

Listen, Think, Talk, and Comprehend: Elevating Interactive Read-Aloud Experiences

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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)

The ABCs of Interactive Read-Aloud Experiences

- Active Listening
- Beautiful Books
- Collaborative Conversations

Active "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> .	

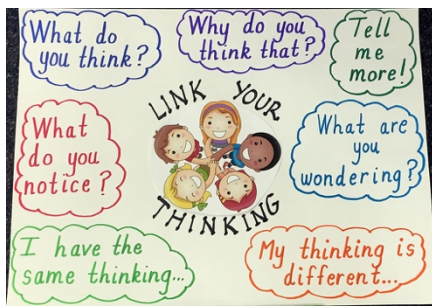
Beautiful Books: The Keys to Strategic Book Selection

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 Revved-Up Read Aloud: What to Say as You Turn the Page* (Walther, 2018, Corwin)

Collaborative Conversations



ENGAGING, DIVERSE CHARACTERS

Kraegel, K. (2017). *Green pants*. Somerville, MA: Candlewick.

Jameson only wears green pants. In fact, he believes that wearing green pants gives him the power to do just about anything. When his cousin's fiancée, Jo, who he adores, invites him to be in their wedding he enthusiastically agrees. Then, his mother informs him he will have to wear a tuxedo with black pants. He eventually agrees after seeing Jo's excitement about her big day.

Teaching Ideas: Making Meaningful Connections; Decision Making and Social Skills

BOOK TRAILER: <https://www.youtube.com/watch?v=n30YO7XAGSs>

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 (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

MAKING OF BUG ZOO VIDEO: <https://www.youtube.com/watch?v=hROTWC2z4Hw>

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)

BOOK TRAILER: <https://www.youtube.com/watch?v=vjZ6MMbxof4&index=2&list=PL88D35C15FBEBDFE7>

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 open their own club where all are welcome.

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

EMILY ARROW SONG: <https://www.youtube.com/watch?v=qB6Hr4crujE>

FASCINATING ILLUSTRATIONS

Naberhaus, S. (2017). *Blue sky white stars*. (K. Nelson, Illus.). New York: Dial.

Naberhaus wrote this story to illuminate the parallels between America and its flag. She poetically uses the same or similar words to describe our country and its most prominent symbol. Kadir Nelson's stunning paintings help to make her words glow. To fully understand this book, your students will benefit from background knowledge about key points in American history. It will also be helpful for you to read the background information in the back matter and on the author's website.

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

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.

BOOK TRAILER: https://www.youtube.com/watch?v=4_Jp2CibUR4

Sheneman, D. (2017). *Nope! A tale of first flight*. New York: Viking.

In this nearly wordless book, a young bird and lives with his mama in a tall, tall tree. Afraid to fly, the bird imagines all kinds of dangers below until his mother lovingly gives him the nudge he needs to fly.

Teaching Ideas: Nearly Wordless Picture Books (See Revved-Up p. TK; TLT p. 127)

UNIQUE PERSPECTIVE

Petty, D. (2017). *Claymates*. (L. Eldridge, Illus.). New York: Little, Brown.

A gray and a brown blob of clay sit waiting in an artist's studio. Soon, the sculpture enters and creates a wolf and an owl respectively. Once she leaves, the blobs of clay decide to have a little fun and transform themselves, and each other, into different creatures and objects. *Claymates* is playful, imaginative, and hilarious. Your students will want a blob of clay after reading this book.

Teaching Ideas: Creativity; Inspiration for Maker Space; Speech Bubbles

BOOK TRAILER: <https://www.youtube.com/watch?v=lsalx6qsAxc&t=5s>

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

BOOK TRAILER: <https://www.youtube.com/watch?v=OsgBILWhk18>

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

BOOK TRAILER: <https://www.youtube.com/watch?v=kWnPSLYO9aM>

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.

BOOK TRAILER: <https://www.youtube.com/watch?v=ivQ2CQt93rs>

KID-APPEALING CONTENT

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.

BOOK TRAILER: <https://www.youtube.com/watch?v=ZTVaTrfzGNE>

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. pp. 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**

Magruder, N. (2016). *How to find a fox*. New York: Feiwel and Friends.

Do you know how to find a fox? In this book, a girl shows readers exactly how to find a sly fox but doesn't notice that he is hiding in plain sight on almost every page.

Teaching Ideas: **Using Illustrations to Describe Characters, Settings, and Events** (See T. L. T. pp 127-128)

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

In the 25th 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:** <http://www.thankorama.com/>

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 Revved-Up Read Aloud: What to Say as You Turn the Page*. Corwin.
- Walther, M. P. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, K-2*. Scholastic.
- Walther, M. & Biggs-Tucker, K. (In Press). *Blurring the Lines: An Integrated Reading and Writing Workshop*. Stenhouse.
- 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.