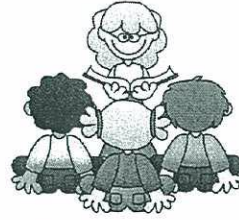


Interactive Read Aloud



Preview the book -

- **Look** at the cover and predict if the book is fiction or non-fiction - talk about how you know.
- **Tell** the title of the book.
- **Discuss** the type of artwork used on the cover.
- **Take a picture walk** - that means do not read any of the text! Give the students a chance to look at the pictures to begin to construct meaning.

Scaffolding Prior Knowledge

Scaffolding on prior knowledge means that the teacher is helping students to make predictions and connections to what they already know. This is critical for deep comprehension. They need you to help them relate to the text in order to make concise, accurate predictions and connections. This is also the time to introduce rich vocabulary words found in the text.

Emphasizing Elements of the Story

When you choose a book to use as an interactive read aloud, be aware of the elements of the story. Elements of a story are generally concerned with setting, characters, and the plot (problem and solution).

Asking Purposeful Questions

Consider the questions you model. Kids learn to read and comprehend when they are hear the teacher model purposeful thinking using Think Alouds and are given opportunities to respond either orally or in writing.

- "I wonder why did the character say that?"
- "Who is going to be the hero in this situation? Why?"
- "That is a great word the author used to describe the character! It must mean _____, because I remember he did this earlier."
- "This story reminds me of another one I read..."
- "What do you think the author is trying to tell us on this page?"

Summarizing and Sharing Thoughts About the Story

Summarizing the story is essential to solidify your students' comprehension of the text. An interactive read aloud should always include how the students related to the story.