

# INTERACTIVE

# READ-ALLOUD

PRINT AND GO



**MAIN IDEA**  
& KEY DETAILS

RECOMMENDED  
FOR GRADE

**3**

**INFORMATIONAL TEXT**

*By Teaching and Tapes*

## LESSON 1

### **FOCUS:** Repeating Words = Main Topic

- STRATEGY:** Notice the words that are repeated in an informational text. Use this to determine the main topic.
- TEXT:** FLEXIBLE TEXT OPTION – Gather 5-10 informational books from your classroom library. Choose some “all about” books with simple titles in which the topics are very evident (i.e., dogs, rocks and minerals, tornados, Benjamin Franklin, etc.) and some books in which the authors share messages (i.e., *Garbage Helps Our Garden Grow* by Linda Glaser, *When the Wolves Returned* by Dan Hartman, or *Give Bees a Chance* by Bethany Barton, etc.). Choose one of these books to read aloud.
- LESSON LANGUAGE:** What words are repeated over and over? What is the main topic of the text?
- EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the “Repeating Words = Main Topic” strategy group lesson from the “Reading Strategy Group” pack.

## LESSON 2

### **FOCUS:** Subtopics and Details

- STRATEGY:** Identify the main topic of a text, as well as the smaller subtopics that are supported by details.
- TEXT:** FLEXIBLE TEXT OPTION – Choose an informational book from your classroom or school library. I recommend that you choose an “all about” book that is broken up into chapters or sections with headings and a table of contents. I like using the *National Geographic Kids* readers because they are written in sections and are short enough to read complete texts in one session.
- LESSON LANGUAGE:** What are the big things we learn about the main topic? Can we describe some subtopic categories in this text? What details support the subtopics and topic?
- EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the “Subtopic and Details” strategy group lesson from the “Reading Strategy Group” pack.

## LESSON 3

### **FOCUS:** Paraphrase Sections to Find the Main Idea

- STRATEGY:** Paraphrase sections of the text in your own words. Use this strategy to see the main idea of the text.
- TEXT:** FLEXIBLE TEXT OPTION – Choose an informational book from your classroom or school library that is broken up into sections or subsections (it can be an “all about” or an “author shares a message” text). This lesson helps readers practice slowing down and digesting each section’s information. I like using the *National Geographic Kids* readers because they are written in sections and are short enough to read complete texts in one session.
- LESSON LANGUAGE:** What is this section of text mostly about? Write it down in your own words, not the author’s words. When you combine your notes, can you see the main idea of the whole text?
- EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the “Paraphrase Sections to Find the Main Idea” strategy group lesson from the “Reading Strategy Group” pack.

## LESSON 4 **FOCUS:** Use the Cover to Guess the Main Idea

**STRATEGY:** Start by guessing the main topic and the main idea by reading the title and looking at the book cover. As you read the text more, go back and modify your main idea statement.

**TEXT:** FLEXIBLE TEXT OPTION – To introduce the lesson, choose 8-12 informational books from your library. Choose some “all about” books and some “author shares a message” books with titles that give clues about the main ideas (i.e., *Give Bees a Chance* by Bethany Barton or *Boy, Were We Wrong About the Weather!* by Kathleen Kudlinski). I recommend choosing a book that can be read completely in fewer than 12 minutes. You will model how you can take a guess about the topic and the main idea just by reading the title and looking at the book cover. Choose one of the “author shares a message” books to read aloud as your lesson.

**LESSON LANGUAGE:** Based on the cover and the title, what do you think the main topic of this book is? What do think the main idea of this book is? After reading the book, what do you think the main idea of this book is?

**EXTEND THE LEARNING:** There is not a strategy group lesson that matches this interactive read-aloud.

## LESSON 5 **FOCUS:** Key Details Support the Main Idea

**STRATEGY:** Identify the key details that support the main idea.

**TEXT:** FLEXIBLE TEXT OPTION – In Lesson 4, you and the students used the book covers and the titles to guess the main ideas of several books. From these books, choose one of the “author shares a message” books as your mentor text for this lesson. I recommend choosing a book that can be read completely in fewer than 12 minutes.

**LESSON LANGUAGE:** What is the main idea of the text? What key details in the text support the main idea?

**EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the “Add Up Details That Support the Main Idea” strategy group lesson from the “Reading Strategy Group” pack.

## LESSON 6 **FOCUS:** Key Details vs. Interesting Details

**STRATEGY:** Filter the key details (important details that support the main idea) from the interesting details (fun to read but may not connect to the main idea).

**TEXT:** FLEXIBLE TEXT OPTION – In Lesson 4, you and the students used the book covers and the titles to guess the main ideas of several books. From these books, choose one of the “author shares a message” books as your mentor text for this lesson. I recommend choosing a book that can be read completely in fewer than 12 minutes.

**LESSON LANGUAGE:** Is that a key detail or an interesting detail? Does that detail support the main idea?

**EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the “Key Details vs. Interesting Details” strategy group lesson from the “Reading Strategy Group” pack.

## LESSON 7 **FOCUS:** The Power of Wow

**STRATEGY:** Train your brain to read with curiosity. Say “Wow!” when you read something that you never knew before. This helps you remember new information.

**TEXT:** FLEXIBLE TEXT OPTION – For your mentor text read-aloud, choose an informational book from your classroom or school library that has new and interesting information for your students.

**LESSON LANGUAGE:** What did you learn that is new information to you? Respond with, “Wow! I never knew...”

**EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the “The Power of Wow” strategy group lesson from the “Reading Strategy Group” pack.

## LESSON 8 **FOCUS:** Reflect on the Facts

- STRATEGY:** Pay attention to the facts in the text. Stop occasionally to reflect on them.
- TEXT:** FLEXIBLE TEXT OPTION - Choose an informational book from your classroom or school library. I recommend that you choose an "all about" book that is broken up into sections with headings. I like using the *National Geographic Kids* readers because they are written in sections and are short enough to read complete texts in one session.
- LESSON LANGUAGE:** What is a fact that you remember from this section? What is another fact? Do you think that paying attention to the facts in this informational text was helpful? Explain.
- EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the "Reflect on the Facts" strategy group lesson from the "Reading Strategy Group" pack.

## LESSON 9 **FOCUS:** Can You Remember What You Just Read?

- STRATEGY:** Check your understanding by covering the text you just read and then retelling (or writing) as much as you can remember. This helps you pay attention to the details and think as you are reading.
- TEXT:** Choose an informational book from your classroom or school library. I recommend that you choose a book that is broken up into sections with headings. I like using the *National Geographic Kids* readers because they are written in sections and are short enough to read complete texts in one session.
- LESSON LANGUAGE:** Cover the text, and retell (or write) what you just read.
- EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the "Can You Remember What You Just Read?" strategy group lesson from the "Reading Strategy Group" pack.

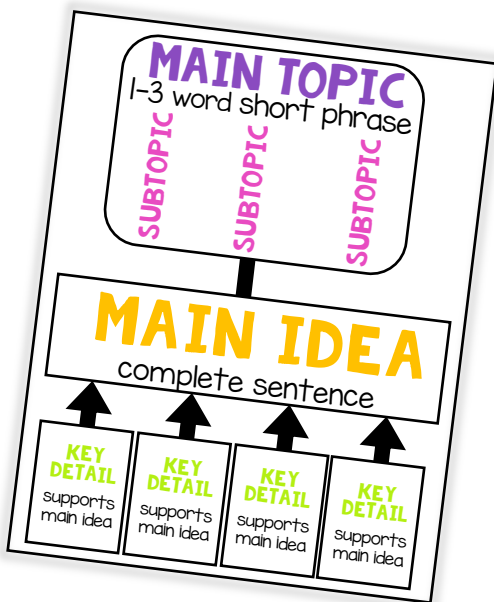
## LESSON 10 **FOCUS:** Make a Scan Plan

- STRATEGY:** If a page in an informational text is full of scattered information (text, photos, diagrams, maps, etc.), make a scan plan before reading so that you do not miss any important details.
- TEXT:** FLEXIBLE TEXT OPTION - Choose four pages/sections in an informational text from your classroom library that includes a variety of text features on each page. Books from the *DK Eyewitness* series work well for this lesson because each page is VERY dense and packed with a variety of text features (running text, diagrams, images, timelines, etc.). You MAY want to make photocopies of the pages you focus on so that the students can study up close with their turn and talk partners. You do not need to read the entire text.
- LESSON LANGUAGE:** What will you look at first: the pictures or the text? What text will you look at first? How do you make sure that you see all of the important information?
- EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the "Make a Scan Plan" strategy group lesson from the "Reading Strategy Group" pack.

# EVERY LESSON INCLUDES:

## ANCHOR CHART

Each lesson includes a printable anchor chart that you can print either on full-size chart paper or on 8"x11" paper (great for a notebook reference!).



## ONE-PAGE LESSON

The interactive read-aloud lesson can either be printed conveniently onto **one** piece of paper **or** onto sticky notes that you can place directly on the mentor text.

**LESSON 5 MAIN IDEA & KEY DETAILS** Key Details Support the Main Idea

**STRATEGIES:** Identify the key details that support the main idea.

**TEXT:** FLEXIBLE TEXT OPTION - In Lesson 4, you and the students used the book cover and title to guess the main idea of several books. From these books, choose one of the "author shares a message" books as your mentor text for this lesson. I recommend choosing a book that can be read completely in fewer than 12 minutes.

**LESSON LANGUAGE:** What is the main idea of the text? What key details in the text support the main idea?

**BEYOND THE LEARNING:** If some students need more directed practice, follow-up by using the "Add Up Details That Support the Main Idea" strategy group lesson from the "Reading Strategy Group" book.

*Planned Stopping Points*

**PREPARATION:** In Lesson 4, you and the students used the book cover and title to guess the main idea of several books. From these books, choose one of the "author shares a message" books as your mentor text for this lesson. I recommend choosing a book that can be read completely in fewer than 12 minutes.

Use your whiteboard or blank chart paper.

Students should all work with **TURN AND TALK** partners to discuss their main ideas and key details and copies of the **STOP-AND-THINK** cards.

**INTRODUCTION:** We have been talking about the main topic and main idea of informational texts. The main topic is 1-3 words that capture the book's topic. The main idea is a sentence that captures what the author says about the topic. Today we will look at key details. These are the details in a text that support the main idea. Key details are different from interesting details. As we read today, we notice the key details that support the main idea.

**2. REINTRODUCE ONE OF THE "AUTHOR SHARES A MESSAGE" BOOKS YOU TALKED ABOUT IN LESSON FOUR.** In our last lesson, we looked the book title and cover to guess the main topic and the main idea. We said that the main topic is \_\_\_\_\_. (Write the main topic and idea on chart paper or a whiteboard). Today we will read this book and see if our main idea statement needs to be revised. We will also focus on looking for details that support the main idea.

**3. STOP READING THE TEXT AFTER YOU FIND A KEY DETAIL.** Let me reread the last sentence. It says \_\_\_\_\_, which is a detail that directly supports the main idea statement. This is a key detail for this main idea. (Write this key detail on the chart paper or whiteboard.)

**HAND SIGNAL:** As I continue reading, give me a thumbs up when you hear a key detail.

**4. CONTINUE READING UNTIL YOU SEE A THUMBS-UP SIGNAL FROM STUDENTS SHOWING A THUMBS-UP SIGNAL.** We are noticing a lot of key details. Let's add them to our chart. (Keep reading, then pausing to add details to the chart until you finish the book.)

**5. STOP AT THE END OF THE BOOK.**

**TURN AND TALK:** After reading the book, should we revise our main idea statement? Why or why not?

**6. SEND OFF:** When you are identifying the main idea of a text, think about the key details that support your main idea statement. You should be able to find a lot of key details that support the main idea. In fact, there are many books where most of the details are key details that all support the main idea. In our next lesson, we will talk about the difference between key details and interesting details.

OR

**LESSON 5 MAIN IDEA & KEY DETAILS** Key Details Support the Main Idea

**INTRODUCTION:** We have been talking about the main topic and main idea of informational texts. The main topic is 1-3 words that capture the book's topic. The main idea is a sentence that captures what the author says about the topic. Today we will look at key details. These are the details in a text that support the main idea. Key details are different from interesting details. As we read today, we notice the key details that support the main idea.

**2. REINTRODUCE ONE OF THE "AUTHOR SHARES A MESSAGE" BOOKS YOU TALKED ABOUT IN LESSON FOUR.** In our last lesson, we looked the book title and cover to guess the main topic and the main idea. We said that the main topic is \_\_\_\_\_. (Write the main topic and idea on chart paper or a whiteboard). Today we will read this book and see if our main idea statement needs to be revised. We will also focus on looking for details that support the main idea.

**3. STOP READING THE TEXT AFTER YOU FIND A KEY DETAIL.** Let me reread the last sentence. It says \_\_\_\_\_, which is a detail that directly supports the main idea statement. This is a key detail for this main idea. (Write this key detail on the chart paper or whiteboard.)

**HAND SIGNAL:** As I continue reading, give me a thumbs up when you hear a key detail.

**4. CONTINUE READING UNTIL YOU SEE A THUMBS-UP SIGNAL FROM STUDENTS SHOWING A THUMBS-UP SIGNAL.** We are noticing a lot of key details. Let's add them to our chart. (Keep reading, then pausing to add details to the chart until you finish the book.)

**5. STOP AT THE END OF THE BOOK.**

**TURN AND TALK:** After reading the book, should we revise our main idea statement? Why or why not?

**6. SEND OFF:** When you are identifying the main idea of a text, think about the key details that support your main idea statement. You should be able to find a lot of key details that support the main idea. In fact, there are many books where most of the details are key details that all support the main idea. In our next lesson, we will talk about the difference between key details and interesting details.

## EXIT TICKET

After the lesson, send students to read independently with exit task bookmarks aligned to the day's lesson. There is a student workbook included that holds completed bookmarks, along with a copy of the anchor chart that went with the lesson.

**MAIN IDEA & KEY DETAILS**  
Key Details Support the Main Idea

**TASK:** Read an informational text. Write down the main topic, main idea, and 4 key details.

BOOK TITLE: \_\_\_\_\_

MAIN IDEA (complete sentence): \_\_\_\_\_

KEY DETAILS (support the main idea): \_\_\_\_\_

NAME: \_\_\_\_\_

TEACHER CHECK: \_\_\_\_\_

READING REMINDER BOOKMARKS

**LESSON 5 MAIN IDEA & KEY DETAILS** Key Details Support the Main Idea

**MAIN IDEA & KEY DETAILS**  
Key Details Support the Main Idea

**TASK:** Read an informational text. Write down the main topic, main idea, and 4 key details.

BOOK TITLE: \_\_\_\_\_

MAIN IDEA (complete sentence): \_\_\_\_\_

KEY DETAILS (support the main idea): \_\_\_\_\_

NAME: \_\_\_\_\_

TEACHER CHECK: \_\_\_\_\_





# STEP 3

print the lesson

The interactive read-aloud lesson can either be printed conveniently onto **one** piece of paper **or** onto sticky notes that you can place directly on the mentor text. A guide to printing on sticky notes is included.

**LESSON 4 TEXT FEATURES & STRUCTURE** Using Bold Words and the Glossary

**STRATEGY:** Use bold words and the glossary to help you understand the important vocabulary in the text.

**TEXT:** FLEXIBLE TEXT OPTION - You can use any informational text from your classroom library that has bold words and a glossary. I recommend a text that uses content-specific bold words that your students probably do not already know. For example, bold words such as **conduction** or **convection** are not likely to be in your students' working vocabulary, yet words such as **solid**, **liquid**, or **gas** are already in their working vocabulary.

**LESSON LANGUAGE:** Do you see any bold words on the page? Do you know what each bold word means? If not, check the glossary.

**EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the "Using Bold Words and the Glossary" strategy group lesson from the "Reading Strategy Group" pack.

**Planned Stopping Points**

**PREPARATION:** Choose an informational text from your classroom library that has bold words and a glossary. You do not need to read the entire text for this lesson. Reading enough to model and practice checking bold words and using the glossary.

Students need to sit with **TURN AND TALK** partners.

**1. INTRODUCTION:** An author sometimes lets us know when there is a word that is important to understanding the topic by putting it in bold print. The author may then put that word in the glossary so that you can check the meaning. Sometimes you already know the word's meaning, so you do not need to check the glossary. If you do not know what the word means, you can check the glossary.

**2. READ TO A PAGE THAT HAS A BOLD WORD (Plan to already "know" this word without needing to check the glossary.)** This page has a bold word. I actually already know what this word means. It means \_\_\_\_\_. (Since I already know the meaning, I can keep reading without checking the glossary.)

**3. READ TO A PAGE THAT HAS A BOLD WORD (Plan to check this word in the glossary.)** This page has a bold word. I kind of know what this word means, but I should probably have a stronger understanding so that I can make sense of this topic. (Flip to the glossary, and read the definition aloud.)

**4. SEND-OFF:** When reading informational texts, make sure that you have a strong understanding of the word's meaning before you move on. If you don't have a strong understanding, check the glossary.

**TURN AND TALK:** Combine the glossary definition with how the word is used on this page. What does the word mean?

**4. READ TO A PAGE THAT HAS A BOLD WORD (Plan to already "know" this word without needing to check the glossary.)** This page has a bold word. I actually already know what this word means. It means \_\_\_\_\_. (Since I already know the meaning, I can keep reading without checking the glossary.)

**TURN AND TALK:** Combine the glossary definition with how the word is used on this page. What does the word mean?

**5. READ TO A PAGE THAT HAS A BOLD WORD:** Do you feel like you have a strong understanding of the meaning of this bold word?

**HAND SIGNAL:** Put your thumb up if you have a strong understanding of this word's meaning. Put your thumb to the side if you do not have a strong understanding.

**(Check the glossary depending on student understanding. Continue this exercise a few times. Practice skipping the glossary sometimes and checking it when needed.)**

**6. SEND-OFF:** When reading informational texts, make sure that you have a strong understanding of the word's meaning before you move on. If you don't have a strong understanding, check the glossary.



**LESSON 4 TEXT FEATURES & STRUCTURE** Using Bold Words and the Glossary

**INTRODUCTION:** An author sometimes lets us know when there is a word that is important to understanding the topic by putting it in bold print. The author may then put that word in the glossary so that you can check the meaning. Sometimes you already know the word's meaning, so you do not need to check the glossary. If you do not know what the word means, you can check the glossary.

**1. READ TO A PAGE THAT HAS A BOLD WORD:** Do you feel like you have a strong understanding of the meaning of this bold word?

**HAND SIGNAL:** Put your thumb up if you have a strong understanding of this word's meaning. Put your thumb to the side if you do not have a strong understanding.

**(Check the glossary depending on student understanding. Continue this exercise a few times. Practice skipping the glossary sometimes and checking it when needed.)**

**2. READ TO A PAGE THAT HAS A BOLD WORD (Plan to already "know" this word without needing to check the glossary.)** This page has a bold word. I actually already know what this word means. It means \_\_\_\_\_. (Since I already know the meaning, I can keep reading without checking the glossary.)

**TURN AND TALK:** Combine the glossary definition with how the word is used on this page. What does the word mean?

**3. READ TO A PAGE THAT HAS A BOLD WORD:** Do you feel like you have a strong understanding of the meaning of this bold word?

**HAND SIGNAL:** Put your thumb up if you have a strong understanding of this word's meaning. Put your thumb to the side if you do not have a strong understanding.

**(Check the glossary depending on student understanding. Continue this exercise a few times. Practice skipping the glossary sometimes and checking it when needed.)**

**4. SEND-OFF:** When reading informational texts, make sure that you have a strong understanding of the word's meaning before you move on. If you don't have a strong understanding, check the glossary.

# STEP 4

introduce the lesson

Each lesson includes an introduction to the lesson and a **printable anchor chart** that you can print either on full-size chart paper or on 8"x11" paper.

**MAIN TOPIC**  
1 to 3 word short

**SUBTOPIC**

**SUBTOPIC**

**MAIN IDEA**  
complete sentence

**KEY DETAIL** supports main idea

**KEY DETAIL** supports main idea

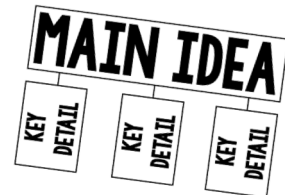
**KEY DETAIL** supports main idea

**KEY DETAIL** supports main idea

LET'S **BOOM** IN ON **DETAILS**

- 1. TRAIN YOUR BRAIN TO READ WITH CURIOSITY.** Say "Wow!" when you read something that you never knew. This helps you remember details.
- 2. PAY ATTENTION TO THE FACTS.** Stop occasionally to reflect on the facts.
- 3. CHECK YOUR UNDERSTANDING.** It is important to pay attention to the details and think as you read.
- 4. MAKE A SCAN PLAN** If a page in an infographic is full of information, plan before reading to miss any important information.

**KEY DETAILS**



**KEY DETAILS VS. INTERESTING DETAILS**  
Filter between the key details and the interesting details.

**KEY DETAILS**  
Important details that support the main idea.

**VS.**

**INTERESTING DETAILS**  
Details that are fun to read, but do not connect to the main idea.

# STEP 5

teach the lesson

Prepare for the lesson.  
Introduce the lesson.  
Teach the lesson.

(Two formatting options are available – either print the lesson onto one piece of paper, or print it directly onto sticky notes.)

## THE STRATEGY

### LESSON 5 MAIN IDEA & KEY DETAILS Key Details Support the Main Idea

**STRATEGY:** Identify the key details that support the main idea.

**TEXT:** FLEXIBLE TEXT OPTION – In Lesson 4, you and the students used the book cover and title to guess the main idea of several books. From these books, choose one of the “author shares a message” books as your mentor text for this lesson. I recommend choosing a book that can be read completely in fewer than 12 minutes.

**LESSON LANGUAGE:** What is the main idea of the text? What key details in the text support the main idea?

**EXTEND THE LEARNING:** If some students need more directed practice, follow up by using the “Add Up Details That Support the Main Idea” strategy group lesson from the “Reading Strategy Group” pack.

### Planned Stopping Points

**PREPARATION:** In Lesson 4, you and the students used the book cover and title to guess the main idea of several books. From these books, choose one of the “author shares a message” books as your mentor text for this lesson. I recommend choosing a book that can be read completely in fewer than 12 minutes.

Sit near your whiteboard or blank chart paper.

Students should sit with **TURN AND TALK** partners and bring pencils and copies of the **STOP AND JOT** page.

**1. INTRODUCTION:** We have been talking about the main topic and main idea of informational texts. The main topic is 1-3 words that capture the book’s topic. The main idea is a sentence that captures what the author says about the topic. Today we will look at key details. These are the details in a text that support the main idea. Key details are different from interesting details. As we read today, we notice the key details that support the main idea.

**2. REINTRODUCE ONE OF THE “AUTHOR SHARES A MESSAGE” BOOKS YOU TALKED ABOUT IN LESSON FOUR.** In our last lesson, we looked the book title and cover to guess the main topic and the main idea. We said that the main topic is \_\_\_\_\_. We said that the main idea is \_\_\_\_\_. **(Write the main topic and idea on chart paper or a whiteboard.)** Today we will read this book and see if our main idea statement needs to be revised. We will also focus on looking for details that support the main idea.

**3. STOP READING THE TEXT AFTER YOU FIND A KEY DETAIL.** Let me reread the last sentence. It says \_\_\_\_\_, which is a detail that directly supports this main idea statement. This is a key detail for this main idea. **(Write this key detail on the chart paper or whiteboard).**

**HAND SIGNAL:** As I continue reading, give me a thumbs up when you hear a key detail.

**4. CONTINUE READING UNTIL YOU SEE A LOT OF STUDENTS SHOWING A THUMBS-UP SIGNAL.** We are noticing a lot of key details. Let’s add them to our chart. **(Keep reading, then pausing to add details to the chart until you finish the book.)**

**5. STOP AT THE END OF THE BOOK.**

**TURN AND TALK:** After reading the book, should we revise our main idea statement? Why or why not?

**6. SEND OFF:** When you are identifying the main idea of a text, think about the key details that support your main idea statement. You should be able to find a lot of key details that support the main idea. In fact, there are many \_\_\_\_\_. Most of the details are key details that support the main idea. In our next lesson, we will look about the difference between key details and interesting details.

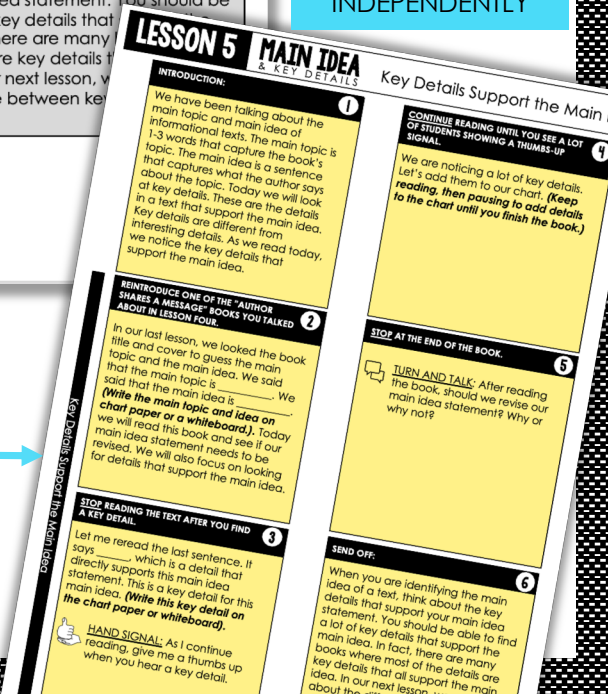
INTERACTIVE ELEMENTS

TIME TO TELL STUDENTS YOUR EXPECTATION FOR USING THE SKILL INDEPENDENTLY

## TIPS FOR PREPARING FOR THE LESSON

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EASILY PRINT ONTO STICKY NOTES





# STEP 6

*independent practice*

Send your students off with accountability practice. When you finish the group lesson, you can expect your students to use the strategy in their **independent reading** with their independently-chosen books.

**MAIN IDEA & KEY DETAILS**  
Key Details Support the Main Idea

**TASK:** Read an informational text. Write down the main topic, main idea, and 4 key details.

BOOK TITLE: \_\_\_\_\_

MAIN IDEA (complete sentence):  
\_\_\_\_\_

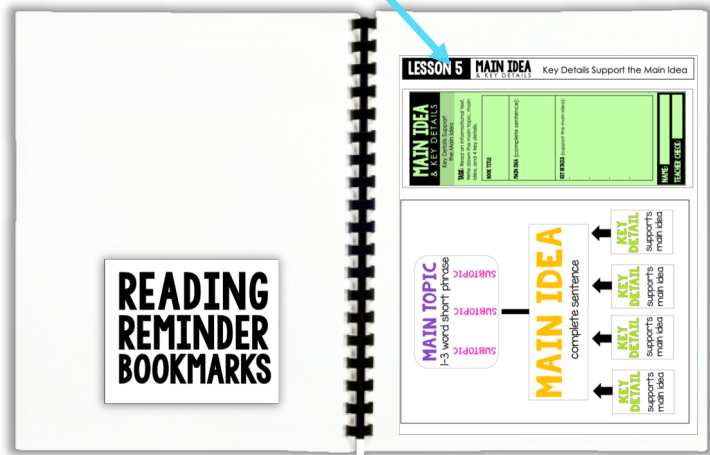
KEY DETAILS (support the main idea):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

TEACHER CHECK: \_\_\_\_\_

Completed exit slip bookmarks are taped onto the spot indicated in the included workbook pages. It is stored next to a copy of the anchor chart that was used in the interactive read-aloud so that they can be used as reference materials.

Detailed organization tips are included in the download.



# PRINT AND GO

Everything in here is ready to go.

All you need to do is print the lessons and gather the mentor texts.

Everything is scripted, so your planning time is less than two minutes per lesson! You can even hand these lessons off to subs or reading aides!

# INTERACTIVE READ-ALoud IN SIX EASY STEPS

## 1. CHOOSE THE SKILL YOU WANT TO TEACH

Think about what skills your students need in order to be successful readers.

### INCLUDED!

This product includes a suggested year-long skill breakdown.

## 2. CHOOSE THE RIGHT MENTOR TEXT

We have access to many great mentor texts in our school libraries, classroom libraries, and/or public libraries. You can find book lists organized by skills, OR you can just flip through the books you love. If you are looking for a certain skill, you will be able to find it. I usually spend about 10 minutes a week looking through my books with my upcoming reading strategies in mind.

### INCLUDED!

This product tells you the commonly found book titles that you should use for each lesson.

## 3. PLAN YOUR READ-ALoud

- Sit down with a pack of **sticky notes**.
- As you read, pay attention to your "inner reader".
- **Mark down places** where you notice yourself using the reading skill you want your students to focus on.
- Mark some places in the text where your **students could practice using the skill** during your lesson (tips for practicing this are on step four).
- Plan only about **3-5 "stops"** during each read-aloud session.
- Each read-aloud session should last **around 10 minutes**.
- You do not have to finish a book in one reading session.

### INCLUDED!

This product tells you where to stop and what to say with a suggested text. These stops can be printed directly onto sticky notes that you add to the text before your read-aloud.

## 4. MAKE YOUR LESSON INTERACTIVE

When you read your book aloud, you will also be teaching your mini lesson. To do this, stop 3-5 times during your read-aloud, and model how you used the strategy. You should also give your students a chance to practice the skill. Our classrooms are too full for us to rely on calling on one student at a time. Every student needs to be thinking and interacting with every question you ask.

TURN AND TALK



SIGN LANGUAGE



STOP AND JOT



### INCLUDED!

This product gives you the interactive stopping points for every read-aloud. The stopping points included use interactive elements such as turn and talk, sign language, and stop and jot.

## 5. SET UP ACCOUNTABLE INDEPENDENT READING

Give your students time (15-30 minutes) to continuously read books they choose at their "just right" reading level. Keep students accountable to the skills you are teaching with exit slips.

### INCLUDED!

This product gives you exit ticket bookmarks for every lesson.

## 6. CONFERRING AND SMALL-GROUP WORK

While students are reading independently, you can confer with individuals or teach small-group strategy lessons.

### \*\*OPTIONAL ADD-ON\*\*

This product works seamlessly with my strategy group bundle.

# NINE RULES FOR AN EFFECTIVE INTERACTIVE READ-ALLOUD

## 1. **THERE IS A DIFFERENCE BETWEEN A READ-ALLOUD AND AN INTERACTIVE READ-ALLOUD**

The phrase “interactive read-aloud” refers to a read-aloud that is a teaching lesson. A “read-aloud” generally refers to reading a text aloud solely for enjoyment. BOTH have a place in an elementary classroom. I like to have a quiet and relaxing session of reading aloud from a long chapter book for the last 15 minutes of our day. This is very different from my interactive read-aloud, which is when I read a text aloud for a focused, specific lesson.

## 2. **FOCUS ON ONLY ONE SKILL PER DAY**

Keep your interactive read-aloud focused. For example, if you choose a text that is focused on “character expressions” to read for a lesson, keep all of the commentary and interactive practice focused on that skill, rather than mixing other skills into the lesson.

## 3. **CHOOSE RICH MENTOR TEXTS**

Be deliberate when choosing the mentor texts that you use for your interactive read-alouds. I suggest looking for books that give you very clear opportunities to practice the skills you are teaching. Early chapter books that are written at an early elementary reading level are often NOT rich texts and do not provide meaningful opportunities to practice the skill. We have access to many great mentor texts in our school libraries, classroom libraries, and/or public libraries. You can find book lists organized by skill online, OR you can just flip through the books you love. If you are looking for a certain skill, you will be able to find it. I usually spend about 10 minutes a week looking through my books with my upcoming reading strategies in mind.

## 4. **MAKE THE READ-ALLOUD INTERACTIVE**

Our classrooms have too many students for us to rely on calling on one student at a time. Every student needs to be thinking and interacting with every question you ask.

## 5. **PLAN AHEAD**

Your goal will be to model how you use the skill in your own reading during your lesson. The more authentic your modeling is, the more effective your lesson will be. To do this, sit down with the book before you teach the skill. Read it with the strategy in mind. For example, if you are going to do a lesson on “context clues”, read the book, and notice when you use the skill yourself. Write this on a sticky note, and put it on that page of the book as a reminder for when you read the text to the class.

## 6. **KEEP IT SHORT (ABOUT 10 MINUTES)**

A concise lesson that does not drag on for too long is the best for keeping all students engaged.

## 7. **YOU DO NOT NEED TO FINISH A TEXT IN ONE SESSION**

It is totally okay to read only part of a book for your lesson. If needed, you can use just a small section of text to illustrate and practice the strategy.

## 8. **PLAN 3-5 STOPS**

Ideally, you should stop 3-5 times during your read-aloud and model how you used the strategy. Don’t stop too often, or you will stifle the story so much that it is hard to follow. Include interactive elements such as “turn and talk” within this 3-5 stop range.

## 9. **YOU CAN USE THE SAME BOOK FOR MANY LESSONS**

Remember, the purpose of the interactive read-aloud is the lesson, not the story. When you read a familiar story with a new focus, your students may see it with fresh eyes.

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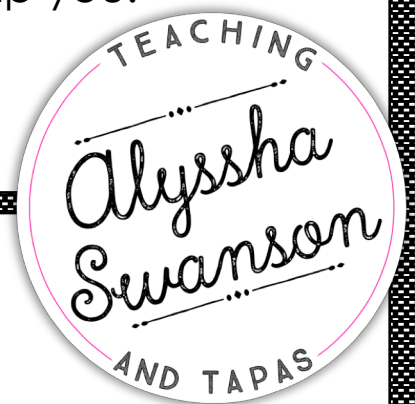
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If you have any questions, I would be happy to help you.

Just **EMAIL ME** at: [TeachingAndTapas@gmail.com](mailto:TeachingAndTapas@gmail.com)



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