

## Read Aloud Lessons - Grade 3 Language Arts

### Teacher Actions

#### Choose readings

- Must be available in text for all students
- Must be available in audio for all students (teacher candidate records themselves reading it)

#### Create Video Readaloud

- (Open Broadcaster Studio, Logitech C930R webcam, Blue Yeti USB mic, private YouTube Kids link)
- Video includes introduction to the reading, the reading, and a personal commentary designed to make the reading easier to understand, give students ideas, and guide them to an interpretation
- The transcript of the video will be made available

#### Create worksheets

- Comprehension questions
- Vocabulary learning method (TBD)
- Play worksheets (wordsearch, puzzle games, coloring, etc.)

#### Create tutorial (video or text)

- How to make the reader's dice
- Demonstrate each activity

### Student Actions

#### Read aloud activities:

- All activities are interchangeable and could be made optional (and/or could be placed between each point)

#### Read the excerpt/passage independently, or along with the video, or just listen

- The reading could be long enough to revisit over multiple days (short story, one chapter, a poem)
- The reading could be very short and call for only part of the below activities (benchmark passages)
- Multiple readings could be available and chosen between based on difficulty, students/families could choose to do one or all with flexible timelines

#### Discuss what the reading was about

- Talk with someone without recording
- Talk alone on video
- Talk with someone on video
- Write it down

#### Vocabulary

- Choose 5 words from the reading

- Choose from a list of provided words from the reading
- (teacher provides a method for studying new vocabulary...)

### Understand

- Answer comprehension questions
- Provide a summary of the reading
- Identify story elements
  - Characters
  - Setting
  - Beginning
  - Middle
  - End
- Listen to the teacher's recorded comments
  - Agree/disagree, why/why not?

### Expand

- Respond to a prompt
  - Make the reader's dice craft:
    - Paper cube with a prompt on each face
      - Ideas for prompts (reword for age level as needed):
        - What happens next is...
        - If I were \_\_\_\_\_, I would...
        - \_\_\_\_\_ was good/a good thing because...
        - \_\_\_\_\_ was bad/a bad thing because
        - The biggest problem going on is...
        - The lesson/moral/theme in the reading is...

### Reflect

- Give your opinion on the reading itself, and the activities surrounding it
  - What did you do?
  - What was easy/difficult?
  - What was enjoyable/unenjoyable?
  - Come up with a question for the teacher
  - Rate your own effort from 1-5, how might you improve doing similar activities?
  - What would you change about the whole thing to make it better?

### Engage

- Coloring
- Activity sheets
- Word Search
- Crossword
- Quizzes
- Games
- Create an image or drawing
- Write your own sequel, expansion, original reading
- Sculpting/lego/clay/diorama/video/etc.

## Considerations

ELL students and students requiring reading support

- Allow non-English contributions of any kind at the families' discretion
- Offer multiple readings of varying levels of difficulty
- Offer live sessions in small groups to work on the readings and activities

Expansions

- Digital technology
  - Search online for flash games related to reading comprehension, vocabulary, and story elements
- Full stories
  - Make the activity a series that goes through a full book or longer story

Assessment

- Follow whatever school rating system is used for report cards (Burnaby uses emerging → developing → proficient → extending)
- Brainstorm what students and families prioritize in assessment
  - Guide towards things like content quantity, organization, comprehension, and personal/social responsibility
- Create a rubric that defines these guidelines and what is required to hit each point in the rating system
  - A simple rubric would have four columns and rows with the top-left containing a statement like: "Nothing was handed in" which would give an emerging for content quantity and the top-right may say "More than was asked for was handed in"

Vocabulary learning method:

Based on Gage Reeves' classroom program

<https://www.learner.org/series/teaching-reading-3-5-workshop/featured-classrooms/reading-across-the-curriculum/>

## How should you learn new vocab through readings?

1. As you progress through the reading, note words that took more than one try to say/read and words that you think you might not understand
  - a. Text reads: "That's how I found the **locket**" (You read: "That's how I found the l- laa- laawwwket") and is sure to highlight or otherwise take note of that word.
2. After reading, discussing, and answering comprehension questions, it's time to solve unfamiliar words: **How to Solve Unfamiliar Words**
  - a. Sound it out! L - o - c - k - e - t how does that sound? Try it out and ask others if you're right.

- b. Look for the **root word**. Do you recognize any part of your trouble word?  
Lock, locket has something to do with things that lock
  - c. Re-read, before and after the trouble word for **CONTEXT** “it says it has a chain, and it’s broken, and it’s heart shaped... maybe it’s like a necklace.”
  - d. Choose a **synonym**, and **substitute** it to see if it makes sense “That’s how I found the necklace”
  - e. Look the trouble word up in a dictionary if it is necessary
3. When the word is solved, add it to your list of new words
- a. Write the word, part of speech, and definition “Locket - n. A small case for a photo, usually worn as a necklace.”