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**All About Read Alouds****Description**Teachers have always read aloud to young children, but recent research has shown that reading aloud can benefit middle and secondary students as well. Reading aloud to teenagers stimulates their imaginations and emotions; models good reading behavior; exposes them to a range of literature; enriches their vocabularies and understanding of sophisticated language patterns; makes difficult text understandable; models the fact that different genres are read differently; supports independent reading; and can encourage a lifelong enjoyment of reading.**Tips and Variations for Read-Alouds*** There are many ways to read aloud. Generally, teachers read and students listen without following along in the text. Some teachers simply read an ongoing fictional or nonfiction text at a set time each day, without explicitly connecting it to the curriculum or asking the students to answer questions about it. This kind of read-aloud underscores the pure pleasure of literary experience. But teachers can also read aloud to catalyze class discussions or small-group activities. In addition, read-alouds can stimulate writing, art, or drama activities.
* In an "interactive" read-aloud, the teacher reads aloud but stops periodically to ask a question or give a prompt; the students can jot down a response, turn and talk to a partner or small group, or share thoughts with the whole class. Teachers demonstrate this when they ask the students to stop her when she reads Internet information. The teacher can also prompt the students with traditional language arts questions ("What do you predict will happen next?") or more whimsical questions ("If you were the illustrator, what illustration might you draw for this part of the text?" or "What do you think María Isabel's mother is feeling right now? Write her internal monologue.")
* The teacher should consider how a read-aloud selection will support a particular unit or enhance the students' independent reading. For example, if the class is studying character, the teacher might choose a book in which strong characters change significantly over the course of the book. The teacher might also choose texts that are generally more difficult than those the students could read on their own.
* Teachers should also choose texts that reflect the culture and/or language of students or that facilitate a cross-cultural experience. When Alma Flor Ada, the author of *My Name Is María Isabel*, visits the class, she speaks in both Spanish and English, translating from one language to the other. Teachers might invite family or community members to read literature from their cultures.
* Teachers should read aloud from various genres: fiction, nonfiction, poetry, informational text, and children's books. This shows the students how different genres sound. The class might also enjoy fiction and nonfiction texts on the same topic.
* Teachers can let the students choose read-aloud selections.
* Read-aloud sessions should be kept to 20 minutes or less.
* The listening environment should be as comfortable as possible.
* Many teachers mark their texts to remind themselves where they will pause and think aloud, or where they will prompt students to interact with the text.
* When reading texts that contain unfamiliar names or words, readers should research and note their pronunciation.

**Benefits of Read-Alouds*** Read-alouds enable teachers to offer texts with more challenging concepts and/or language than students can read independently.
* The read-aloud strategy helps English-language learners develop new vocabulary and syntactic awareness.
* Reading aloud builds good reading habits. It stimulates imaginations and emotions; models good reading processes; exposes students to a range of literature; enriches vocabularies and rhetorical sensitivity; elucidates difficult texts; helps to distinguish different genres; supports independent reading; and encourages a lifelong enjoyment of reading.
* Read-alouds show students how to question, visualize, and make predictions while they read.
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**Read Aloud Book Suggestions**

**Picture Books**
Forty Fortunes
The Last Snake in Ireland
The Golden Sandal
Mr. Pak Buys a Story
Capyboppy
The Three Golden Oranges
The Riddle
The Armadillo from Amarillo
The Quiltmaker’s Gift
Duncan’s Way
Tanya Lloyd photography books about Canadian Provinces

**Short Stories and Chapter Books**
Socks
Mr. Popper’s Penguins
Who in the World was the Acrobatic Empress?
Pollyanna
Pippi Longstocking
Pippi Goes on Board
The Secret Garden
Peter and the Starcatchers
Peter and the Shadow Thieves
Peter and the Secret of Rundoon
Peter and the Sword of Mercy
Five Children and It
Ginger Pye
The Lion, the Witch and the Wardrobe
Prince Caspian
The Voyage of the Dawn Treader
The Horse and His Boy
The Silver Chair
The Magician’s Nephew
The Last Battle