

FITTING READ-ALOUDS INTO THE DAY

- Have a set time each day to read-aloud to the class.
- In the younger grades, it is important to read-aloud many times during the day.

FITTING READ-ALOUDS INTO THE CURRICULUM



- Choose books that coincide with a holiday or special event.
- Select a book that is in line with what the lesson is for the day, week, or month.

PLANNING AND PREPARING THE READ-ALOUD

- Read the story first before reading it aloud, and become familiar with the storyline.
- The book selection is so important. Make sure it is not too difficult for the students to understand.

SPECIAL EFFECTS OF PERFORMING A READ-ALOUD

- Use a variety of different voices/intonation for different characters in the book.
- Have a prop from the book to show the students as you are reading.
- Use different facial expressions to express emotions.
- Use hand gestures as well to show what is going on in the story.
- Pace the way you read the story.

CHOOSING BOOKS FOR READ-ALOUDS



DO'S

1. **Do** select books with a strong plot and theme.
2. **Do** select books that are of high quality, and have an interesting storyline.
3. **Do** select books that will allow for interesting discussion time with the students.
4. **Do** select books that are appropriate for the grade that is being taught.
5. **Do** select books that are from a variety of different genres.
6. **Do** encourage students to choose the books they would like to hear read aloud each day.
7. **Do** realize that the books the students may be interested in might not be of the same interest as the teacher.
8. **Do** select a spot in the classroom where the students can gather around the teacher so they can hear the story, and can see all the pictures.

PERFORMING EFFECTIVE READ-ALOUDS

TEACHER & PARENT GUIDE



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VALUE OF READING ALOUD



There are several values to read-aloud experiences for children.

- * *They get a child interested in reading themselves.*
- * *Help a child with their comprehension.*
- * *Aid in language development.*
- * *They sometimes give a child their first glimpse into real life experiences.*
- * *Students get the opportunity to discuss the story they just heard, and they become more comfortable being a part of group discussions.*



THINGS TO DO DURING AND AFTER A READ-ALoud

- * It is *important* to stop often when reading a book, and ask students questions to check for comprehension.
- * *Pause* throughout the story, and acknowledge any students who might have a comment or question about the story.
- * Allow the students to *chime in* when they know the words to the story.
- * Once the final page of the story is read, *do not end* the read-aloud session.
- * *Discuss* the story with the students at the end.
- * *Ask* the students what they believe happened.

IMPORTANT DO'S AND DON'TS OF READ-ALoudS



- * **Do** read the book aloud to yourself prior to reading it to the class.
- * **Do** make sure you know how to pronounce all the words correctly.
- * **Do** prepare ahead of time prior to reading the book aloud.
- * **Do** practice pacing when reading a book aloud.
- * **Do** provide some background about the story prior to reading it aloud.
- * **Do** start the read aloud with the title of the book, the author's name and the illustrator's name.
- * **Don't** expect the student's to understand the book if the storyline is complex and complicated.
- * **Don't** read a story all the way through without stopping to ask for clarification of what is happening.
- * **Don't** read aloud to your students just to fill time during the day.