Using Read Alouds to Promote Literacy

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Transitional ESOL H.S. Program

FCPS ESOL Inservice 2007
# Recommended Read Alouds for Level 1 Students

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<td>Strega Nona</td>
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<td>Chicka Chicka Boom Boom (US)</td>
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<td>Round Is a Mooncake</td>
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Campiglia, Hansard-Stuebner, Widmayer
“Using Read Alouds to Promote Literacy”
Sequence of Activities
Joseph Had a Little Overcoat

This activity was used as a culminating activity at the end of a unit on clothing and colors.

1. I used a Clothing Bingo game developed for the Colors and Clothing unit to review vocabulary from the book such as coat, jacket, and tie.

2. Next I did a picture walk with the students.

3. Then, I read the book aloud and did a Read/Listen and Draw activity.

4. After this first reading of the book, we went over target clothing vocabulary using the cards in the back of the PBS unit. (Go to http://pbskids.org/lions/cornerstones/pdf/josephactivities.pdf and scroll to the end.)

5. Now the students watched the video (available on United Streaming) and sequenced the clothing vocabulary cards while watching the video. After the video, we discussed the sequence together until all students had the correct sequence.

6. The next day, I read the story aloud again for the class. After that, I put students in groups and gave them pictures of the story that I had printed out from the Hypertext version on-line (http://pbskids.org/lions/cornerstones/joseph/story/hypertext/). Students then worked to write 1-2 sentences on sentence strips for each picture they were given. The sentence strips were attached to the pictures.

7. Finally, I hung all the pictures and sentences on the white board. The class worked together to sequence the sentences and pictures into the correct order.

8. At the end of this process, we had our own version of the book to read together!

9. Finally, during center time the following day, students could read the book again while listening to the CD or read the Hypertext version of the story on-line.
Ideas for Centers/small groups:

1. **Computer:** Have students read Hypertext version of the story. ([http://pbskids.org/lions/cornerstones/joseph/story/hypertext/](http://pbskids.org/lions/cornerstones/joseph/story/hypertext/))

2. **Vocabulary/word study:** Have students complete Joseph word search from PBS student activity packet.

3. **Reading/Listening:** Have students read and listen to the story in small groups at listening centers (tape/CD players with multiple headphones). I gave students a choice of this book, *Caps for Sale*, and *Hats, Hats, Hats* and *Shoes, Shoes, Shoes*.

4. **Reading:**
   a. Type students’ version of the story into the PPT with the images to make a class book they can read together in pairs.
   b. Separate the text and images from the whole group activity. Have students work together to do one or more of the following:
      i. Sequence the text.
      ii. Sequence the images.
      iii. Match the text and images.

-developed by Sharon Widmayer
Annandale Transitional High School
Read/Listen and Draw

Directions:
- Read or listen to the story.
- Draw a picture.
- Write about the story.

-developed by Sharon Widmayer
Annandale Transitional High School
Sequence of Activities
The Snowy Day

Day 1 (30 minutes of a 90-minute block)
1. **Brainstorming/Discussion** – Begin by eliciting students’ feelings about snow. Then ask what types of activities people can do in the snow.

2. **Picture Walk** – Use large post-it notes to cover the text in a big book version of *The Snowy Day*. Ask students to use illustrations to make predictions about the title and the text.

3. **Reading #1** – Move the post-it notes from the big book so that students can see the actual text. Read the text to them, comparing their version to the author’s version.

Day 2
1. **Review** – Using a felt board and Velcro-backed storytelling pieces (available at [http://www.lakeshorelearning.com](http://www.lakeshorelearning.com)), model a story retell with the students. Ask questions such as “What happened next?”

2. **Reading #2** – Distribute copies of books to the students. Read the story to them again, or have them listen to the audio version.

3. **Sequencing Practice** – Ask students to help you make a list of the fun activities that Peter did in the snow. Tell students that they will now put those events in order. Distribute sequence cards from [http://curry.edschool.virginia.edu/go/wil/Snowy_Day_Lesson.pdf](http://curry.edschool.virginia.edu/go/wil/Snowy_Day_Lesson.pdf). Model how to cut the cards and arrange them in linear fashion. Have students work with a partner to sequence the cards. Circulate to check for comprehension, referring students back to the text if necessary.

Day 4
1. **Review** – Distribute Velcro-backed storytelling pieces to individual students. Using a felt board, place the first piece on the board and have students talk about that figure. Then have students come up and place their piece in the correct order. Ask questions such as “What happened next” to elicit sequence words.

2. **Preparation for Book Project** – Show a model book to the students, and tell them that they will be writing their own version of *The Snowy Day*. Distribute vocabulary list and review meaning of words.
3. **Sequencing with Wordless Cards** - Distribute wordless versions of sequence cards. Have students work alone or with a partner to number the cards and arrange them in linear fashion. Circulate and have students talk about the cards once they have ordered them.

4. **Rough Drafts** - Show students a model of the rough draft using a PowerPoint template with lines. Distribute templates to students, and have them glue or tape the cards on the pages of the book. Have them design a cover and then begin writing about the pictures using the vocabulary list for support. For pre-literate or low students, the following strategies can be used:

   a. Very low students can copy the sentences from the Internet sequence cards with text.

   b. Students who are verbally strong in L2 can dictate their story to the teacher. The teacher can serve as a scribe, writing the text on a white board. The student can then copy the text.

   c. Pair students so that one student can retell the story in L1, and the second student can write the story in L2.

**Day 5**

1. **Review** - Students can review the text in small groups through listening or viewing centers.

2. **Completion of Rough Drafts/Correction by Teacher**

3. **Final Drafts** - Share a model of the final version of the book. Students staple seven large index cards together, color and tape the images from the sequence cards, and then re-copy their “perfect” version of the story. **Note:** Struggling writers who make “big” letters may need to use half-sheets of cardstock rather than index cards.

4. **Sharing** - Students read their stories to each other, the teacher, or a volunteer. Books can then be taken home for additional practice.

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-developed by Michelle Campiglia
Lee Transitional High School
Tell Me the Story

Directions:

• Find
  o Find some objects that make you think about your book.
  o Put them in a clear plastic bag.

• Tell
  o Tell your partner what is in your plastic bag.
  o Why did you choose it?
  o What does it make you think of in your book?

• Write
  o Listen to your partner talk about his/her plastic bag.
  o What is in it?
  o Why did he/she choose it?
  o What does it make him/her think of in the book?

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<th>Object</th>
<th>Why?</th>
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-developed by Sharon Widmayer
Annandale Transitional High School

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# Sketching Vocabulary

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<th>Word</th>
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- from Ruby Payne’s *A Framework for Understanding Poverty*
Shape Poem

Where do you see this shape?

My Shape
First write it. _________
Then draw it.

What does this shape look like?
_______sides
_______corners

Sentences
1. I see a _________ _________.
   (your shape) (where)

2. There are _________ _________.
   (your shape) (where)

3. A _________ is _________
   (your shape) (where)

4. I see _________ _________.
   (your shape) (where)

-developed by Karen Kapeluck, Instructional Support Teacher
  Transitional ESOL High Schools, Devonshire Center

Campiglia, Hansard-Stuebner, Widmayer
“Using Read Alouds to Promote Literacy”
Some Useful Links

Joseph had a Little Overcoat

- Joseph had a Little Overcoat: PBS materials [http://pbskids.org/lions/cornerstones/joseph/]
- Joseph had a Little Overcoat video is available in United Streaming [www.unitedstreaming.com]

The Snowy Day

- Snowy Day teacher resources [http://www.teachingheart.net/snowyday.html]
- electronic images from the book [http://www.lib.usm.edu/~degrum/keats/snowsmallom.html]
- Snowy Day literature across the curriculum ideas [http://library.uncc.edu/files/5/cimc/pdfs/units/snowyday.pdf]

The Very Hungry Caterpillar

- free printable templates [www.dltk-teach.com/books/hungrycaterpillar/index.htm]

Correction Tape

- Available at most office supply stores [http://www.officedepot.com/]

Magnetic Tape

- Available at most office supply stores [http://www.officedepot.com/]

Felt Boards and Velcro-Backed Storytelling Pieces

[http://www.lakeshorelearning.com]
Bibliography of Professional Books


Marzano, R., Pickering, D., & Pollock (2001) Classroom Instruction that Works. ASCD.


