

Sample Lesson Plan for an Interactive Read Aloud

- Determine the type of text (fiction or nonfiction) grade level standard(s) that you will be targeting during the interactive read aloud lesson. Plan the instructional language to introduce the learning target (Moss, Brookhart and Long, 2015)
- Teacher pre-reads and plans intentional stopping points during the read aloud. Teacher plans intentional stops to support the teaching of the identified standard(s) and by ‘putting him/herself into the head of the learners’ and thinking about what in the text will be challenging for the learners or what she/he hopes the learners will walk away knowing about the text.
- These stops are not questions for students to answer. Teacher shares his/her thinking (the whats, hows and whys of his/her thinking) and then invites learners, through an open-ended prompt/question, to respond, first to themselves, then through a turn and talk with the person next to them, and then through a ‘sharing out’ with the class.

Opening Conversation/ Creating Meaningful Learning (Creates the opportunity for all children to make a meaningful connection to the central idea/theme/topic of the text by accessing ‘what they know’.)

We’ve all had a time..... Think about Provide scaffolds for differentiation. Maybe it was... Maybe it was....

Students first respond to themselves, then through a turn and talk with the person next to them, and then, if fiction through a ‘sharing out’ with the class.

Connecting to the Text/Bridging Conversation (Guides the reader in using what he/she already knows/feels to better understand the characters(s)/story/topic.) *Remembering how you felt about ____will help you better.... Remembering information you already know about ____ will get your brain ready for new details...”*

Genre Set-Up (Teacher thinks aloud how thinking about the genre readies and frames the readers’ mind/head set while reading.) *Today’s book is a _____. When we read this type of book we need to get our brains ready to (state the features)...”*

Vocabulary Set-Up (Teacher chooses 2-3 vocabulary words [tier 2- Beck, McKeown, Kucan and important to the meaning of the story]. Teacher describes words using a ‘student-friendly’ appropriate/meaningful definition and then connects to the word to the day’s text.)

Asking Questions About the Title and Cover Illustrations (When reading fiction, the teacher models how the title and cover illustration prompts the reader to wonder/ask questions – and how these questions motivate/excite the reader to read on.) *As I think about the title and illustrations, I find that I am wondering.... These wondering make me want to read on...)*

Explicit and Deliberate Instructional Stops (Teacher pre-reads and plans intentional stopping points during the read aloud to support the teaching of the identified standard(s). The teacher engages learners in active ‘meaning making’ while reading the text by modeling/describing/‘thinking aloud’ the metacognitive behaviors of visualizing, making inferences, stopping and restating, asking questions and/or making predictions he/she is using to process and make meaning of the text.)