

# Let's Read It Again! Interactive Read-Alouds

## and Set of 20 Children's Books



Product code: P1449SET

Let's Read It Again! includes lesson plans for multiple readings of 20 high-quality children's books — a [carefully curated selection of fiction, nonfiction, and poetry texts](#) — and a teacher's guide to support class-room practice. As part of a comprehensive language and literacy curriculum, these thoughtfully planned read-aloud experiences will increase young children's critical literacy skills and put your preschoolers on the path to become lifelong readers!

Each booklet in Let's Read It Again! comprises multiple read-aloud activities, with a specific literacy focus, for repeated readings of each book. In addition, each activity includes vocabulary words from the text with child-friendly definitions, suggested stopping points for teachers, and ideas for what they might say to engage children in the reading process to support children's comprehension skills.

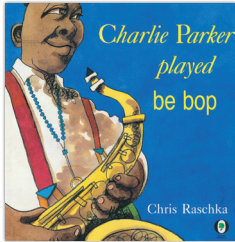
Includes set of 20 children's books.

## TEACHER'S GUIDE

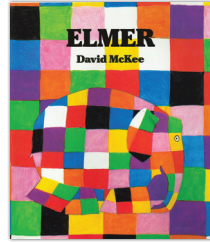


# LET'S READ IT AGAIN!

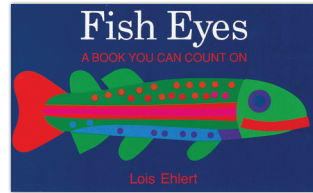
INTERACTIVE READ-ALOUDS



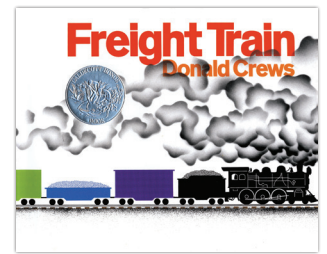
*Charlie Parker Played Be Bop*  
Chris Raschka



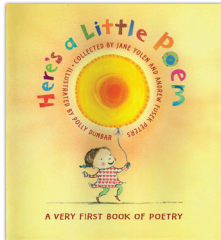
*Elmer*  
David McKee



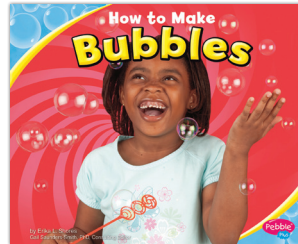
*Fish Eyes*  
Lois Ehlert



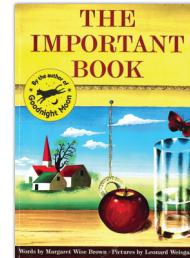
*Freight Train*  
Donald Crews



*Here's a Little Poem*  
Jane Yolen & Andrew Fusek Peters



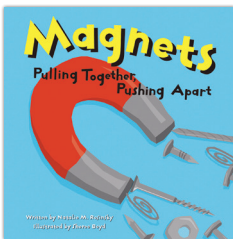
*How to Make Bubbles*  
Erika Shores



*The Important Book*  
Margaret Wise Brown



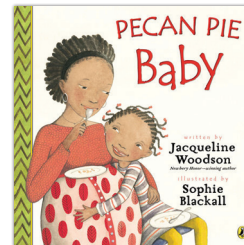
*I Read Signs*  
Tana Hoban



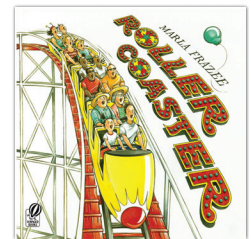
*Magnets: Pulling Together,  
Pushing Apart*  
Natalie M. Rosinsky



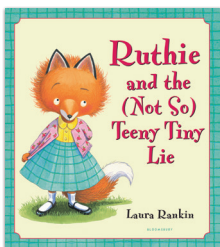
*Miss Bindergarten Gets Ready for Kindergarten*  
Joseph Slate



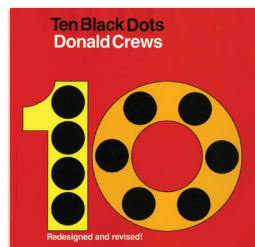
*Pecan Pie Baby*  
Jacqueline Woodson



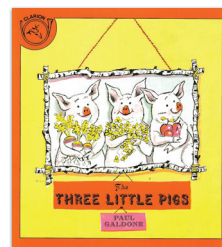
*Roller Coaster*  
Marla Frazee



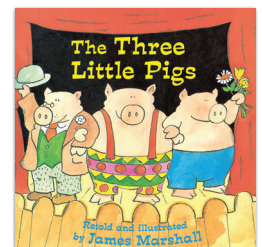
*Ruthie and the (Not So)  
Teeny Tiny Lie*  
Laura Rankin



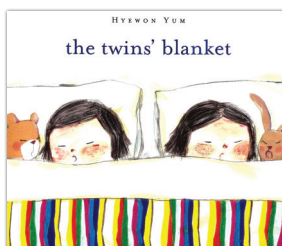
*Ten Black Dots*  
Donald Crews



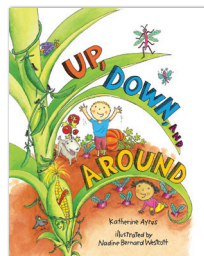
*The Three Little Pigs*  
Paul Galdone



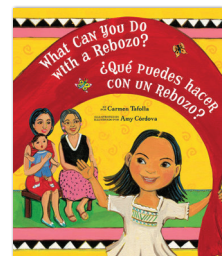
*The Three Little Pigs*  
James Marshall



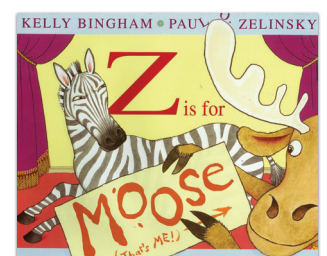
*The Twins' Blanket*  
Hyewon Yum



*Up, Down, and Around*  
Katherine Ayres



*What Can You Do With a Rebozo?*  
Carmen Tafolla



*Z Is for Moose*  
Kelly Bingham





## Using HighScope's *Let's Read It Again!* Interactive Read-Alouds

Interactive read-alouds offer teachers effective ways to support the development of children's comprehension skills through interactive reading, sustained conversation, and deliberate teaching (Bennett-Armistead et al., 2005).

The interactive read-aloud booklets for the 20 children's books in the *Let's Read It Again!* set are based on a selection of high-quality fiction and nonfiction texts that will engage children in rich language and compelling narratives as they develop key literacy concepts and skills.

Interactive and engaging experiences with fictional texts provide children with opportunities to hear and appreciate literary language, discuss social issues introduced in the text, and develop a keen interest in

books and reading. Experiences with storybooks are also an effective way to support the development of the "two pillars" of learning to read: oral language and print knowledge (Mol, Bus, & Sikkema-de Jong, 2009, p. 1001). Similarly, nonfiction and informational texts help to broaden children's knowledge base and strengthen their vocabulary about various topics.

Each read-aloud booklet in *Let's Read It Again!* includes the following introductory information: the **title** of the book, the names of the **author** (or authors) and **illustrator**, and the **genre** of the book (e.g., fiction, nonfiction, poetry). The **literacy focus** identifies key literacy components and specific focus points (see pp. 16–21) that are emphasized during each reading.

The booklets also include multiple read-aloud activities, each with a specific literacy focus, for repeated readings of each book throughout the week. These multiple



opportunities support the development of children’s comprehension strategies and vocabulary. During read-alouds, teachers have explicit opportunities to relate specific words to their meanings. Repeated readings of texts, with “direct explanations of word meanings” by teachers, result in children’s acquisition of more word meanings than if they were to simply hear the words read without explanation (Biemiller & Boote, 2006, p. 45). In other words, multiple readings of a story, in which adults explicitly define novel words, support children’s vocabulary development and help to lay the foundation for later reading skills (Biemiller & Boote, 2006, p. 45).

## Suggested Vocabulary

Each read-aloud includes a list of **vocabulary words** with child-friendly definitions. These are words that appear in the text of the book or relate to the illustrations, concepts, or themes explored in the readings. You might choose additional words based on the needs and interests of the children.



This section also includes suggestions for how teachers might introduce new and unfamiliar words to children to most effectively support their understanding.

## Teacher Planning

Careful planning and preparation are keys to a successful interactive reading experience. Before introducing a book to children, read it thoroughly for your own understanding. As you read through the book, identify and flag vocabulary words you plan to introduce to children using small sticky notes or highlighter tape for easy identification during the read-aloud activity.

Literacy experts Shedd and Duke (2008) suggest that before reading with children, teachers choose **stopping points** in the text where they can pause to ask children open-ended questions and prompt them to make predictions about the text and/or connections to their own lives and experiences. Each interactive read-aloud in this set includes suggested stopping points, which teachers can identify and flag in advance of reading the book with children. Some teachers find it helpful to flag stopping places with sticky notes on which they have written reminders about what to say or do at these points.

Before opening the book, you might invite children to predict what it might be about by looking at the front and back covers or a few illustrations throughout the book to build children’s anticipation.

## Thinking Aloud

One way that teachers can model effective reading practices is by *thinking aloud* as they read. Thinking aloud is a long-standing strategy used in reading instruction. Using this approach, the teacher expresses her thoughts, questions, and predictions out loud for children to hear as they engage in the reading experience. For example, a teacher modeling this strategy during a read-aloud might pause at the word *wilted*, which is used to describe a character in the story, and say *Ah, it looks like Koala Lou is going through some tough times here. I think she might be missing her mother's attention.* Teachers might also use thinking aloud to make a prediction about a story based on an illustration in the book. For example, when reading an informational book about sharks, the teacher might say, *I see a shark with its mouth wide open and a little fish swimming in front of it. I predict that the shark is going to eat the little fish, because I know that sharks eat fish.* When teachers *think aloud*, they demystify the reading process and make explicit how readers think about text.

## Getting Ready to Read

Before reading the book, introduce the title, author, and illustrator (often the author is also the illustrator, and you can bring that to the children's attention). Talk about why you chose the book. This models for children that they can be thoughtful about choosing books for different reasons and purposes (e.g., it features a favorite character, a topic of interest, or an intriguing cover illustration). Prepare children for listening to a new book by building on their background knowledge (e.g., make appropriate connections to children's work in the classroom, their interests, and what you know about their personal experiences) and providing additional context if necessary (introduce an unfamiliar setting or briefly discuss a concept that will be explored in the book).

## Reading the Book

The *Reading the Book* section includes the page numbers of suggested stopping points in the text and ideas for ways to engage children at these points. Also included are suggestions for **what you might say** to support children's thinking about the text.

## After Reading the Book

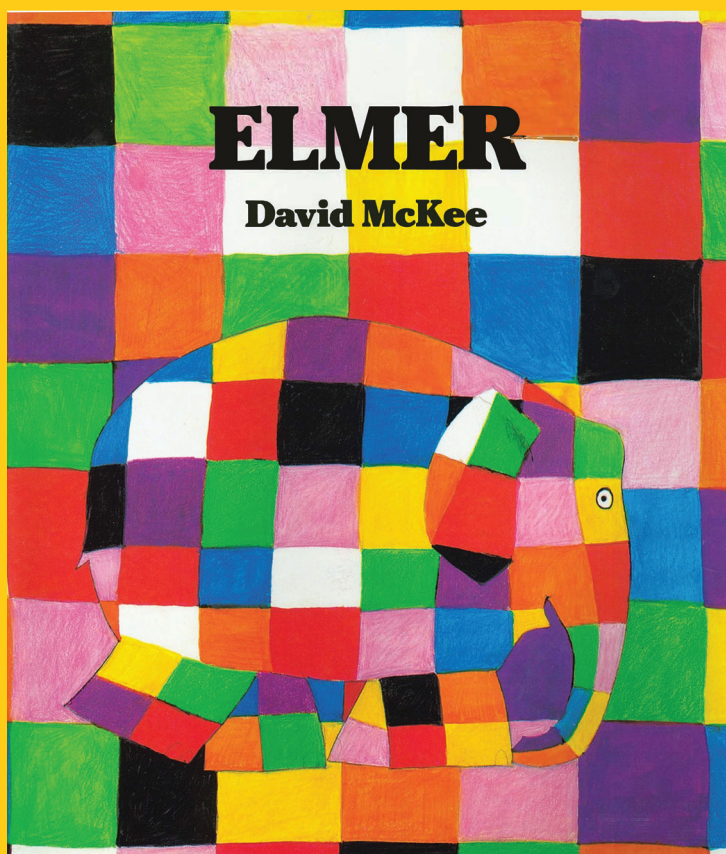
The *After Reading the Book* section provides ideas for encouraging children to reflect upon and discuss the book. These include helping children make connections between the text and their own experiences, summarizing story events, and uncovering themes or messages presented in the book. This section also provides suggestions for ways to review literacy concepts (e.g., rhyming, print features, vocabulary) explored during specific readings.



INTERACTIVE READ-ALOUNDS

# Elmer

BY DAVID McKEE





# First Reading



## LITERACY FOCUS

### COMPREHENSION

Predicting

Synthesizing

Inferring

### VOCABULARY

Understanding what a word means

### CRAFT AND STRUCTURE

“Reading” illustrations and making connections between pictures and text

## SUGGESTED VOCABULARY

**herd:** a group of animals that stays together

**patchwork:** something that’s made up of different things (e.g., different colors)

**bunches:** groups of the same things

**ordinary:** usual; not special

As you encounter these words and other unfamiliar words in *Elmer*, you might use some of the following strategies to support children’s understanding:

- Use picture clues and words embedded in the story (e.g., point to the group of elephants on p. 2 to illustrate a **herd**).
- Show objects or visuals to support the use of new words (e.g., show a photo or an example of a **patchwork** quilt, show a **bunch** of grapes).
- Revisit new vocabulary words at other times of the day when appropriate (e.g., at snacktime, show children a **bunch** of bananas or grapes; at work time, ask a child to hand you a **bunch** of a particular item such as beads, crayons, or connecting blocks).

## TEACHER PLANNING

1. Read the book thoroughly for your own understanding and familiarity.
2. With a pencil, number the pages of the book starting with the numeral 1 on the first page of text in the book (the page that starts with “There was once a herd of elephants”).
3. Select stopping points in the text. (Suggested stopping points are identified in the **Reading the Book** section of this read-aloud, but you may want to add your own.) You may also want to flag these stopping points with sticky notes or removable highlighter tape as reminders.

## Getting Ready to Read

Introduce the book, its author, and your reason for choosing it. Here is an example of how you might introduce a book because its cover got your attention.



YOU MIGHT SAY:

*This book's colorful cover got my attention. When I looked at the cover more closely, I noticed something interesting. Look closely. What do you see?* (Encourage children to look closely at the front cover to identify the elephant.)

Think aloud about the title and main character. Invite children to make predictions about the story.



YOU MIGHT SAY:

*The title of this book is Elmer by David McKee. I wonder if the elephant's name is Elmer. I know authors often put important characters on the book's cover. What do you think this book might be about?*



## Reading the Book

Position the book so children can easily see the text and illustrations and you can comfortably read the text.

As you read, gather information from the pictures by asking children what they notice.

## SUGGESTED STOPPING POINTS

### Page 1

Introduce the vocabulary word **herd**.

### Pages 3–4

Turn back to the front cover to confirm that Elmer is the elephant on the book's cover. Introduce the vocabulary word **patchwork**.



YOU MIGHT SAY:

*We were right. The elephant on the front cover is Elmer. What do you think **patchwork** means?* (Pause to allow children to answer.) *Elmer is made up of many different colors put together.*

### Page 6

Think aloud about the relationship between Elmer and the other elephants.



YOU MIGHT SAY:

*It looks like the other elephants really like playing with Elmer.*

### Pages 11–12

Invite children to predict what Elmer might be planning to do with the berries.



YOU MIGHT SAY:

*What do you think Elmer is going to do with the berries?*

**Page 13**

Introduce the vocabulary word **bunches**.

**Page 16**

Point to Elmer and note that the other animals don't seem to recognize him.



YOU MIGHT SAY:

*Hmm, this must be Elmer. I guess the other animals don't recognize him because they call him elephant, not Elmer.*

**Pages 19–20**

Ask children what is different about the interactions between Elmer and the other elephants now, in comparison to Elmer's interactions with the other elephants at the beginning of the story. Turn back to page 6 to compare the interactions.



YOU MIGHT SAY:

*Something is different between Elmer and the other elephants. What could it be? (Acknowledge children's inferences, and point out the differences to children if necessary.)*

**Page 26**

Think aloud that the elephants don't recognize Elmer.



YOU MIGHT SAY:

*The other elephants don't know that Elmer is gray. They think he isn't there.*

**Page 27**

Think aloud to clarify the elephants' responses to Elmer.



YOU MIGHT SAY:

*The elephants are laughing because they think Elmer played a joke on them. How do you think the elephants feel about Elmer?*

**Page 29**

Introduce the vocabulary word **ordinary**.

## After Reading the Book

Talk with children and recall the story events, pointing out how Elmer's feelings about being different change from the beginning of the story to the end.



YOU MIGHT SAY:

*Let's remember how Elmer felt at the beginning of the story. (Accept all answers but supply the following statement if the children don't address it in their discussion.) Yes! Elmer was unhappy because he wanted to look like the other elephants. How do you think he was feeling at the end of the story? Why?*



# Second Reading



## LITERACY FOCUS

### COMPREHENSION

Inferring

## SUGGESTED VOCABULARY

Revisit the vocabulary from the first reading of *Elmer* and incorporate the use of those words in the second reading.

## TEACHER PLANNING

1. Reread the book thoroughly for your own understanding and familiarity.
2. Select stopping points in the text. (Suggested stopping points are identified in the **Reading the Book** section of this read-aloud, but you may want to add your own.) You may also want to flag these stopping points with sticky notes or removable highlighter tape as reminders.



## Getting Ready to Read

Reintroduce the book to the children and explain the focus of today's reading.



YOU MIGHT SAY:

*We have read the book Elmer before. Sometimes authors write books to send their readers a message — something the author wants us to think about. As we read Elmer today, let's think about what the author might be trying to tell us.*

## Reading the Book

Position the book so children can easily see the text and illustrations and you can comfortably read the text.

### SUGGESTED STOPPING POINTS

#### Pages 7–8

Think aloud to clarify why Elmer is unhappy.



YOU MIGHT SAY:

*So Elmer thinks the other elephants are laughing at him because he's a **patchwork** elephant.*

#### Pages 13–14

Ask children to think about why Elmer might want to change his color.



YOU MIGHT SAY:

*Why do you think Elmer wants to be gray like the other elephants?*

#### Page 20

Discuss how Elmer might feel now that he is the same color as the other elephants.



YOU MIGHT SAY:

*I wonder how Elmer feels now that he looks like the other elephants.*

#### Page 27

Think aloud to infer the reason for Elmer's actions.



YOU MIGHT SAY:

*The elephants thought Elmer was playing a joke on them by changing his color. Do you think Elmer was playing a joke? I wonder if he really wanted to be the same color as the other elephants.*

#### Page 29

Ask children to infer what the other elephants think about being made up of different colors.



YOU MIGHT SAY:

*I wonder what the other elephants think about having a **patchwork** of colors. What do you think?*

## After Reading the Book

Have a brief discussion about the author's message. Then ask children to point out a few similarities and differences among themselves.



YOU MIGHT SAY:

*We all have things that are the same about us and things that are different. What do you think the writer is trying to tell us about being different? Think about some things that are the same about you and your classmates.*

Give children a chance to respond. Then ask them how they are different from one another.