

# The Ramped-Up Read Aloud

## Sparking Comprehension and Fueling Writers

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Note about Teaching Ideas References:

- T. L. T. = *Transforming Literacy Teaching in the Era of Higher Standards* (Walther, 2015)
- M-by-M Reading = *Month-by-Month Reading for the Differentiated Classroom* (Walther & Phillips, 2012)
- M-by-M Writing = *Month-by-Month Trait-Based Writing Instruction* (Walther & Phillips, 2009)
- Poetry = *Teaching Struggling Readers With Poetry* (Walther & Fuhler, 2010)
- L. I. B. = *Literature Is Back!* (Fuhler & Walther, 2007)

Klausmeier, J. (2013). *Open this little book.* (S. Lee, Illus.). San Francisco, CA: Chronicle.

The joys of reading one book after another are celebrated in this uniquely designed picture book.

**Teaching Ideas: Readers Read Book, After Book, After Book (M-by-M Reading Mini-Lesson p. 62) (For more books that celebrate reading see L. I. B. p. 33)**

### Using "Whole Body" Listening

Definition: *Whole Body Listening* is when your eyes, ears, mouth, hands, arms, legs, and feet are calm and quiet. when your body is calm and quiet you are able to listen with your whole body; it helps you pay attention to what people are doing around you and it shows others you are thinking about them.

Read Alouds about Listening	
<i>Listen Buddy</i> (Lester, 1997)	<i>Whole Body Listening Larry at School</i> (Sautter & Wilson, 2011)
<i>Telephone</i> (Barnett, 2014) *Great before "Operator" game	

1. Read aloud a book or poem about listening.
2. Introduce "Whole Body Listening."
3. Play "operator" to demonstrate the importance of listening.

My eyes are <u>watching</u> .	My brain is <u>thinking</u> .
My ears are <u>listening</u> .	My heart is <u>caring</u> .
My mouth is <u>quiet</u> .	My feet are <u>still</u> .
My hands are <u>still</u> .	

### The Keys to Strategic Book Selection

Look for books with the following characteristics:

- Engaging, Diverse Characters
- Rich Language
- Fascinating Illustrations
- Thought-Provoking Themes
- Multi-Layered Plots
- Original Premise
- Unique Perspective
- Kid-Appealing Content

Source: *The Ramped-Up Read Aloud* (Walther, In Press, Corwin Publishers)

## ENGAGING, DIVERSE CHARACTERS

Kostecki-Shaw, J. S. (2011). *Same, same but different*. New York: Holt.

Elliot lives in America and Kailash lives in India, by exchanging letters and pictures the two boys discover that their lives are similar yet different.

**Teaching Ideas:** Comprehension Conversations—Discovering Connections; Pair with *Mirror* (Baker, 2010)

Williams, L. E. (2010). *The can man*. (C. Orback, Illus.). New York: Lee and Low.

When Tim's parents can't afford to buy him a new skateboard for his birthday he is looking for ways to earn money. Along comes Mr. Peters, a homeless man dubbed "The Can Man" for collecting cans, giving Tim an idea. Soon, Tim discovers that he has taken away Mr. Peters' only source of income.

**Teaching Ideas:** Comprehension Conversations—Inferring Big Ideas Inferring Big Ideas (See M-by-M Reading p. 186); Social Studies—homelessness; Pair with *Fly Away Home* by Eve Bunting

## RICH LANGUAGE

Dale, P. (2015). *Dinosaur rocket!* Somerville, MA: Candlewick.

In the fourth book of her dinosaur series, Penny Dale launches the dinosaurs into space. This bright and lively picture book is filled with adjectives and onomatopoeias.

**Teaching Ideas:** Grammar—Adjectives that describe feelings (brave, nervous, excited, proud, happy)

Harkness, A. (2016). *Bug zoo*. New York: Disney/Hyperion.

Ben loves bugs and wants to open a bug zoo, but no matter how many bugs he collects, no one visits. Finally, he realizes that the bugs want to be free so he lets them go and uses the jars for honey.

**Teaching Ideas:** Pair with *Fireflies* (Brinkloe, 1986); Science—Insect Unit

## THOUGHT-PROVOKING THEMES

Dyckman, A. (2016). *Horrible bear!* (Z. O'Hara, Illus.). New York: Little, Brown.

A red-headed girl gets VERY upset and yells at bear when he accidentally breaks her kite. Bear is "indignant" and plots to get her back. Use this book when discussing how to work out misunderstandings with peers.

**Teaching Ideas:** Read Like a Writer; Three Read Aloud Words: *indignant, barged, ruckus* (See M-by-M Reading p. 15-16)

Roberts, J. (2014). *The smallest girl in the smallest grade*. (C. Robinson, Illus.). New York: Putnam.

Sally McCabe notices everything, even the terrible stuff. One day she's had enough and stands up for those who were bullied.

Read Alouds about Bullying and Standing Up for Others	
<i>Bully</i> (Seeger, 2013)	<i>Say Something</i> (Moss, 2008)
<i>Chester Raccoon and the Big Bad Bully</i> (Penn, 2009) *This is OK, not great	<i>The Smallest Girl in the Smallest Grade</i> (Roberts, 2014)
<i>Peanut Butter and Jellyfish</i> (Krosoczka, 2014)	<i>Two of a Kind</i> (Robbins, 2009)
<i>The Recess Queen</i> (O'Neill, 2002)	<i>Yoon and the Jade Bracelet</i> (Recorvits, 2008)

Ko, S. (2015). *A dog wearing shoes*. New York: Random House.

Mini finds a lost dog wearing little yellow shoes and desperately wants to keep him until he runs away. After finding him at the animal shelter, she realizes how much his owner must miss him and works to reunite them. Will Mini adopt her own dog from the shelter?

**Teaching Ideas:** Pets; Animal Shelters; Making Thoughtful Decisions; Inferring Big Ideas (See M-by-M Reading p. 186)

Mantchev, L. (2015). *Strictly no elephants*. (T. Yoo, Illus.). New York: Simon & Schuster.

A boy and his tiny elephant don't fit in with the other members of the The Pet Club, so he and a skunk-owning girl create a club where all are welcome.

**Teaching Ideas:** Accepting Differences, Developing Empathy and Social Imagination (See T.L.T. pp. 14-15)

## FASCINATING ILLUSTRATIONS

Dotlich, R. K. (2015). *One day, the end: Short, very short, shorter-than-ever stories*. (F.

Koehler, Illus.). Honesdale, PA: Boyds Mills.

"For every story there is a beginning and an end, but what happens in between makes all the difference." So begins this one-of-a-kind book where the middle of each story is told solely with illustrations.

**Teaching Ideas:** Use illustrations to describe characters, settings, and events (See T.L.T. p. 127);

**Launching Writing Workshop—Little Book Ideas**

Fan, T., & Fan, E. (2016). *The night gardener*. New York: Simon and Schuster.

William lives in an orphanage on downtrodden Grimloch Lane. One morning he wakes to a surprise topiary created by the night gardener. Each day, a new topiary appears bringing hope and happiness to the townsfolk.

**Teaching Idea:** Use illustrations to describe characters, settings, and events (See T.L.T. p. 127)

Hadfield, C., & Fillion, K. (2016). *The darkest dark*. (The Fan Brothers, Illus.) New York: Little Brown.

## UNIQUE PERSPECTIVE

DiPucchio, K. (2014). *Dog days of school*. (B. Biggs, Illus.). New York: Disney/Hyperion.

When Charlie's wish comes true and he becomes a dog, Norman, his dog, goes off to school. Charlie soon discovers that being a dog isn't as relaxing as he thought!

**Teaching Ideas:** Beginning of Year; Read Like a Writer—Days of the Week Structure (See T. L. T. pp. 71-72).

Ferry, B. (2015). *Stick and Stone*. (T. Lichtenheld, Illus.). Boston: Houghton Mifflin.

Stick and Stone become friends when Stick stands up to Pinecone who is bullying Stone.

**Teaching Ideas:** Rhyming Text; Inferring Big Ideas (See M-by-M Reading p. 186); Social Studies—Bullying, Friendship

Guiberson, B. Z. (2013). *The greatest dinosaur ever*. (G. Spirin, Illus.). New York: Holt.

In first person voice, each dinosaur argues why it was the greatest dinosaur of all. The pronunciation of each dinosaur's name is located directly underneath (helpful for those of us who are not dinosaur experts!)

**Teaching Ideas:** Opinion Writing—Which was the greatest dinosaur and why?

Guiberson, B. Z. (2016). *The deadliest creature in the world*. (G. Spirin, Illus.) New York: Holt. The author/illustrator team that brought us *The Greatest Dinosaur Ever* (2013) and *The Most Amazing Creature in the Sea* (2015) have another intriguing offering. In this book, fourteen creatures from a golden poison dart frog to a Komodo dragon vie for the title of the deadliest creature in the world.  
**Teaching Idea: Communicate Opinions (T. L. T. pp.134-135)**

## **MULTI-LAYERED PLOTS**

Cummins, L. R. (2016). *A hungry lion or a dwindling assortment of animals*. New York: Atheneum. A hungry lion is surrounded by his assortment of animal friends. After each page turn, a few animals disappear. Is Lion eating the animals or is something else occurring? Readers will be surprised more than once!  
**Teaching Ideas: Predicting (See M-by-M Reading p. 116-119), Unexpected ending**

Rosenthal, A. K. (2013). *Exclamation mark*. (T. Lichtenheld, Illus.). New York: Scholastic. Feeling alone in a world of periods, the exclamation mark tries everything to fit in and is about to give up when he meets the question mark. Question mark helps him discover his unique talent—exclaiming!  
**Teaching Ideas: Inferring Big Ideas—Accepting Differences**

## **ORIGINAL PREMISE**

Byrne, R. (2014). *This book just ate my dog!* New York: Holt. When Bella takes her dog for a “stroll across the page,” he disappears into the gutter of the book along with her friend, the rescue squad, and Bella herself. Quick-thinking Bella writes a note to the readers telling them to shake the book and get everyone out.  
**Teaching Ideas: Parts of a Book—Gutter (See morning message in M-by-M Reading p. 40)**

Arnold, M. D. (2015). *Lost. Found.* (M. Cordell, Illus.). New York: Disney/Hyperion. Bear's red scarf gets lost in the woods. Each woodland animal that finds the scarf uses it for a different purpose. In the end, the scarf is returned to Bear by his newfound friends.  
**Teaching Ideas: Inferring Big Ideas—Friendship (See M-by-M Reading p. 186); Pattern Books—See-Saw Pattern (TLT p. 144), Pair with *The Hat* (Brett, 1997)**

Mack, J. (2013). *AH HA!* San Francisco, CA: Chronicle. Frog is relaxing in the pond (AAHH!) when he finds a rock (AH HA!). Close behind there is a boy with a jar poised to catch him (AH HA!) and the chase begins. Using only four letters, Jeff Mack tells a rollicking tale.  
**Teaching Ideas: Read Like a Writer; Fluency/Expression—Using illustrations to infer how to read the text**

McDonnell, P. (2016). *Tek: The modern cave boy*. New York: Little, Brown. Much to his parents' and friends' chagrin, Tek refuses to leave his cave and all of his electronic gadgets until a volcano explodes and he is disconnected. Outside of his cave, Tek discovers friendship and “THE BIG BEAUTIFUL WORLD.”  
**Teaching Ideas: Create a text set with *Doug Unplugged* (Yaccarino, 2013) and *Hello! Hello!* (Cordell, 2012); Inferring Big Ideas—Technology vs. The Real World**

Rubin, A. (2015). *Robo-sauce*. (D. Salmieri, Illus.). New York: Dial.

## KID-APPEALING CONTENT

Barton, C. (2016). *That's not bunny!* (C. Jack, Illus.). New York: Disney/Hyperion.

Fierce Hawk is perched on his nest ready to snatch his prey but he is outwitted by a clever rabbit.

**Teaching Ideas:** Pair with *My Lucky Day* (Kasza, 2005); **Three Read Aloud Words:** *fierce, dismayed, contents* (See M-by-M Reading p. 15-16)

Jarvis. (2016). *Alan's big, scary teeth.* Somerville, MA: Candlewick.

Alan the alligator is best known for scaring with his "razor-sharp" teeth. Find out what happens when the animals discover Alan's secret—his teeth are fake.

**Teaching Idea:** Pair with *Grandpa's Teeth* (Clement, 1999)

Jenkins, S., & Page, R. (2014). *Creature features: 25 animals explain why they look the way they do.* Boston: Houghton Mifflin.

Discover why thorny devils are spiny and sun bears have long tongues in this engaging nonfiction picture book.

**Teaching Ideas:** *Crafting Pattern Books* (See T.L.T. p. 145-146)—**Question-Answer Pattern**

LaRochelle, D. (2012). *It's a tiger!* (J. Tankard, Illus.). San Francisco, CA: Chronicle.

Begin reading this boldly illustrated picture book on the front flap and continue to read, notice, and laugh at the young narrator's adventures as he narrowly escapes a tiger again and again!

**Teaching Ideas:** **Mentor Text—Read Like a Writer; Creative Conventions; Repeated Line**

Willems, M. (2016). *The thank you book.* New York: Disney/Hyperion.

In the 25<sup>th</sup> and final *Elephant and Piggie* book, Gerald and Piggie thank all of the characters who joined them in the other books and, of course, their readers!

**Teaching Ideas:** **Series Books; Thank-o-rama**

## New Series! Elephant & Piggie Like Reading

Keller, L. (2016). *We are growing.* New York: Hyperion.

In one of the first books in the *Elephant and Piggie Like Reading* series, eight blades of grass are growing in different ways—tallest, curliest, silliest and so on. A blade named Walt can't figure out what he is until they are all mowed down and he decides to clean up making him the neatest.

**Teaching Ideas:** **Individuality; Grammar—Adjectives**

Santat, D. (2016). *The cookie fiasco.* New York: Hyperion.

Four friends have three cookies and have to figure out a way to share them.

**Teaching Ideas:** **Math—Fractions**

**Vocabulary:** *fiasco, whole, equal*

# PROFESSIONAL RESOURCES

Biggs-Tucker, K., & Tucker, B. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, 3-5*. Scholastic.

Fuhler, C. J., & Walther, M. P. (2007). *Literature Is Back! Using the Best Books for Teaching Readers and Writers Across Genres*. Scholastic.

Walther, M. P. (In Press). *The Ramped-Up Read Aloud*. Corwin.

Walther, M. P. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, K-2*. Scholastic.

Walther, M. P., & Fuhler, C. J. (2010). *Teaching Struggling Readers With Poetry: Engaging Poems With Mini-Lessons That Target & Teach Phonics, Sight Words, Fluency & More—Laying the Foundation for Reading Success*. Scholastic.

Walther, M. P., & Phillips, K. A. (2009). *Month-by-Month Trait-Based Writing Instruction*. Scholastic.

Walther, M. P., & Phillips, K. A. (2012). *Month-by-Month Reading Instruction for the Differentiated Classroom*. Scholastic.