



**C. L. A. S. S.**

*Connecting Learning Assures Successful Students*

*Upcoming Events*

**2008  
Summer  
Institute**

**June 24-27**  
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**E-TOOLS**

*February 2008*



*Upcoming Events*

**C.L.A.S.S.  
Support Team**  
SPRING SESSION  
March 18, 2008  
Fishback Creek Public  
Academy  
Indianapolis, Indiana  
For more information:  
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[CLASS@joyofclass.org](mailto:CLASS@joyofclass.org)

# Welcome to C.L.A.S.S. E-Tools!

Welcome to C.L.A.S.S. E-Tools for March. Reading Aloud to a child or and adult is a powerful experience. Memories of a lifetime are created from the stories we hear. Just imagine a second grade student who remembers one of his favorite times in school that year was when the teacher read aloud one of Beverly Cleary's books. Imagine a parent coming into school to ask about how you read a book aloud because their child said their teacher was a funnier reader. Reading aloud is very powerful!

In this edition of E-Tools we're going to talk about why we read aloud and some tips and strategies for making reading aloud a memorable experience for the students in your classroom. We'll look at how the Literacy Links can provide us a way to talk about what we read. It does not matter what grade level or what subject we teacher, everyone needs to find connections for reading aloud to their students. Harness the power of reading aloud to help develop students who love to read!

## Agenda: March Issue

- Read Alouds and the Literacy Links!
- Next Month: Technology Tips and C.L.A.S.S.



Who should Read Aloud?	Why do we Read Aloud?	What do we Read Aloud?
<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Parents</li> <li>• Grandparents</li> <li>• Brothers / Sisters</li> <li>• Administrators</li> <li>• Library Media Specialists</li> <li>• Adult Volunteers</li> <li>• Students</li> <li>• Art Teachers</li> <li>• Music Teachers</li> <li>• P.E. Teachers</li> <li>• Counselors</li> <li>• English Teachers</li> <li>• Math Teachers</li> <li>• Science Teachers</li> <li>• Social Studies Teachers</li> <li>• Health and Wellness Teachers</li> <li>• Technology Education Teachers</li> <li>• Foreign Language Teachers</li> <li>• Family and Consumer Science Teacher</li> <li>• Etc.....</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud first and foremost is FUN!</li> <li>• Reading aloud allows us to model for students what a fluent reader sounds like. It gives them a chance to hear the emotion and actions of the words.</li> <li>• Reading aloud provides all students an opportunity to enjoy a story or passage no matter what their reading level.</li> <li>• Reading aloud gives us an opportunity to share many, many great books with students.</li> <li>• Reading aloud provides a hook for a theme or topic – a way to introduce something to students through a great story!</li> <li>• Reading aloud allows students and teachers (or any adult) the opportunity to have a shared learning experience for discussion and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Books on a wide variety of topics and subjects</li> <li>• Non-Fiction Books</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Online Resources</li> <li>• Fiction / Chapter Books <ul style="list-style-type: none"> <li>– Read the whole book</li> <li>– Read a few chapters to entice students to what to read their own</li> </ul> </li> <li>• Readers Theatres</li> <li>• Leveled Texts</li> <li>• Textbooks</li> <li>• Welcome Messages</li> <li>• Poems</li> <li>• Rhymes</li> <li>• Riddles</li> </ul>

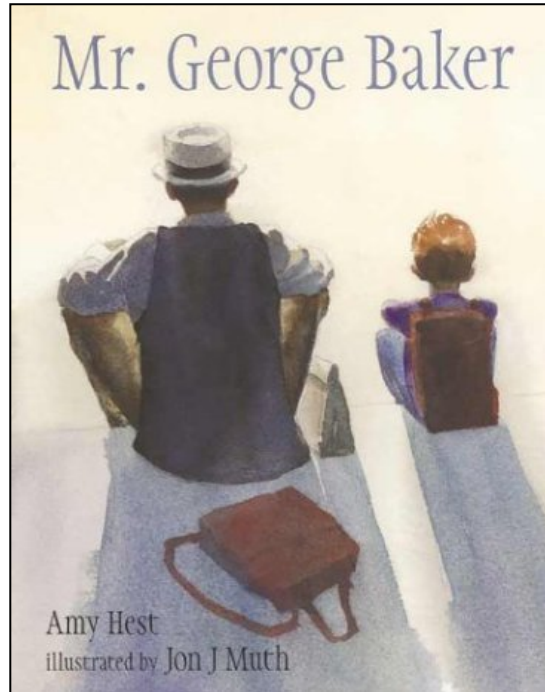
# Picking a Good Read Aloud

Here are some things to look for when picking a book to read aloud. No one book will likely meet all these criteria, but it gives you a start when looking for something to Read Aloud.

- Look for books that meet your theme or topic.
- Look for books that have rich language – great descriptions and word choice.
- Look for books that students might not read on their own.
- Look for images that expand the story beyond the text.
- Look for non-fiction titles. Students need to hear that there are different strategies and ways to read these books than fictional text.
- Look for stories that draw the reader in. Students will demand to know how it ends.
- Look for stories that have great opportunities to bring the characters to life with emotions and tone of voice.
- Look for books YOU want to read aloud. Readers can tell if you are not excited about the story.
- Look for books that are fun!

On the pages that follow, you  
will find some examples of  
great Read Alouds and  
connections to the  
Literacy Links!

# Literacy Links and Read Alouds



## Book Details

### *Mr. George Baker*

Author – Amy Hest

Illustrator – Jon J. Muth

Summary - Harry sits on the porch with Mr. George Baker, an African American who is one hundred years old but can still dance and play the drums, waiting for the school bus that will take them both to the class where they are learning to read.

Lifelines – Friendship, Perseverance

## Phonics / Proper English

Use the rhythm of “Tappidy-boom. Tappidy-boom. Tappity boom.” Have students drum the rhythm on their desks as they listen to the syllables and sounds of the words.

Think of some of the many “rules” we have in the English language. Why would that make it hard for someone to learn how to read?

## Predict

Will Mr. Baker learn to read? How about his young friend? Is it harder to learn to read when you are older or young why?

## Put In Order

Make a list of all the events that happen before the two of them get on the bus. Put them in chronological order.

## Connections

Think about when they were (or are) learning to read. Is it hard? easy? Does it help having friends when you are learning to support you?

## Comprehension

Why is it important for someone a hundred years old to learn to read? What types of things do Harry and Mr. Baker have in common? What makes them different?

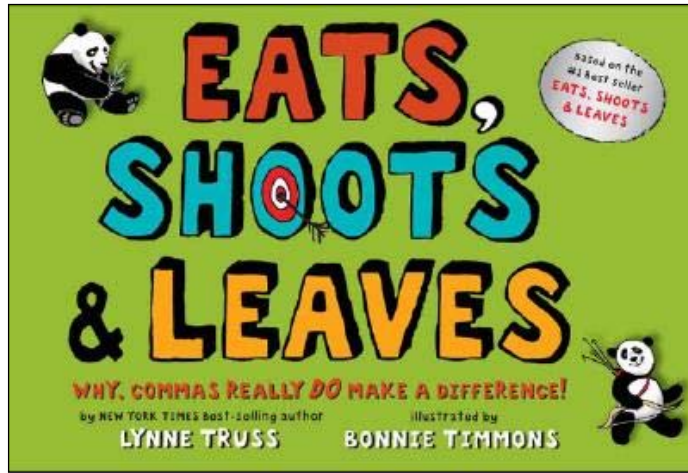
## Fluency

Share the emphasis the writer puts on words. Show the hundred is in italics to increase the importance. Read and listen on page 10 to the description of the two waiting and watching the leaves.

## Fun

Re-read the story using “acting” voices. How might Mr. Baker’s voice sound being 100 years old? How would the young man’s voice sound compared to the teachers?

# Literacy Links and Read Alouds



## Book Details

### *Eats, Shoots, and Leaves*

Author – Lynne Truss

Illustrator – Bonnie Timmons

Publisher – G.P. Putnam's Sons

Summary – Illuminating the comical confusion the lowly comma can cause, this new edition of *Eats, Shoots & Leaves* uses lively, subversive illustrations to show how misplacing or leaving out a comma can change the meaning of a sentence completely. This picture book is sure to elicit gales of laughter—and better punctuation—from all who read it.

Lifelines – Organization, Sense of Humor

## Phonics / Proper English

Compare each two-page spread. What words were stressed on the right page? left page? Why were they different?

Can you think of other examples of when you move the comma, it changes the meaning?

## Predict

After sharing the left page, can you predict where the comma will move in the sentence on the right page to create a “wacky” example?

## Put In Order

Commas help us keep lists of things together. Can you find examples in the book of lists that commas are helping us keep organized?

## Connections

Can you think of a time when people were confused with something you were writing? Would a comma have helped make your writing clearer to your audience?

## Comprehension

Take one of the sentences and ask the students to illustrate them. Compare them to the pictures in the book. Were they similar? What was different?

## Fluency

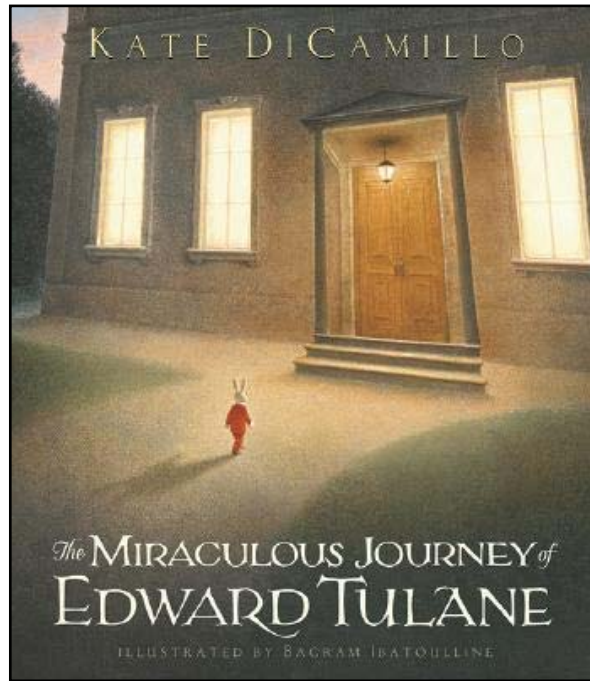
Students can read the sentences with the teacher practicing when to pause because of a comma.

## Fun

See if students can create their own examples of sentences with and without the commas! Illustrate them for extra fun!



# Literacy Links and Read Alouds



## Book Details

### *The Miraculous Journey of Edward Tulane*

Author – Kate DiCamillo

Illustrator – Bagram Ibatoulline

Publisher – Candlewick Press

Summary – Edward Tulane, a cold-hearted and proud toy rabbit, loves only himself until he is separated from the little girl who adores him and travels across the country, acquiring new owners and listening to their hopes, dreams, and histories.

Lifelines – Caring, Perseverance, Friendship

## Phonics / Proper English

DiCamillo uses rich language in her books. On the first page for example she uses: jaunty and full of ennui. Students can use dictionaries and thesauri to learn the meaning or to find other words that could be replace them in the book.

Can you find all the adjectives in the first paragraph?

## Predict

In Chapter 3, Abilene learns about the journey. She wants to take Edward along. What do you think might happen aboard the ship? What adventures do you think might lie ahead for Edward?

## Put In Order

Abilene, Nellie, Bull, Bryce all loved Jangles, Malone, Susanna, and Edward. Can you put in order the characters that met Edward with the name they called him?

## Connections

Can you think of a stuffed animal or toy that you treasured? What were some of the adventures that you went on? What happened to that toy?

## Comprehension

What happens every time Edward gets lost? What does Edward learn from each new person that he meets?

## Fluency

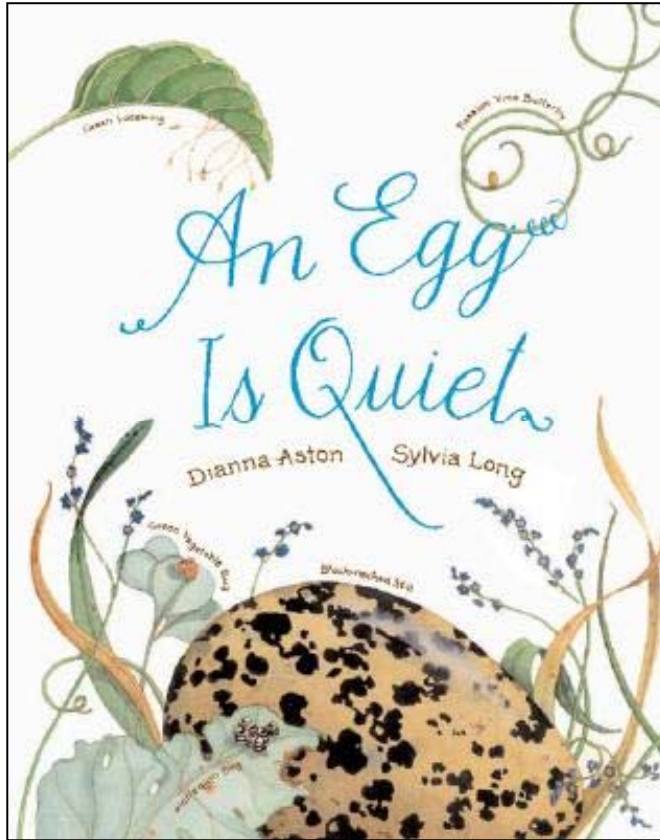
Read aloud any of the chapters of Edward. They are full of figurative language. Change your voice when reading the part of Edward.

## Fun

Have students make a rabbit cut out. Make sure the arms, legs, and ears all move like Edward. Have students move the different parts of Edward to share how he might be feeling.



# Literacy Links and Read Alouds



## Book Details

### *An Egg is Quiet*

Author – Diana Aston

Illustrator – Sylvia Long

Publisher – Chronicle Books, © 2006

Summary – Describes many different kinds of eggs and how they support the lives growing inside of them.

Lifelines –Curiosity

## Phonics / Proper English

On “An Egg is Colorful” page, what eggs start with the same sound?

There are lots of facts on each page. How could we organize those facts into a paragraph.

## Predict

On the end pages, the first page shows pictures of many types of eggs. Without showing them the names, can students guess what animals might come from those eggs? Might be good to give them choices or show them the end pages at the back for ideas?

## Put In Order

Using the end pages or the “An Egg is Colorful” page, have students put them in order by color? By type of animal? By Size?

## Connections

What is the same and what is different about these eggs from those that we buy at the grocery store?

## Comprehension

Make a list of all the adjectives that the author used to describe an egg. Do you agree? Can you think of other words to add?

## Fluency

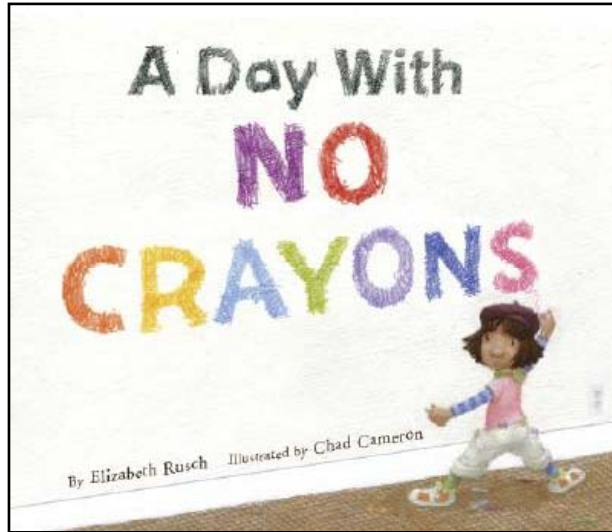
The phrase “An egg is...” repeats throughout the text. Students can echo read that phrase.

After reading the text, can students find the repeating phrase?

## Fun

Look at all the adjectives the author uses to describe the egg. Can you think of other things that could be described with those same words?

# Literacy Links and Read Alouds



## Book Details:

### *A Day with No Crayons*

Author – Elizabeth Rusch

Illustrator – Chad Cameron

Publisher – Rising Moon

Summary – A little girl discovers all sorts of artistic possibilities when she has to go a day without crayons.

Lifelines – Curiosity, Flexibility, Initiative, Problem-Solving, and Resourceful

## Phonics / Proper English

Look at all the “action words” in the book.. paced, exclaimed, shuffled, grumbled, gripped, etc. Let’s make a list and see how that makes the writing more interesting.

## Predict

On the blank white wall page, stop and have students predict what they think Liza might do? Is it a good idea? Why or why not?

## Put In Order

Can you tell me the beginning of the story? Can you share the middle of the story? How did the story end?

## Connections

Have you ever had a toy or something you were playing with taken away from you? How did it make you feel? What new choices did you have to make?

## Comprehension

Why did Liza have her crayon’s taken from her? Would you have done the same thing her mother did? Why or why not?

Why did Liza think she could go another day without crayons?

## Fluency

How does the expression of the reader change as you go through the story? Why?

## Fun

Make a list of all the great color words. Can you create new color words?

# Resources for Read Alouds

Check out these Professional Resources for more ideas and suggestions for Reading Aloud!

- Freeman, Judy. Books Kids Will Sit Still for 3: a Read-Aloud Guide. Littleton: Libraries Unlimited, 2006.
- Freeman, Judy. Books Kids Will Sit Still for. New York: Bowker, 1990.
- Freeman, Judy. More Books Kids Will Sit Still for. New York: R.R. Bowker, 1995.
- Laminack, Lester and Reba M. Wadsworth. Reading Aloud across the Curriculum. London: Heinemann, 2006.
- Trelease, Jim. Read All about It!. New York: Penguin Books, 1993.
- Trelease, Jim. The Read-Aloud Handbook: Sixth Edition. City: Penguin (Non-Classics), 2006.