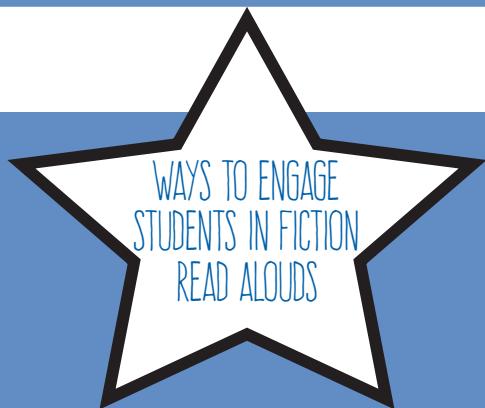


Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *What Do I Teach Readers Tomorrow? Fiction, Grades 3-8* by Gravity Goldberg and Renee Houser.

[LEARN MORE](#) about this title, including Features, Table of Contents and Reviews.



ASK STUDENTS TO THINK ABOUT THE CHARACTERS AND THEMES THEY WILL LEARN ABOUT IN THE TEXT.

Before beginning a new fiction read aloud text, we tend to ask students to preview it by looking at the cover, title, back cover blurb, and a few pages. Then we give them the opportunity to discuss their predictions about what they will learn about. We do this instead of telling them exactly who the characters are or what the lessons will be. This way, students are empowered to make their own decisions and plans for reading as a way to engage their interest right away. As we begin reading, they are more eager to see if their predictions were accurate. We might ask,

- What do you think this story is *really* about?
- What lessons do you think the characters will learn?
- What lessons will we learn from the characters?
- Why do you think the author titled the story _____?

STOP PERIODICALLY TO SHARE THINKING.

We often put sticky notes on the parts of a read aloud text that we think will create a lot of deep thinking. These notes are reminders to stop and either share our own thinking or ask students what they are thinking. We might ask,

- What are you thinking now?
- What is the author really saying here?
- Why do you think the author included that?

KEEP IT COLLABORATIVE.

Ask students to help you understand the text. Enlist their questions, ideas, and theories as part of the class working together to learn from the text. Remember not to make it sound like a quiz or a game of “guess the right answer” (more on this in Chapter 4).

(Continued)

ASK STUDENTS THEIR OPINIONS ABOUT WHAT TO READ ALOUD.

As you read aloud and afterward, ask students to discuss or write and share their opinions about the text. You can use our rating system or create your own with the class. Let the students know that you value their opinions and will try to use as many of their recommendations as possible.

For example, the class might have a rating system that is tracked on a chart, such as

- We loved it. You must read us more books just like this!
- We liked it. We would be open to reading more books like this.
- It was OK. Some parts did not hold my attention or were too confusing.
- Don't read that again. It was so confusing and boring, and we just did not get it.

SHOW THE PICTURES.

Even if your students are older and “mature,” make sure you show them how you read and study the images and not just the words. Give students time to ooh and aah over them. If some pictures are really detailed, project them on the board so everyone can read them closely.

Learn more about the book this lesson is from: <http://bit.ly/2Nnj4K6>