ENGAGING

READ ALOUD

resources
## Mystery Word

### Preparation
- Print the ‘Mystery Word’ envelope cover and word blank
- Glue the ‘Mystery Word’ cover to a 6 x 9 inch envelope
- Copy and cut “Homework Passes”

### Reading Activity
- Preview the text that will be read during the class.
- Select a word that students will encounter while reading.
- Write the word on the “And the mystery word is...” paper.
- Place the paper in the “Mystery Word” envelope.
- Explain to students that the student who reads the mystery word will receive a prize.
- While reading, note who read the mystery word selected.
- At the end of the reading, reward the student who read the mystery word with a homework pass (or other prize).
AND THE MYSTERY WORD IS...
**SILLY READING TASKS**

**Preparation**
- Copy the silly reading tasks
- Cut the tasks into individual pieces
- Place the tasks in a bag of basket

**Reading Activity**
- Have students select a silly reading task from the bag or basket.
- Have students read the passage out loud in the silly manner or voice selected.
Read like you are underwater.

**Read like you are very old.**

Read like you are scared.

**Read really slowly.**

Read really fast.

Read like you have a great announcement.

Read like you just got a tooth pulled.

**Read like you are a car salesman.**

Read and alternate your volume from quiet to loud.

Read like you are super happy.

**Read like a pirate.**
<table>
<thead>
<tr>
<th><strong>Read like a zombie.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert the word “like” a lot while reading.</td>
</tr>
<tr>
<td>Read like you are from another country (with an accent).</td>
</tr>
<tr>
<td><strong>Read like you are sad.</strong></td>
</tr>
<tr>
<td>Read like you are an opera singer.</td>
</tr>
<tr>
<td>Read in a deep, low voice.</td>
</tr>
<tr>
<td><strong>Read like you are angry.</strong></td>
</tr>
<tr>
<td>Read like you are sharing a secret.</td>
</tr>
<tr>
<td><strong>Read like you are a fairy tale princess.</strong></td>
</tr>
<tr>
<td>Read like you are a newscaster reporting the news.</td>
</tr>
<tr>
<td><strong>Read like you are a surfer.</strong></td>
</tr>
<tr>
<td><strong>Read like you are an elf.</strong></td>
</tr>
</tbody>
</table>
## ROLLING A READING CUBE

### Preparation

- Copy the reading cube that works best with the reading passage students will be reading. (Copy multiple copies if students will be working in small groups.)
- Cut out the reading cube.
- Fold along the solid lines.
- Assemble --- tape or glue the cube together.

### Reading Activity

- Explain that students will be rolling their reading fate.
- Have students take turns rolling the reading cube and fulfilling the task they roll.
Task Cube
Perfect for adding variety

READ 4 PARAGRAPHS

READ UNTIL YOU’VE READ THE WORD “THE” 3 TIMES

READ AN ENTIRE PAGE

ROLL AGAIN

CHOOSE SOMEONE TO READ 3 PARAGRAPHS

READ 5 Sentences
Paragraph Cube
Perfect for small groups
Reading Cube
Perfect for shorter passages

- Read 2 sentences
- Read 4 sentences
- Read 6 sentences
- Read 8 sentences
- Read 5 sentences
- Read 9 sentences
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FOOTBALL
Onomatopoeia
Tear-A-Tab
Activity

A great creative writing activity!
Looking to score an awesome figurative language activity and a brilliant bulletin board idea for FOOTBALL season?

Here is a fun football project that requires students to write a short story or poem prompted by an onomatopoeia term.

Print enough of the three tear-a-tab sheets for your class. Hang them around your room. You can print colored copies or black and white. Be sure to pre-cut the vertical dotted lines for students and create a crease along the tops of the tear tabs by folding the paper. This way students can tear the tabs easily. Each tab contains a different FOOTBALL themed example of onomatopoeia.

Students can "SCRAMBLE OVER" to the posters to tear a tab from the poster and create a short FOOTBALL themed story or poem based on the word they chose. Students may want to brainstorm ideas on a scrap piece of paper first.

There are two options for the writing. Students can create a story/poem of their own using the single onomatopoeia word they chose

OR

Students can work in pairs to create a story/poem together. To make it more fun and challenging, have the pairs each create a sentence at a time to build their story/poem. This option should include two onomatopoeia terms altogether - one that each partner chose.

Once approved by the teacher, or another student, students should write their stories/poems on the writing template provided. Students could also color the graphics on the writing template.

For the Teacher

Thank you for downloading this free product.
Please take a moment to leave some fabulous football feedback.
Create a short **FOOTBALL** themed story or poem that includes the onomatopoeia term that you chose.

Challenge yourself to include other forms of figurative language and dialogue as well!

Use the writing paper that your teacher has provided.

**TOUCHDOWN!!**
With a partner, create a short **FOOTBALL** themed story or poem that includes the two onomatopoeia terms that you each chose.

Here’s the challenge…
You have to take turns writing one sentence at a time!

Be sure to include other forms of figurative language and dialogue for even more fun.

Use the writing paper your teacher has provided.

Have Fun!!
Onomatopoeia is when a word’s pronunciation imitates its sound.

Onomatopoeia mimics the noises to which the words refer.

Onomatopoeia is often used in poetry and jokes. Think of “knock-knock” jokes!

Create a short story about FOOTBALL using a tear tab below!

You can change the form of the word if you need to.

Example:

The whir of the blender meant that banana smoothies were on their way!
Onomatopoeia is when a word’s pronunciation imitates its sound.

Onomatopoeia mimics the noises to which the words refer.

Onomatopoeia is often used in poetry and jokes. Think of “knock-knock” jokes!

Create a short story about FOOTBALL using a tear tab below!

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Example:

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Onomatopoeia mimics the noises to which the words refer.

Onomatopoeia is often used in poetry and jokes. Think of “knock-knock” jokes!

Create a short story about FOOTBALL using a tear tab below!

You can change the form of the word if you need to.

Example:

The whir of the blender meant that banana smoothies were on their way!
Thank you for purchasing this product!

If you enjoyed this, visit my store to see other products by

Add ‘Em Up! Basketball Madness Math Activity
Bat Task Cards and Spider Task Cards
Halloween – Franken- "Selfies" Activity
Halloween Zombie Zing! Game
Christmas “Up” Words Word Scramble Activity
Zombie Snowmen Math Task Cards
Holiday “Up” Words Bundle-Thanksgiving, Christmas, New Year’s Day, Super Bowl
Non Fiction I Have, Who Has?…Game
Non Fiction Text Features and Structures Test
Non Fiction Informational Text Features “Up” Words BUNDLE
Grammar Task Cards
Valentine’s Day Love Letter to Your Favorite Food Activity
Mythology Limerick Creative Poetry Project
St. Patrick’s Day Would You Rather…? Questions
Twelve Labors of Greek Mythology – Fun Activities For Your Students!
Greek Mythology Task Cards
Mythology Bingo
Mythology Memory Game – Just the Girls!
Mythology Memory Game – Just the Boys!
Mythology Memory Game – Monsters & Creatures!
Greek Mythology Bundle – 6 Products In All!
Greek Mythology Scrapbooks
Mythology Bundle – Four Awesome Products!
Mythology “Mix-Up” Task Cards
Greek Mythology Who Am I? Game
Greek Mythology I Have, Who Has…? Game
Greek Mythology Multiple Choice Test
Greek Mythology Matching Quiz
Greek Mythology “Up”-Words Activities
Mythological Monsters/Creatures “Up”-Words Activity
Mythology “Would You Rather…?” Questions
Mythological Math Amusement Park Project
Story Elements “Up”-Words Activity
Non Fiction Text Features Subway Art
Non Fiction Text Features Posters
Layers of the Earth “Up”-Words Activity
Science “Up”-Words Activities Bundle
Task Words Subway Art (Language Arts)
Gathering Blue Bundle – 12 Products In All!
Catherine, Called Birdy Activities
Character Education Activities
and more!
<table>
<thead>
<tr>
<th>Start with this card.</th>
<th>I have... She had to lose recess time to finish up her homework. Who has the card about Tommy?</th>
<th>I have Tommy. He didn’t feel well this morning before school. Who has a possible effect?</th>
<th>I have... He stayed home from school. Who has the card about Linda?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have Sarah. She forgot to do her homework last night. Who has a possible effect?</td>
<td>I have... The timer on the oven went off, and she took out the dinner. Who has a card about Joey?</td>
<td>I have Joey. Joey had a difficult morning and was late for school. Who has a possible effect?</td>
<td>I have... He was given a tardy slip and sent to class. Who has a card about Emma?</td>
</tr>
<tr>
<td>I have Linda. She was cooking dinner for her family in the oven. Who has a possible effect?</td>
<td>I have... She took off her coat and continued to play. Who has a card about Mason?</td>
<td>I have Mason, he studied really hard for his social studies test. Who has a possible effect?</td>
<td>I have... He got an A on his test. Who has a card about Kathy?</td>
</tr>
<tr>
<td>I have a card about Emma. She was playing outside and got too hot at recess. Who has a possible effect?</td>
<td>I have... She took her dog to the vet. Who has a card about Ben?</td>
<td>I have Ben. Ben was afraid of the dark. Who has a possible effect?</td>
<td>I have... He sleeps with a nightlight on during the night. Who has a card about Sherrie?</td>
</tr>
<tr>
<td>I have Kathy. Her dog Rosie was very sick. Who has a possible effect?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Cause and Effect I Have, Who Has?

<table>
<thead>
<tr>
<th>I have Sherrie. She ate too much chocolate after Trick-or-Treating. Who has a possible effect?</th>
<th>I have... She had an upset stomach. Who has a card about Will?</th>
<th>I have Will. He didn’t study for his math test. Who has a possible effect?</th>
<th>I have... He got a bad grade on his test. Who has the card about Morgan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have Morgan. She forgot to put on sunscreen before going to the beach. Who has a possible effect?</td>
<td>I have... She got a bad sunburn. Who has a card about Doug?</td>
<td>I have Doug. Doug went for a long run around his neighborhood. Who has a possible effect?</td>
<td>I have... After his run he drank a big glass of water. Who has a card about Isabella?</td>
</tr>
<tr>
<td>I have a card about Isabella. She was reading a book before going to bed. Who has a possible effect?</td>
<td>I have... She fell asleep while reading. Who has a card about Matthew?</td>
<td>I have Matthew, he got the winning goal in a soccer game. Who has a possible effect?</td>
<td>I have... He celebrated with his team. Who has a card about Joan?</td>
</tr>
<tr>
<td>I have Joan. Her friends didn’t include her in a game. Who has a possible effect?</td>
<td>I have... She was very upset with her friends. Who has a card about Stacy?</td>
<td>I have Stacy. Stacy told her parents a lie. Who has a possible effect?</td>
<td>I have... She was in trouble with her parents.</td>
</tr>
</tbody>
</table>

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Character Read 'n Roll

Start with a basic stick figure of your character. Write the book title, name of the character, and your name below the character. As you add each of the following to your drawing, be sure to include important details that give us information about your character.

<table>
<thead>
<tr>
<th>Clothing</th>
<th>How would he or she be dressed for that time period or the events in the book? Dress your character appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dreams or Thoughts</td>
<td>What would your character be dreaming about or thinking about? Add your ideas near the top of the paper.</td>
</tr>
<tr>
<td>Words</td>
<td>What does your character say or what might your character say? Add words near his or her mouth.</td>
</tr>
<tr>
<td>Actions</td>
<td>What has your character done or what does he or she plan to do? Near the hands, write about important actions.</td>
</tr>
<tr>
<td>Love</td>
<td>Who or what does your character love or have strong feelings about? Add details near the “heart” of your character.</td>
</tr>
<tr>
<td>Places</td>
<td>Where has your character traveled or where would he or she like to go? Add details near your character’s feet.</td>
</tr>
</tbody>
</table>
# Tall Tales T-Chart

List the general elements or characteristics of tall tales in the left column. In the right column, insert the title of the tall tale that you are reading, and then specific examples or evidence from the tale that corresponds to each of the elements listed.

<table>
<thead>
<tr>
<th>Elements of Tall Tales</th>
<th>&lt;title of tall tale&gt;</th>
</tr>
</thead>
</table>

**Note:**

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FOCUS THE LEARNING

Introduction: Prior knowledge helps us all of the time. When we do something for the first time, it can feel kind of hard because we don’t have much prior knowledge. After we do something several times, we have a lot of prior knowledge and it feels easier. I am thinking of riding a bike. I remember trying to learn and it wasn’t very easy. But now I have a lot of prior knowledge so it is fun instead of hard.

Think together. What are some things you have a lot of prior knowledge about? Soccer, cartoons, best pizza toppings?

Let’s use our prior knowledge to remember some of our favorite nursery rhymes and stories. I am going to start, and when you remember, join in! “Hey, diddle diddle, the cat and the fiddle. The cow jumped over the ______.” You remembered. Your prior knowledge really helped. Let’s try another one.

“Once upon a time, there was a little girl named Goldilocks who went into the house of the three ________.” You have it. Your prior knowledge is ready for Goodnight Moon by Margaret Wise Brown.

INTERACTIVE READ-ALOUD

Model and Guide Practice

Look at the cover. This is a book about bedtime and saying goodnight to things in your room.

READ TO THE PAGE WITH THE COW JUMPING OVER THE MOON.

Okay. Get your prior knowledge ready. “Hey, diddle diddle, the cat and the fiddle. The cow jumped over the ______.” Isn’t this great. Our prior knowledge is helping us think about the picture on the wall. That isn’t just any cow. That is the cow jumping over the moon!

READ THE NEXT PAGE.

Put your heads together. Use your prior knowledge to remember the story about the Three Bears.

READ TO THE PAGE THAT SHOWS THE ENTIRE ROOM. “Goodnight room” is such a nice way to think about going to sleep, isn’t it? If I were going to use my prior knowledge here, I would think about my own bedroom and the things I could say goodnight to… Are you thinking about your room? Do you have a special stuffed animal? Or a favorite chair… maybe a pillow?

Think together.

CONTINUE TO THE END OF THE STORY TO ENJOY THE LANGUAGE.

END OF STORY REFLECTION

Our prior knowledge helps us in life and in books. Now, this story has added to your prior knowledge. Everything we learn and everything we do help our prior knowledge to get bigger and bigger. What is important is that we use what we already know. Someone who didn’t know about the Three Bears might not have noticed the picture on the wall. Aren’t you glad you were using your prior knowledge and could think about the story that made that picture special?
Tip for Share the Reading

Read the “Goodnight” poem to the children several times while you track under the line of print. As they are ready, encourage them to join in and read or chant with you. You could dramatize by having students stand and point to or hold up the individual items as they are mentioned. You might also have the children use prior knowledge to write a new version of the poem: they could think of favorite storybook characters they remember from read-alouds and write a poem saying goodnight to their favorite characters.

Tip for Readers Theater Script

For emergent readers, enjoy “Good Morning” as an echo poem: teacher reads and children echo. As they gain confidence, encourage them to read with partners or independently. For developing readers, after enjoying a fluent, expressive reading of the script, have them write their own versions and perform them.

EXTEND THE LEARNING

☆ Make a point to pause before reading and say: “This is a book about ______.” Let’s activate our prior knowledge and think about what we already know.

☆ In small group instruction, encourage children to make connections to prior knowledge as they preview their books.

☆ Introduce a topic and ask children to draw and write what they already know on the topic before you begin reading.

☆ Pair fiction and nonfiction titles on the same topic and explain to the children that the nonfiction titles will help them build prior knowledge for the fiction selection.

ASSESS THE LEARNING

> Listen in as partners share prior knowledge with one another to see if they are focusing on the topic.

> Confer with readers during independent reading, and ask them to share prior knowledge on the topic. Assess their ability to share the information orally.

INFUSION OF FORMAL LANGUAGE

Test-style language

Goodnight Moon is told by:
A. The bears
B. The cow
C. The kitten
D. The rabbit in the bed

This story was mostly about:
A. Pictures on the wall
B. Kittens with yarn
C. The moon
D. Saying goodnight to things you enjoy
*Goodnight*

- Goodnight chairs
- Goodnight clock
- Goodnight windows
- Goodnight books
- Goodnight pencils
- Goodnight pens
- Goodnight crayons
- Goodnight friends
“Good Morning!”
Readers Theater adaptation by Linda Hoyt

Good Morning Cow

Good Morning Frog

Good Morning Spider

Good Morning Rooster

Good Morning Animals!
INTERACTIVE READ-ALOUD
Model and Guide Practice

<table>
<thead>
<tr>
<th>Story Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title ____________  Author__________</td>
</tr>
<tr>
<td>Setting</td>
</tr>
<tr>
<td>The Problem:</td>
</tr>
<tr>
<td>•</td>
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<tr>
<td>Solution</td>
</tr>
</tbody>
</table>

READ THE FIRST TWO PAGES OF THE STORY. Our story map reminds me that I need to think about the setting, the characters, and the problem. Listen to me summarize what I know so far. "A mother and father are so poor that they can’t feed their children so they are going to leave the children in the forest."

Thinking partners, put your heads together. How was my summary? Is there anything else you would have added?

READ TO WHERE HANSEL GATHERS THE WHITE PEBBLES. I am going to pause for a moment and look at the story map. Listen to my summary now. “A mother and father are so poor that they can’t feed their children so the mother suggests they leave the children in the forest. The children hear them talking about their plan and Hansel, who is very smart, gathers white pebbles so he can find his way home.”

READ TO WHERE HANSEL AND GRETEL USE THE PEBBLES TO FIND THEIR WAY HOME.

Let’s look at the story map. Put your heads together. Summarize the story to this point.

CONTINUE TO THE END. Pause occasionally to direct attention to the story map and have partners add to their summaries. Be sure to fill out the story map as the story unfolds.

END OF STORY REFLECTION
We are going to use a “cumulative retell” (Hoyt, 1999) to summarize our story. Ready?

(Have one person come forward and tell the first event. That person stays at the front. Ask for a volunteer to tell what happened next. When the second person walks to the front, the first person tells his or her part again before the second event is described. As each event is added, keep starting from the beginning so the summary is cumulative.)
SHARE THE LEARNING
Focus on Summarizing

Tip for Share the Reading

Invite the students to look at the illustrations. Then read in unison. Explain that their job is to work with a partner to plan a summary of the content. This time there isn’t a problem and solution. They need to consider the information in the passage and decide what is important enough to include in a summary.

Tip for Readers Theater Script

For emergent readers, enjoy "Hansel and Gretel" as an echo poem: teacher reads and children echo. For developing readers, you might want to enjoy the script as a three-team experience. For fluent readers, small groups of three can read the script together, rehearsing for fluency and expression.

EXTEND THE LEARNING

☆ Summarize a variety of selections including fiction, non-fiction, magazine articles, and poetry.

☆ Build summaries into read-alouds with midstream as well as end-of-story retells.

☆ Use the Cumulative Retell in various settings to encourage well-developed summaries.

☆ Teach learners to draw several small illustrations to help them remember key points in a summary before beginning an oral or written retell.

☆ Have children read a selection and plan a summary. Then provide an opportunity to meet with members of another classroom so the listeners provide an authentic audience for the summary.

☆ Involve parents in supporting summary at home by encouraging them to ask their children to summarize bedtime stories or events such as going for pizza or visiting a relative.

ASSESS THE LEARNING

➢ Listen in as partners summarize to assess their proficiency.

➢ During small group instruction, assess children’s summaries of guided selections.

➢ Confer with individuals during independent reading to assess their ability to read and summarize independently.

INFUSION OF FORMAL LANGUAGE
Test-style language

What unexpected event happened in the story? A. The children were lost.
B. The father and mother left them in the forest.
C. The witch had a lot of food.
D. Gretel pushed the witch into the oven.

Hansel gathered white pebbles and used a bone to make the witch think he was thin. There is enough evidence to suggest that Hansel is:
A. clever.
B. a good problem solver.
C. smart.
D. All of the above.
Big Muscle

To build a big building, machines are needed to move rocks and soil. These big machines clear the building site, scooping up rocks and dirt that are dumped into dump trucks. The dump trucks then carry the load away from the building site so there is room to begin construction of the new building.
Hansel and Gretel
Readers Theater Adaptation by Linda Hoyt

Narrator 1: Once upon a time, a poor family had nothing to eat.

Narrator 2: The mother decided the children should be left in the woods alone.

Narrator 3: But Hansel was smart and dropped white pebbles in the path.

All: He and his sister found their way home by following the trail of pebbles.

Narrator 2: Once again the children were taken into the woods and left alone.

Narrator 1: This time Hansel had no pebbles,

Narrator 3: and they were hopelessly lost.

All: They came across a little house made of bread and candy.

Narrator 1: The children were so hungry they started eating the house.

Narrator 3: The witch who owned the house locked Hansel in a cage

Narrator 2: and made Gretel do all of her work.

Narrator 3: For four long weeks, the children were trapped.

Narrator 1: One day, Gretel locked the witch in the oven.

All: The children found their way home.

Narrator 1: Their father was thrilled to see them.

Narrators 2 and 3: And they lived happily ever after.
Hot Spots are a great way to see what your students are struggling with while reading independently. Students use hot spots to “flag” any words or parts of a selection/book that are causing them difficulty.

**Advanced Preparation**

1. Cut each post note into four long strips so that each strip has a sticky end.
2. Place the post it strips (four pink, four green) on an index card. Put the index card in an envelope labeled “Hot Spots.”
3. Give each child a pack of “Hot Spots” to keep in their Readers Workshop folder.

**How to Use**

As students read something independently, have them keep their “Hot Spots” handy. Whenever students come across a word or part of the text they don’t understand, they “flag” it using one of the pink post its. If they are able to figure it on their own, they change the post it from pink to green. If they are not able to figure it out, they leave it pink. During guided reading time or individual reading conferences, students bring their books, still flagged. The teacher has the opportunity to see where the students are struggling. The teacher can help the child independently or allow the group to discuss the flagged word or text.

Thanks to Wanda O’Neal, from G. W. Carver Elementary in Pinetops, NC, for sharing this activity!
### QUESTIONING FOR FICTION TEXTS

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The book I am reading/that I read is ... One of the new words that I learned in this book and that I can use in my everyday conversations is ... It means ... Here is the sentence from the text where I found the word: ... I can use it in the following sentence: ...</td>
<td>2. The book I am reading/that I read is ... I made many connections with this book. One of the connections I made is a <strong>Text-to-text connection / Text-to-world connection / Text-to-self connection</strong>. Here is why. When I read that ... it made me think of... because...</td>
</tr>
<tr>
<td>3. The book I am reading/that I read is ... When I read that... I wondered why/what/who/where/when/how ... because...</td>
<td>4. The book I am reading/that I read is ... Here is a passage from the book I would like to share with you. I chose this because ... <em>Oral Reading</em></td>
</tr>
<tr>
<td>5. The book I am reading/that I read is ... One of the big idea/themes of the book is... I think that because ...</td>
<td>6. The book I am reading/that I read is ... I am at the point where… is going on. I think that what will happen next is... because...</td>
</tr>
<tr>
<td>7. The book I am reading/that I read is ... The most important thing to know about my book is that ... because... Furthermore, I believe that... because...</td>
<td>8. The book I am reading/that I read is ... I was able to visualize this part of the book /see the movie of the story in my head when I read this passage (Oral reading) The words that helped me visualized it well are... because...</td>
</tr>
<tr>
<td>9. The book I am reading/that I read is ... My opinion/perception of the book changed when .... My opinion/perception changed because... Now, I ...</td>
<td>10. The book I am reading/that I read is ... The part that Intrigued me the most /least is when... I think that because...</td>
</tr>
<tr>
<td>11. The book I am reading/that I read is ... The title is/is not appropriate because ... and ... Another title would be ... because...</td>
<td>12. The book I am reading/that I read is ... I recommend /do not recommend this book because...</td>
</tr>
</tbody>
</table>

**LITERARY COMMUNITY CIRCLES**

**ROLL 1 OR 2 DICE AND ANSWER THE PROMPT CORRESPONDING TO THE NUMBER ROLLED**

ANNE-MARIE ROCHELEAU, ONTARIO, CANADA, 2011
### QUESTIONING FOR NON-FICTION TEXTS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. The book <em>I am reading/ that I read</em> is ... One of the new words that I learned in this book and that I can use in my everyday conversations is ... It means ... Here is the sentence from the book where I found the word: … I can use it in the following sentence: __________________________.</td>
<td>2. The book <em>I am reading/ that I read</em> is ... I made many connections with this book. One of the connections I made is a <strong>Text-to-text connection / Text-to-world connection / Text-to-self connection.</strong> Here is why. When I read that ... it made me think of... because...</td>
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<tr>
<td>3. The book <em>I am reading/ that I read</em> is ... The part that intrigued me the most /least is when… I think that because…</td>
<td>4. The book <em>I am reading/ that I read</em> is ... Here is a passage from the book I would like to share with you. I chose this because ... Oral Reading</td>
<td></td>
</tr>
<tr>
<td>5. The book <em>I am reading/ that I read</em> is ... I think the author makes an obvious distinction between facts and his/her personal opinion. I think that because...</td>
<td>6. The book <em>I am reading/ that I read</em> is ... Here are 3 facts that I learned about ... First of all, I learned that... It is important because... I also learned that... It is important because... But the most interesting fact is ... because...</td>
<td></td>
</tr>
<tr>
<td>7. The book <em>I am reading/ that I read</em> is ... I think that the illustrations/pictures support/ do not support the text. I think that because…</td>
<td>8. The book <em>I am reading/ that I read</em> is... I believe the information provided in the text is accurate and recent. I think that because...</td>
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<tr>
<td>9. The book <em>I am reading/ that I read</em> is ... Here is how the author made this subject interesting... <em>(give 2-3 ways)</em></td>
<td>10. Choose a prompt from this list for a classmate.</td>
<td></td>
</tr>
<tr>
<td>11. The book <em>I am reading/ that I read</em> is ... The author organized the information by (subject, theme, time periods, contrasting ideas, etc.). It made the book easier/ harder to understand because…</td>
<td>12. Choose a prompt from this list and answer it.</td>
<td></td>
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</tbody>
</table>

### LITERARY COMMUNITY CIRCLES

**ROLL 1 OR 2 DICE AND ANSWER THE PROMPT CORRESPONDING TO THE NUMBERROLLED**

**ANNE-MARIE ROCHELEAU, ONTARIO, CANADA, 2011**
LITERARY COMMUNITY CIRCLES

PREPARATION FOR THE LITERARY COMMUNITY CIRCLE
Students must come prepared for the activity. They should use bookmarks that have reading strategies questions and connections to guide them during their reading. They should use post-its to mark in the book where the answers to the prompts are.

MATERIALS:
- Double-sided sheet with prompts for all students (fiction and non-fiction)
- 3-4 pairs or giant rolling dice

PROCEDURE:
- Divides students into 3-4 groups (in circles)
- Give dice to groups
- Decide who starts in the groups
- Roll 1-2 dice
- No playing with the dice; whoever rolled them, is responsible for them during their sharing
- Share your reading with enthusiasm
- Discuss appropriately (respectfully, appropriate tone of voice, look at the person talking, ask questions for clarification or if you want to know more, do not interrupt when someone is talking)
- Respect all members of the group
- Thank the person for sharing

DURATION: 30 minutes, each student should have 2-3 turns. If a group is done, they can continue the activity or ask any questions they might have about the books that were presented in their group.

ANNE-MARIE ROCHELEAU, ONTARIO, CANADA, 2011
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Chapters</th>
<th>Page Numbers</th>
<th>Circle Meeting Date</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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</tbody>
</table>

Created by Laura Candler - Teaching Resources - www.lauracandler.com
Get Your Game On
Shoot, swing, kick, catch, and throw as you read each word.

Eek! A Mouse
Read each word in a teeny, tiny, squeaky mouse voice.

Volcano Words
Start each row in a whisper getting louder until you reach the end of each row.

At the Zoo
Read and act out each word like your favorite animal.
Monsters
Inc.
Read each word in your silliest monster voice.

Robot
Read each word like a robot with a computerized voice.

Pirates
Speak
Read each word by adding “Aaarrrgh” after each word.

Jumping Jacks
Do a jumping jack as you read each word.
Opera Singer
Sing each word like an opera singer.

Farmer Ted
Read each word like a farmer with a Texas twang.

Baby Talk
Read each word in your little baby voice.

Your Royal Highness
Read each word in your best British accent.
Sports Fans
Cheer each word like you’re cheering on your favorite team at a game.

Strike a Pose
Read each row of words as you hold a pose like a statue. Change your pose for each row.

Clap-a-Syllable
Clap each syllable as you read each word.

Hula Words
Read each word while doing a little hula dance.
Read Aloud Planning Sheet

Book Title:
The Three Billy Goats Gruff

Vocabulary Words

troll
bridge

Before Reading

Have the kids show with their hand the size of something small, medium and large.
Describe what a troll is, what it looks like and what it does.

During Reading

Discuss the bridge. What is it’s purpose?
In a small, medium and large voice have the kids join in and say trit trot.

After Reading

Use the Three Billy Goats Gruff song off of the Greg and Steve, Rockin Down the Road cd. Have kids repeat and act out parts of the story during the song.

Higher Level Questions

If you didn’t want anything coming across your bridge what would you do?
If you could design a bridge for the goats, how would you keep the troll out from under it?
Blooms Taxonomy Level– Create
Have a large drawing of a sunflower. Look at and discuss the flower.

Give each child a sunflower seed to hold in their hand and take special care of as you read the story.

Discuss vocabulary as you come to it in the story.

Emphasis taking good care of their seed because they will be doing something special with it at the end of the story.

Have each child come up and glue their seed into the middle of the sunflower.

Can you explain what could have caused the tiny seed to grow so big?

Blooms Taxonomy Level—Analysis
ME TACOGNITION 

IM thinking...

IM wondering...

IM noticing...

IM seeing...

IM feeling...

IM understanding...

TeacherKarma.com
<table>
<thead>
<tr>
<th>Literature Response Questions</th>
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</thead>
<tbody>
<tr>
<td>Do any of the characters change in the story? What caused them to change?</td>
</tr>
<tr>
<td>Would you like to read something else by this author? Why or why not?</td>
</tr>
<tr>
<td>How are you different from one of the characters? Explain.</td>
</tr>
<tr>
<td>How might the story be different if it had happened somewhere else (or in a different time period)?</td>
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<tr>
<td>If you could trade places with one of the characters, which one would it be, and why?</td>
</tr>
<tr>
<td>If you had been the main character in this story, would you have acted differently? Explain why or how.</td>
</tr>
<tr>
<td>Was there a character you didn’t like? Why didn’t you like this character?</td>
</tr>
<tr>
<td>How did you feel about this story? Would you recommend it to someone else? Why or why not?</td>
</tr>
<tr>
<td>What was the theme or the author’s message? What events helped you figure out the message?</td>
</tr>
<tr>
<td>What do you think was the best part of the story? Why?</td>
</tr>
</tbody>
</table>
Directions:

Cut out both circles. Place the small circle over the large circle and fasten with brass paper fastener. Small circle should turn freely. Write the name of each team member on one section of the small circle. Students turn the dial to determine their new role for each meeting.
Currently, Lindsay and her class are developing a reading center. All of the audiobooks in the center are narrated by her students. The students will take photos of a book and then use Shadow Puppet to record themselves reading it aloud. Lindsay will then create a QR code that the other students can scan to watch the video and listen to the book being read to them by their classmates.

LESSON PLAN

**Shhh! Bear’s Sleeping: Learning About Nonfiction and Fiction Using Read-Alouds**

**Grades**  K - 2  
**Lesson Plan Type**  Standard Lesson  
**Estimated Time**  Five 45-minute sessions  
**Lesson Author**  Denise B. Loucks  
  Zebulon, North Carolina  

**Publisher**  INTERNATIONAL LITERACY ASSOCIATION

PREVIEW

OVERVIEW

Read-alouds provide an unmatched opportunity to engage students and motivate them to learn. This lesson uses read-alouds of Bear Snores On by Karma Wilson and Every Autumn Comes the Bear by Jim Arnosky to teach about the distinction between fiction and nonfiction. Students are encouraged to participate in the read-alouds and to use singing and finger play to make meaning out of the printed words. As a final project, students use the knowledge they have gained to write a class book.

FEATURED RESOURCES

**Stapleless Book:** This interactive tool can be used at the end of the lesson for when students make their fiction or nonfiction class book about bears.

FROM THEORY TO PRACTICE


- According to research, all ages benefit from quality read-alouds. Reading aloud is the most important activity to build the knowledge needed for successful readers.

- For younger students, reading aloud nurtures their language development and motivates them to read. Read-alouds increase real world knowledge and comprehension.

- Quality read-aloud experiences must include a variety of books that capture the interests of students.

- Children see books as worthwhile and become lifelong readers if they participate in quality read-alouds with an adult.
Story time has a special feel in a classroom. We all gather close on the carpet with open minds and hearts, ready to be transported into the world of imagination. During picture book read-alouds, children let down their guard — this is a time reminiscent of cuddling on Mom’s lap to hear a story.

When we use picture books to support math lessons, students are not only excited to learn math in a different way, but they also come to associate the feel-good joy of reading with math. This week I’ll share some of the ways I use picture books to teach math, and next week, I’ll share my annotated list of favorite picture books for teaching math, complete with lesson ideas.

(Also be sure to sign up for a free upcoming webinar with Marilyn Burns about teaching math with children’s literature!)

Why Teach With Math Picture Books?

More expert heads than mine have focused on the power of using picture books to teach mathematics. This article "Building a Teaching Bridge from Reading to Math" by Marilyn Burns clearly explains the parallels between teaching math and reading, as well as the importance of using reading to teach math.
Picture Books Create Real-World Contexts for Math

We have come a long way from giving students long pages of isolated computation problems. Our classroom teaching (and state assessments) focus on word problems and math in context. The mathematical problems and solutions that children encounter in picture books are deeper and more nuanced than most of the word problems they encounter.

In A Remainder of One by Elinor Pinczes, poor Joe is constantly the odd man out in his squadron of twenty-five marching beetles. My students are captivated by Joe’s problem and eager to devise a solution so that Joe can join the rank and file.

Picture Books Entice the Math-Phobic

We all have some students in our classrooms who are lively participants during reading and writing lessons, but during our math period they timidly drift to the back of the room. Their hands are weighted with the fear of making a mistake. It’s only 3rd grade, and already these students have negative feelings about math.

Math read-alouds can particularly help these students see math in a new light. A picture book is the perfect low-stress introduction to a new math subject.

At the beginning of the year, I read Jon Scieszka and Lane Smith’s Math Curse to my class, and we discussed how we are surrounded by math — and by a proliferation of negative ideas about math. I asked my students to work in small groups to quickly make up a fun public service announcement-style commercial to perform for the class that promotes mathematics. My kids loved this chance to be creative and to voice positive messages about math.

Who Has Time for Math Stories?

Like most of you, I only have a scant four hours of instructional time each day with my students. I cherish every minute, and I definitely don’t have time for extra “stuff.” So how do I make time to squeeze in math picture books to my already crammed schedule? I don’t view math read-alouds as an extra component of my math lessons. On days when I am doing a math read-aloud, the read-aloud with accompanying class discussion is my math lesson!

The Three Tiers of Math Picture Books

As I sorted through the picture books I use for math lessons, I realized that the books fall into three tiers. I try to use a mixture of all three types of math picture books although I do tend to use more of the second tier than the other two. Do you have a preference?

Ø Tier 1: Fundamental Math Picture Books — These are books in which the math content is the primary purpose of the book. It either dominates the plotline (for fiction books), or is an informational math text. These books are generally read with the specific purpose of learning math content.

Ø Tier 2: Embedded Math Picture Books — These are books in which the plot has deliberate connections to math, but the story stands on its own as well. These books feel more natural as read-alouds, but may require the teacher to direct the focus onto the content connections.

Ø Tier 3: Connected Math Picture Books — These books do not have any explicit connections to math, but the teacher can create connections through think-alouds or class discussions. Sometimes, the teacher may challenge students to come up with the connections to math.
From left to right, Tier 1, Tier 2, and Tier 3 math picture books. I use a mix of each type in my classroom.

Four Ways to Use Math Picture Books

1: Math Picture Books to Introduce a New Topic

I often feel awkward at the start of a new math unit — we were just learning about addition, why are we now talking about measurement? Students build deeper understandings when their learning is connected, and the “jumping around” inherent in many of our math curriculums doesn’t provide the logical connections.

A picture book is often the perfect bridge. I front-load my units with several read-alouds; it allows the students to work their way up to thinking about a new topic through plenty of accessible conversations about the books we’re reading.

I generally begin with a Tier 3 “Connected Picture Book” to establish a generalizable context, and then we work our way through Tier 2 and finally Tier 1 books. So for my measurement unit, we read through the following sequence of books, interspersed with other activities and lessons:

Inch by Inch by Leo Lionni This beautiful, award-winning book helps students grapple with the philosophical question of what can and cannot be measured.

Length by Henry Pluckrose pairs beautiful photos with interesting questions about how we measure height and length. I use this book as the inspiration for a photo-technology project where the students create their own photo montages that explore length.

Actual Size by Steve Jenkins both excites children with surprising scientific facts about animal sizes and also launches a discussion about actual size versus scale drawings.

Rold Myller’s classic How Big Is a Foot is the perfect introduction to standard units of measurement. Of course my students trace their own feet and use them to measure items around the classroom. Hilarity and confusion ensue as the students discover the problems with nonstandard units of measurement.

2: Math Picture Books to Pose a Problem

Sometimes I use a picture book to launch an activity or problem-solving experience. At times I just read the first half of a book until the problem is revealed, and then I ask the students to go off and work on possible solutions for the math scenario. After the students share out their work, we finish reading the book together.

This sample lesson from the Scholastic series Math Reads shows how to use just one section from the book How Big Is It? to pose a meaningful problem as a math lesson.
3: Math Picture Books as an Independent Learning Center

When I create math centers, often I select a few math picture books that tie into our current math unit and create a math picture book center. I create a task, graphic organizer, or writing prompt for each book, and the students read the books independently and complete the accompanying work.

4: Math Picture Books as Writing Models

Children LOVE to personify shapes and numbers. After reading The Greedy Triangle by Marilyn Burns, my students were eager to write their own stories with shapes as the characters. From a book about an ostracized trapezoid who was sad he wasn’t a parallelogram, to one in which an equilateral triangle campaigns for equal rights from some biased scalene and isosceles triangles, my students amazed me with both their creativity and their grasp of geometry!

Organizing Math Books in the Classroom

In addition to a math basket in my classroom library, I also display an ever-changing selection of math picture books in a bookstand near the math corner in my classroom. I also keep a “secret stash” of math books that I reserve for read-alouds in a closet so that I can get my hands on each of the books as I need them for lessons.

Additional Resources

Download this Instructor magazine article by math guru Marilyn Burns in which she shares three dynamic lessons that use picture books to teach math topics.

Teaching Early Math Skills With Picture Books includes twenty fully scripted lessons for using popular children’s literature to teach math. Check out this sample lesson that uses Blueberries for Sal to help primary grade mathematicians explore composing and decomposing numbers.

Sign up for a free webinar by Marilyn Burns this Thursday, November 15, “Using Children’s Literature to Teach Math”!

Subjects: Content Area Reading, Math through Literature, Real-World Math, Measurement, Early Math

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COMMENTS (3)

October 21, 2015 at 5:08 a.m.
Radhana D.
reply
Hi Alicia
I am very happy to see your post. You gave a lot of information on teaching math. Could you please upload the list of the Tier1, Tier2, Tier3 books.
Thanks
Radhana

December 10, 2014 at 7:09 p.m.
Susan S.
reply
We are using many of picture books in our K-5 math instruction. We are adding language immersion classes throughout our district. Many of the titles we’re using do not have other language translations, but the lesson is tied to the book (e.g., One Hundred Hungry Ants).
Do you have any experience with use of books in English being self-translated by the teacher -- re in terms of copyright concerns? Thanks.

May 7, 2013 at 1:10 p.m.

Alycia Z.

reply

Tia, all of the books recommended above would work with a first grader. Most math picture books can be adapted for any elementary age, especially with an adult to help explain new concepts. What's great about exposing kids to math through picture books is that they don't need a lot of mathematical context to understand the concepts - the books provide an introductory context. I'm very happy to hear that you want to read these books with your son - he's lucky to have a mom like you!
TEXT EVIDENCE FINDERS - CUT OUT grey circle BEFORE laminating to create magnifying glass
FOCUS THE LEARNING

Introduction: As readers, we are constantly applying “prior” knowledge to assist our comprehension. The key is to do it consciously . . . to wonder with our inner voice, “What do I know that can help me understand this?” As we read Two Bad Ants by Chris Van Allsburg, you are going to be challenged to use your prior knowledge of ants and of common substances to see things through the perspective of an ant.

Think together. What do you know about ants?

INTERACTIVE READ-ALOUD
Model and Guide Practice

READ PAGES 4 AND 5. I am activating my prior knowledge. I know that ants are hard workers and that they go fairly long distances looking for food and bringing it back to the nest. I also know that the queen is central to their survival, as she lays all of the eggs for the colony. They have every reason to keep her happy. I am wondering what the crystal might be. Knowing ants are small, it must be something very tiny.

READ PAGES 6–11.

Think together. Use your prior knowledge and the illustrations. Where are they? What did they come through, and what are they climbing?

READ TO PAGE 15.

Think together. Combine your prior knowledge with the clues in the book. What do you know?

CONTINUE TO THE END. Pause frequently to give partners time to consider their prior knowledge and to consciously use it to assist comprehension.

END OF STORY REFLECTION

Wasn’t that fun! We were able to use our prior knowledge to unravel so many things that remained a mystery to the ants.

Share with your partner. At which points in the story did you feel that your prior knowledge was most helpful?
EXTEND THE LEARNING

- Take time in science, social studies, and math to have students activate prior knowledge before instruction.
- Have students pause before independent reading to activate prior knowledge. Later, have them compare what they knew before and after reading.
- Use modified KWL (What I Know, What I Want to Know, What I Learned) experiences to support conscious activation of prior knowledge.
- Have students write summaries before and after reading, and then compare their knowledge.
- Engage students in reading cartoons and comic books to use prior knowledge to infer meaning.
- Have students meet with partners in a younger grade and do a think-aloud with a picture book to help the younger child activate and apply prior knowledge.
- Encourage students to share special memories of relatives, places they liked to play when they were very young, or feelings they had at a special time.

ASSESS THE LEARNING

- During small group instruction, observe to see if students can consciously activate and apply prior knowledge and explain how it impacted their learning.
- Confer with readers during independent reading to assess their ability to integrate prior knowledge with new information.
- Assess prereading and postreading summaries to check for ability to integrate new information with prior knowledge.

INFUSION OF FORMAL LANGUAGE

Test-style language

Prior knowledge is the set of understandings you have
A. already stored in your brain.
B. after a learning experience.
C. during reading.
D. when you talk to someone else.

The illustrations in this book reflected the perspective of
A. the reader.
B. the ants.
C. the author.
D. the man in the story.
What do you know about bats?

<table>
<thead>
<tr>
<th>Information</th>
<th>Prior Knowledge</th>
<th>New Information</th>
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<tbody>
<tr>
<td>Bats look like mice with wings. They look like birds, too, but they are not.</td>
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<tr>
<td>They give birth to live babies and nurture them with milk. Bats are the only mammals that can fly.</td>
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<tr>
<td>Bats’ wings have no feathers—they are covered with skin like a human arm. The skeletal system of the wing is much like the human arm and hand. The “fingers” support the wing, and the thumb is like a little claw at the top of the wing.</td>
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</tr>
<tr>
<td>People have many strange ideas about bats. Bats do not attack people. They do not get stuck in people’s hair. In fact, most bats can be helpful to us because they eat insect pests such as mosquitoes.</td>
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</table>

What do you know about bats now?
Grandpa
by Linda Hoyt

Voice 1: Grandpa was grizzled and old with gray hair that tangled like seaweed

Voice 2: and the deep crinkly wrinkles that come from living a life outdoors.

Voice 3: His chin was stubbled with pokey whiskers,

Voice 4: and a withered old scar ran from the corner of his mouth toward his ear.

Voice 5: When he smiled, his eyes crinkled up and his whole face got into the action.

Voice 6: Grandpa’s smile wasn’t just about his mouth.

Voice 7: When he smiled, the wrinkles in his weathered face scrunched up into this huge, glowing beacon that made you want to smile right back.

Voice 8: His smile was like a huge hug that was powerful enough to make you feel good even on days when life wasn’t so great

Voice 9: and you felt like a crumpled up paper lunch bag.