentor lessons for the comprehension focuses students will be encountering during shared reading instruction.

Here is a list of the texts used in this kit and the comprehension focus for each lesson.

| Lesson No. | Title | Comprehension Focus |
|------------|--|--|
| 1 | <i>Not Norman: A Goldfish Story</i> by Kelly Bennett; illustrated by Noah Z. Jones | Retelling: Stop-Think-Paraphrase (STP) |
| 2 | <i>The Little Red Hen: A Folk Tale Classic</i> by Paul Galdone | Retelling: Beginning-Middle-End (B-M-E) |
| 3 | <i>The Little Red Fort</i> by Brenda Maier; illustrated by Sonia Sánchez | Retelling: Five-Finger Retelling |
| 4 | <i>Roar: A Dinosaur Tour</i> by Michael Paul | Retelling: Use Key Details |
| 5 | <i>Baby Animals Eating</i> by Suzi Eszterhas | Retelling: Who-What |
| 6 | <i>Knuffle Bunny Too: A Case of Mistaken Identity</i> by Mo Willems | Summarizing: Somebody-Wanted-But-So-Then (S-W-B-S-T) |
| 7 | <i>Chameleons Are Cool</i> by Martin Jenkins; illustrated by Sue Shields | Asking and Answering Questions: Green Questions (Literal) |
| 8 | <i>We Don't Eat Our Classmates</i> by Ryan T. Higgins | Asking and Answering Questions: Red Questions (Inferential) |
| 9 | <i>We Dig Worms!</i> by Kevin McCloskey | Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction) |
| 10 | <i>Green Pants</i> by Kenneth Kraegel | Analyzing Characters: Track the Character's Feelings in the Beginning-Middle-End (B-M-E) |
| 11 | <i>The Tiptoeing Tiger</i> by Philippa Leathers | Analyzing Characters: Evidence of Character Traits |
| 12 | <i>Jabari Jumps</i> by Gaia Cornwall | Inferring: Infer from Actions and Dialogue |

At the beginning of each lesson, you will explain the comprehension strategy to students. Then throughout the lesson, you will be creating an anchor chart with students as you read. This process will serve to aid students' general comprehension of what's going on in the text and also work to frame their listening experience so that they are developing new skills to deepen that comprehension and allow them to engage with the book in new ways. The lessons may vary in duration based on the length of the book and the time in your literacy block schedule.

Here are a couple of things to keep in mind as you teach this part of the lesson:

- Fill in the anchor chart as you progress through the lesson. It's important that your students participate in the process in order to learn the new strategy.
- Actively encourage students to use the illustrations along with the text. This is a skill they'll need as they progress in reading.
- Read the entire section indicated before stopping for discussion. Sometimes you will need to flip back to an earlier page, but the lesson has been specifically designed to be given this way to maximize student learning.
- Address tricky vocabulary and/or concepts as needed to clarify meaning for your students.

INTERACTIVE READ-ALOUD

KINDERGARTEN KIT 1 TEACHING GUIDE (CONT.)



2. Development of social and emotional learning and growth mindset. These texts were chosen for their diverse and unique characters, situations, and backgrounds. As students listen, think, and share ideas with other students, help them to focus on how the character is feeling and how they respond to conflict. Look for the icon and use the cues we've provided to lead students in a thoughtful discussion.

- a) Discuss how differences can be positive and how flexible problem solving can lead to positive outcomes.
- b) Link what the students are discussing back to the characters in the text. The idea is to help students connect with and feel empathy for these characters.
- c) Link the discussion back to the text, and limit these discussions to 1 to 2 minutes to keep your lesson on track.

3. Acquisition of important literacy language. During discussions about the text, highlight new and important literacy language that addresses text components such as characters, setting, problem/solution, text clues, text features, and how illustrations support and extend the message in the text. As you explain the comprehension focus, introduce relevant terms and then incorporate them into your discussion as you move through the lesson.

4. Advancement of writing skills. During the interactive writing part of the lesson, you will be sharing a pen with students, helping them develop skills around how print works. They will learn to hear sounds in words, write high-frequency words, form letters, leave spaces, and punctuate. Each lesson provides you with a suggested sentence for interactive writing. Use this sentence, or another sentence you choose, to write about the book.

- a) Tell students the sentence and have them repeat it with you.
- b) Draw a line for each word on the chart paper.
- c) Model how to say each word slowly. Have students say the word slowly and articulate the sounds themselves. Call students to come up and “share the pen” and write part of the sentence. Try not to have students write all of it; this would take too long. It's better for you to write anything that is too difficult. Encourage students to use the ABC Wall Poster to link to letter sounds and the classroom word wall to look for words they have been learning. Use the white correction tape to cover student mistakes.
- d) Use this time to practice letter formation. Model letter formation on a dry-erase easel and have students write the letter in the air with their finger.
- e) After you write each word, reread the sentence, emphasizing how rereading helps you remember what to write next and check that everything makes sense and sounds right.



Materials and Preparation

In addition to the book and lesson card, you will need chart paper and markers to create an anchor chart, correction tape (included in the kit), and the ABC Wall Poster (also included in the kit). The “Prepare” section of the lesson will indicate what else you might need. Lessons require sticky flags for marking pages so you can easily follow the lesson instructions. Some lessons call for sticky notes as well.

Follow-Up Activities

Easy-to-use, engaging follow-up activity sheets for each lesson can be downloaded at pioneervalleybooks.com/st.



INTERACTIVE READ-ALoud KINDERGARTEN, KIT 1

What Is Interactive Read-Aloud?

Interactive Read-Aloud is a powerful instructional tool for teaching literacy elements while simultaneously engaging students in the joyful experience of listening to books read aloud. During Interactive Read-Aloud, you will be reading a book that has been intentionally selected to teach and extend students' understanding of the text. A good book can captivate students' attention and open up their world to new ideas and vocabulary, different thoughts and experiences, magic, mystery, and more. As you read aloud, you will be stopping and inviting students to have conversations about key ideas, illustrations, characters, and themes.

Gather students together in a comfortable area on a rug. Make sure there is enough room for students to sit in their own space where they can see the illustrations in the book you are reading. You will be asking students to discuss ideas with a partner. Teach them how to quickly turn and face their partner and talk together in a soft voice.

There are four instructional goals that can be achieved through the Interactive Read-Aloud lessons:

1. *Target specific comprehension focuses*
2. *Develop students' social and emotional learning and growth mindset*
3. *Learn important literacy language*
4. *Improve writing skills*

Lesson Components

DAY 1

| STEP | PROCEDURE | STUDENT OBJECTIVE |
|--|--|--|
| Step 1: Explain What the Strategy Is and Why Readers Use It | <ul style="list-style-type: none">• Read aloud from the lesson card• Introduce the anchor chart | <ul style="list-style-type: none">• Develop awareness of the comprehension focus for this text• Understand why readers use the strategy while reading |
| Step 2: Introduce the New Book | <ul style="list-style-type: none">• Show front cover• Provide synopsis | <ul style="list-style-type: none">• Make predictions• Build schema |
| Step 3: Read and Demonstrate How to Use the Strategy | <ul style="list-style-type: none">• Read aloud the pages indicated• Stop and demonstrate the strategy• Gradually release control | <ul style="list-style-type: none">• Comprehension• Comfort and ease using comprehension focus• Oral language development |
| Step 4: Independent Practice | <ul style="list-style-type: none">• Set expectations• Confer with and monitor students• Provide feedback | <ul style="list-style-type: none">• Independent interaction with text and comprehension focus |


DAY 2

| STEP | PROCEDURE | STUDENT OBJECTIVE |
|--|---|---|
| Step 1: Review the Book | <ul style="list-style-type: none">• Retell story from Day 1 | <ul style="list-style-type: none">• Strengthen retell• Oral language development |
| Step 2: Dictate the Sentence(s) | <ul style="list-style-type: none">• Dictate sentence(s) from the lesson card | <ul style="list-style-type: none">• Learn to plan writing |
| Step 3: Interactive Writing | <ul style="list-style-type: none">• Write the sentence with the students | <ul style="list-style-type: none">• Phonemic awareness• Link consonant sounds to letters• Print concepts• Letter formation• Write complete sentences• Improve spelling |
| Step 4: Extend and Connect the Learning | <ul style="list-style-type: none">• Allow for practice in other areas of literacy block | <ul style="list-style-type: none">• Practice using comprehension focus |

Comprehension Focuses for Interactive Read-Aloud Lessons

| COMPREHENSION FOCUS | THE READER ... |
|-----------------------------------|---|
| Comprehension Monitoring | <ul style="list-style-type: none"> • is aware when meaning is lost. |
| Retelling | <ul style="list-style-type: none"> • recalls information in nonfiction titles. • retells important events in sequence and describes story elements. |
| Developing Vocabulary | <ul style="list-style-type: none"> • uses a variety of strategies to understand the meaning of unfamiliar words or phrases. |
| Asking and Answering Questions | <ul style="list-style-type: none"> • asks and answers literal and inferential questions. |
| Identifying Main Idea and Details | <ul style="list-style-type: none"> • is able to identify the main idea and most important details. |
| Analyzing Characters | <ul style="list-style-type: none"> • uses text clues to identify character feelings, traits, and motives. |
| Analyzing Relationships | <ul style="list-style-type: none"> • understands the relationships between people, events, or ideas (e.g., cause-effect, compare and contrast). |
| Inferring | <ul style="list-style-type: none"> • makes an inference or draws a conclusion from details in the text. |
| Summarizing | <ul style="list-style-type: none"> • synthesizes important information and prepares a summary that covers the main points. |
| Evaluating | <ul style="list-style-type: none"> • understands the theme, author's purpose, point of view, and fact versus opinion. |
| Using Text Features | <ul style="list-style-type: none"> • uses the Table of Contents, glossary, index, headings, illustrations, diagrams, etc., to clarify and extend understanding. |
| Understanding Text Structure | <ul style="list-style-type: none"> • understands how the author organizes the information within the text: description, problem/solution, cause-effect, compare and contrast, and time order/sequence. |
| Making Connections | <ul style="list-style-type: none"> • is able to make a connection to a personal experience or a text heard or read before. |

SEL Connections

Look for the  icon for social and emotional learning and growth mindset opportunities in each lesson. Some of the SEL themes covered in the Interactive Read-Aloud lessons include:

Academic Behaviors
 Acceptance
 Assertiveness
 Belonging
 Caring
 Consequences

Cooperation
 Courage
 Curiosity (Nonfiction)
 Determination
 Empathy
 Growth/Academic Mindset

Kindness
 Learning Strategies
 Perseverance
 Problem Solving
 Responsibility
 Self-Control



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