

Using Read Alouds to Promote Literacy



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Recommended Read Alouds for Level 1 ESOL Classes

Material	Author	Publisher/Website	Unit
<i>The Best Part of Me</i>	Wendy Ewald and Megan Tingley	Little, Brown Young Readers	Body & Health
<i>The Foot Book</i>	Dr. Seuss	Random House	Body & Health
<i>Caps for Sale (BB*, CD)</i>	Esphyr Slobodkina	Harper Collins	Colors/Clothing
<i>The Jacket I Wear in the Snow</i>	Shirley Neitzel	Greenwillow	Colors/Clothing
<i>Joseph Had a Little Overcoat (CD, US*)</i>	Simms Taback	Viking Juvenile, http://www.liveoakmedia.com	Colors/Clothing
<i>Are You My Mother?</i>	P.D. Eastman	Random House	Family
<i>Owl Moon (US)</i>	Jane Yolen	Philomel	Family
<i>Peter's Chair</i>	Ezra Jack Keats	Scholastic	Family
<i>When I Was Young in the Mountains</i>	Cynthia Rylant	Dutton Children's Books	Family
<i>Green Eggs and Ham (CD/cassette)</i>	Dr. Seuss	Random House	Food
<i>Stone Soup</i>	Ann McGovern	Scholastic	Food
<i>Strega Nona (DVD)</i>	Tomie dePaola	Putnam Juvenile	Food
<i>The Little Red Hen (CD)</i>	Paul Galdone	Clarion	Food
<i>Too Many Tamales (US)</i>	Gary Soto	Puffin	Food
<i>The Tortilla Factory</i>	Gary Paulsen	Harcourt Children's Books	Food
<i>The Very Hungry Caterpillar (BB, DVD)</i>	Eric Carle	Penguin, Walt Disney (DVD)	Food
<i>David Goes to School</i>	David Shannon	Scholastic	School
<i>One Green Apple</i>	Eve Bunting and Ted Lewin	Clarion	acclimation to school
<i>School Bus</i>	Donald Crews	Greenwillow	School
<i>Snow (video, CD)</i>	Uri Shulevitz	Farrar, Straus, Giroux	Weather/Seasons
<i>The Snowy Day (BB, CD, DVD)</i>	Ezra Jack Keats	Scholastic	Weather/Seasons

*BB = big book, *US = United Streaming

Recommended Read Alouds for Level 1 Content Classes

Material	Author	Publisher/Website	Unit
<i>The Wall</i>	Eve Bunting	Clarion	Civics, Washington, D.C., Vietnam War
<i>The Drummer Boy</i>	Ann Turner	Harper Collins	Civil War
<i>Cat's Colors</i>	Jane Cabrera	Picture Puffins	Colors , Shapes, Prepositions
<i>The Deep Blue Sea</i>	Audrey Wood	Blue Sky Press	Colors , Shapes, Prepositions
<i>Rosie's Walk (BB, US*)</i>	Pat Hutchins	Scholastic	Colors, Shapes, Prepositions
<i>Round Is a Mooncake(US)</i>	Roseann Thong	Chronicle	Colors, Shapes , Prepositions
<i>Round Is a Pancake</i>	Joan Sullivan Baranski	Dutton Juvenile	Colors, Shapes , Prepositions
<i>Grandfather's Journey</i>	Alan Say	Houghton Mifflin	Immigration
<i>Silence in the Mountains</i>	Liz Rosenberg	Orchard	Immigration
<i>Growing Vegetable Soup(BB)</i>	Lois Ehlert	Harcourt Brace & Co.	Plants
<i>Jack's Garden</i>	Henry Cole	Greenwillow	Plants
<i>Planting a Rainbow</i>	Lois Ehlert	Voyager Books	Plants
<i>Pumpkin Pumpkin</i>	Jeanne Tetherington	Harper Trophy	Plants
<i>Red Leaf, Yellow Leaf</i>	Lois Ehlert	Harcourt Brace & Co.	Plants
<i>Sea Turtles</i>	Gail Gibbons	Live Oak Media	Living Things
<i>Follow the River (BB)</i>	Lydia Dabovich	Sundance	U.S. Geography/ Landforms
<i>This Land is Your Land</i>	Woody Guthrie	Little, Brown Young Readers	U.S. Geography

*BB = big book, *US = United Streaming

Sequence of Activities

The Snowy Day

Day 1 (30 minutes of a 90-minute block)

1. **Brainstorming/Discussion** – Begin by eliciting students’ feelings about snow. Then ask what types of activities people can do in the snow.
2. **Picture Walk** – Use large post-it notes to cover the text in a big book version of *The Snowy Day*. Ask students to use illustrations to make predictions about the title and the text.
3. **Reading #1** – Move the post-it notes in the big book so that students can see the actual text. Read the text to them, and ask them to compare their version to the author’s version.

Day 2

1. **Review** – Using a felt board and Velcro-backed storytelling pieces (available at <http://www.lakeshorelearning.com>), model a story retell with the students. Ask questions such as “What happened next?”
2. **Reading #2** – Distribute copies of books to the students. Read the story to them again, or have them listen to the audio version.
3. **Sequencing Practice** – Ask students to help you make a list of the fun activities that Peter did in the snow. Tell students that they will now put those events in order. Distribute sequence cards from http://curry.edschool.virginia.edu/go/wil/Snowy_Day_Lesson.pdf. Model how to cut the cards and arrange them in linear fashion. Have students work with a partner to sequence the cards. Circulate to check for comprehension, referring students back to the text if necessary.

Day 4

1. **Review** – Distribute Velcro-backed storytelling pieces to individual students. Using a felt board, place the first piece on the board and have students talk about that figure. Then have students come up and place their piece in the correct order. Ask questions such as “What happened next” to elicit sequence words.
2. **Preparation for Book Project** – Show a model book to the students, and tell them that they will be writing their own version of *The Snowy Day*. Distribute vocabulary list and review meaning of words.

3. **Sequencing with Wordless Cards** – Distribute wordless versions of sequence cards. Have students work alone or with a partner to number the cards and arrange them in linear fashion. Circulate and have students talk about the cards once they have ordered them.

4. **Rough Drafts** – Show students a model of the rough draft using a PowerPoint template with lines. Distribute templates to students, and have them glue or tape the cards on the pages of the book. Have them design a cover and then begin writing about the pictures using the vocabulary list for support. For pre-literate or low students, the following strategies can be used:

a. Very low students can copy the sentences from the Internet sequence cards with text.

b. Students who are verbally strong in L2 can dictate their story to the teacher. The teacher can serve as a scribe, writing the text on a white board. The student can then copy the text.

c. Pair students so that one student can retell the story in L1, and the second student can write the story in L2.

Day 5

1. **Review** – Students can review the text in small groups through listening or viewing centers.

2. **Completion of Rough Drafts/Correction by Teacher**

3. **Final Drafts** – Share a model of the final version of the book. Students staple seven large index cards together, color and tape the images from the sequence cards, and then re-copy their “perfect” version of the story.

Note: Struggling writers who make “big” letters may need to use half-sheets of cardstock rather than index cards.

4. **Sharing** – Students read their stories to each other, the teacher, or a volunteer. Books can then be taken home for additional practice.

-developed by Michelle Campiglia
Fairfax County Public Schools

Questioning

Before Reading

During Reading

After Reading

-developed by Martine Hansard-Stuebner
Fairfax County Public Schools

Sequence of Activities

Joseph Had a Little Overcoat

This activity was used as a culminating activity at the end of a unit on Colors and Clothing.

1. I used a Clothing Bingo game developed for the *Colors and Clothing* unit to review vocabulary from the book such as coat, jacket, and tie.
2. Next I did a picture walk with the students.
3. Then, I read the book aloud and did a **Read/Listen and Draw** activity.
4. After this first reading of the book, we went over target clothing vocabulary using the cards in the back of the PBS unit. (Go to <http://pbskids.org/lions/cornerstones/pdf/josephactivities.pdf> and scroll to the end.)
5. Now the students watched the video (available on United Streaming) and sequenced the clothing vocabulary cards while watching the video. After the video, we discussed the sequence together until all students had the correct order.
6. The next day, I read the story aloud again for the class. After that, I put students in groups and gave them pictures of the story that I had printed out from the Hypertext version on-line (<http://pbskids.org/lions/cornerstones/joseph/story/hypertext/>). Students then worked to write 1-2 sentences on sentence strips for each picture they were given. The sentence strips were attached to the pictures.
7. Finally, I hung all the pictures and sentences on the white board. The class worked together to sequence the sentences and pictures into the correct order.
8. At the end of this process, we had our own version of the book to read together!
9. Finally, during center time the following day, students could read the book again while listening to the CD or read the Hypertext version of the story online.

Ideas for Centers/small groups:

1. **Computer:** Have students read the Hypertext version of the story. (<http://pbskids.org/lions/cornerstones/joseph/story/hypertext/>)
2. **Vocabulary/Word Study:** Have students complete Joseph word search from PBS student activity packet.
3. **Reading/Listening:** Have students read and listen to the story in small groups at listening centers (tape/CD players with multiple headphones). I gave students a choice of this book, *Caps for Sale*, and *Hats, Hats, Hats* and *Shoes, Shoes, Shoes*.
4. **Reading:**
 - a. Type students' version of the story into the PPT with the images to make a class book that they can read together in pairs.
 - b. Separate the text and images from the whole group activity. Have students work together to do one or more of the following:
 - i. Sequence the text.
 - ii. Sequence the images.
 - iii. Match the text and images.

-developed by Sharon Widmayer
Fairfax County Public Schools

Class _____

Date _____

Name _____

Read/Listen and Draw

Directions:

- Read or listen to the story.
- Draw a picture.
- Write about the story.

-developed by Sharon Widmayer
Fairfax County Public Schools

Class _____

Date _____

Name _____

Shape Poem

Where do you
see this shape?

My Shape

First write it. _____

Then draw it.

What does this
shape look like?

_____ sides

_____ corners

Sentences

1. I see a _____ (your shape) _____ (where).

2. There are _____ (your shape) _____ (where).

3. A _____ (your shape) is _____ (where).

4. I see _____ (your shape) _____ (where).

-developed by Karen Kapeluck, Instructional Support Teacher
Fairfax County Public Schools

Class _____

Date _____

Name _____

Sketching Vocabulary

Word	Picture

-from Ruby Payne's *A Framework for Understanding Poverty*

Class _____

Date _____

Name _____

Tell Me the Story

Directions:

- Find
 - Find some objects that make you think about your book.
 - Put them in a clear plastic bag.
- Tell
 - Tell your partner what is in your plastic bag.
 - Why did you choose it?
 - What does it make you think of in your book?
- Write
 - Listen to your partner talk about his/her plastic bag.
 - What is in it?
 - Why did he/she choose it?
 - What does it make him/her think of in the book?

	Object	Why?
1		
2		
3		
4		
5		

-developed by Sharon Widmayer
Fairfax County Public Schools

Class _____

Date _____

Name _____

What Happened in the Story?

Title _____

Author _____

Illustrator _____

Who?	
Did what?	
When?	
Why?	
How does it end?	

-developed by Martine Hansard-Stuebner
Fairfax County Public Schools

Word Storming: Life Cycle of Plants

tools	plants	needs	verbs	other

-developed by Martine Hansard-Stuebner
Fairfax County Public Schools

Some Useful Links

I. Information about Read Alouds

- Reading Aloud – Is It Worth It?
http://www.education-world.com/a_curr/curr213.shtml
- Reading Aloud – Are Students Ever Too Old?
http://www.education-world.com/a_curr/curr081.shtml
- New Thinking on Read Aloud
http://findarticles.com/p/articles/mi_m0STR/is_8_110/ai_74826102
- a long list of picture books grouped by the reading strategy they are good for teaching/ modeling
<http://www.readinglady.com/mosaic/tools/PictureBookListforModelingStrategyInstructionfromKerry.pdf>
- Raising the Curtain on Picture Books
http://www.wm.edu/education/599/05Projects/Bartell_599.pdf

II. More Activities on Texts from Presentation

Grandfather's Journey

- a link to an activity to encourage students to ask questions before, during, and after reading:
<http://www.teachervision.fen.com/lesson-plan/reading-comprehension/48618.html>

Joseph had a Little Overcoat

- *Joseph Had a Little Overcoat*: PBS materials
<http://pbskids.org/lions/cornerstones/joseph/>
- *Joseph Had a Little Overcoat* video is available in United Streaming.
www.unitedstreaming.com

The Snowy Day

- Snowy Day Lesson Plan
http://curry.edschool.virginia.edu/go/wil/Snowy_Day_Lesson.pdf
- Snowy Day teacher resources
<http://www.teachingheart.net/snowyday.html>
- electronic images from the book
<http://www.lib.usm.edu/~degrum/keats/snowsmallom.html>
- Snowy Day literature across the curriculum ideas
<http://library.uncc.edu/files/5/cimc/pdfs/units/snowyday.pdf>

The Very Hungry Caterpillar

- free printable templates
<http://www.dltk-teach.com/books/hungrycaterpillar/index.htm>

When I Was Young in the Mountains

- interesting ideas for pre-reading and post-reading activities; free flip book template
http://www.readwritethink.org/lessons/lesson_view.asp?id=911

III. Supplies

Correction Tape

- available at most office supply stores
- <http://www.officedepot.com/>

Magnetic Tape

- available at most office supply stores
- <http://www.officedepot.com/>

Felt Boards and Velcro-Backed Storytelling Pieces

<http://www.lakeshorelearning.com>

Bibliography of Professional Books

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Allen, J. & Daley, P. (2004) *Read-Aloud Anthology*. Scholastic.

Marzano, R., Pickering, D., & Pollock (2001) *Classroom Instruction that Works*. ASCD.

McCarrier, A., Pinnell, G., & Fountas, I. (2000) *Interactive Writing How Language & Literacy Come Together*. Heinemann.

Portalupi J., and Fletcher, R. (2001) *Non-fiction Craft Lessons*. Stenhouse Publishers.

Routman, R. (2003) *Reading Essentials*. Heinemann.

Serafini, F., & Giorgis, C. (2003) *Reading Aloud and Beyond*. Heinemann.

Szymusiak, K. & Sibberson, F. (2001) *Beyond Leveled Books*. Stenhouse Publishers.

Zike, Dinah. (1992) *Big Book of Books and Activities*. Dinah-Might Activities, Inc.

Zike, Dinah. (2004) *Big Book of Science*. Dinah-Might Activities, Inc.

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School District and State _____

1. What is the greatest challenge that you face in incorporating read alouds into your instruction of lower-level students?

2. Which element(s) of the discussion group (e.g., text, strategy, activity) would you like to use in your classroom?

3. What other topics related to literacy students would you like to see addressed at future conferences?

Thank you for your feedback!