

# INTERACTIVE READ-ALOUD

## SECOND GRADE KIT 1 TEACHING GUIDE

**Each read-aloud book** in the second grade kit has been selected to engage 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>Goldilocks and the Three Bears</i> retold and illustrated by Jan Brett	Retelling: Beginning-Middle-End (B-M-E)
2	<i>The Three Snow Bears</i> by Jan Brett	Retelling: Five-Finger Retelling
3	<i>Be Kind</i> by Pat Zietlow Miller; illustrated by Jen Hill	Retelling: Identify Key Words
4	<i>Mango, Abuela, and Me</i> by Meg Medina; illustrated by Angela Dominguez	Retelling: Who-What
5	<i>The Other Side</i> by Jacqueline Woodson; illustrated by E. B. Lewis	Summarizing: Somebody-Wanted-But-So-Then (S-W-B-S-T)
6	<i>Trapped! A Whale's Rescue</i> by Robert Burleigh; illustrated by Wendell Minor	Developing Vocabulary: Use Strategies to Explain New Words
7	<i>Hippos Are Huge!</i> by Jonathan London; illustrated by Matthew Trueman	Identifying Main Idea and Details: Very Important Parts (V.I.P.) (Nonfiction)
8	<i>My Two Blankets</i> by Irena Kobald; illustrated by Freya Blackwood	Analyzing Characters: Track the Character's Feelings in the Beginning-Middle-End (B-M-E)
9	<i>Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh</i> by Sally M. Walker; illustrated by Jonathan D. Voss	Analyzing Characters: Who-What-Why
10	<i>A House in the Sky: And Other Uncommon Animal Homes</i> by Steve Jenkins; illustrated by Robbin Gourley	Asking and Answering Questions: Yellow Questions
11	<i>Mama Panya's Pancakes: A Village Tale from Kenya</i> by Mary and Rich Chamberlin; illustrated by Julia Cairns	Inferring: Infer from Actions and Dialogue
12	<i>One Tiny Turtle</i> by Nicola Davies; illustrated by Jane Chapman	Summarizing: Key Word Summary

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

## SECOND GRADE 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 consider how they might act in the same situation. Look for the icon and use the cues we've provided to lead students in a thoughtful discussion.

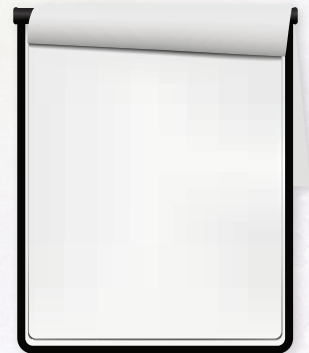
- a) Be sure to use open-ended questions to provoke conversation. (For example, *What are some nice things others have done for you?*)
- b) Use language that helps students imagine themselves in the situation. (For example, *Imagine you are the main character; what would you have done?*)
- c) Link the 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 such text components 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 writing part of the lesson, you will be steering and conferring with students. You will help them plan their writing and develop ideas so they can confidently write in response to a prompt. The prompt provides the purpose for writing, and the response format is aligned with the comprehension focus.

Begin by reviewing the text, aligning the discussion with the comprehension focus. This will help students generate ideas for their writing and structure their response.

- a) Read the prompt to students as you write it on the chart paper. Read it again, asking students to read it with you.
- b) Support students in learning to utilize the anchor chart and drawings from Day 1 to help them plan what they will write.
- c) Circulate the room as they begin writing. Confer individually with writers, prompting them to use proper punctuation and grammar, add in details, and focus their ideas. Encourage them to use their personal word wall to correct their spelling. Place a dot in the margin if the line contains a misspelled word, and have them locate the misspelling and find it on the word wall.
- d) If needed, interrupt the writing lesson and do a quick teaching point to redirect writers.
- e) Have students share their writing with a partner. Have a few students share their writing with the class.



### Materials and Preparation

In addition to the book and lesson card, you will need chart paper and markers to create an anchor chart. Students will need a journal and a word wall to be used as a spelling reference. 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](http://pioneervalleybooks.com/st).



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


### DAY 2

STEP	PROCEDURE	STUDENT OBJECTIVE
Step 1: <b>Review the Book</b>	<ul style="list-style-type: none"><li>• Retell story from Day 1</li></ul>	<ul style="list-style-type: none"><li>• Strengthen retell</li><li>• Oral language development</li></ul>
Step 2: <b>Prompt</b>	<ul style="list-style-type: none"><li>• Read the prompt</li><li>• Discuss writing objective</li><li>• Link to comprehension focus</li></ul>	<ul style="list-style-type: none"><li>• Internalize the purpose for writing linked to comprehension focus</li></ul>
Step 3: <b>Plan</b>	<ul style="list-style-type: none"><li>• Use anchor chart and student drawings from Day 1</li><li>• Brainstorm possible responses</li></ul>	<ul style="list-style-type: none"><li>• Clarify and organize ideas</li><li>• Generate verbal response</li></ul>
Step 4: <b>Write</b>	<ul style="list-style-type: none"><li>• Use plan to write response to prompt</li><li>• Add details</li><li>• Use word wall</li><li>• Share writing with a partner</li></ul>	<ul style="list-style-type: none"><li>• Strengthen comprehension of the text</li><li>• Improve writing skills</li></ul>
Step 5: <b>Extend and Connect the Learning</b>	<ul style="list-style-type: none"><li>• Allow for practice in other areas of literacy block</li></ul>	<ul style="list-style-type: none"><li>• Practice using comprehension focus</li></ul>

# Comprehension Focuses for Interactive Read-Aloud Lessons

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

## 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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