

The Snowy Day: A Multi-Grade Level Read Aloud

Strand: Reading

Topic: Comprehension of fictional texts

VESOL(s):

Reading 3.2; 4.2; 5.2; 6.2; 7.2; 8.2; HS.2- The student will answer questions about a passage that is read to the student or that the student reads.

Reading 3.4; 3.5; 3.7; 4.5; 5.5; 6.7; 7.5; 8.6; HS.4- The student will identify a character, setting, or event in a story that is read to the student or that the student reads.

Materials

- The Snowy Day storybook
- Multiple choice pinch cards
- Story props i.e., stick, foam “snowballs”, wet socks (optional)
- Core boards

Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Prior to the interactive read aloud, teacher will **select a purpose and prepare questions in advance**. Additional preparation materials include a completed questioning matrix and respective interactive sticky note tabs within the storybook.
2. Teacher will read the storybook, pausing at select sticky note tabs to ask questions and promote interactive responses using props and/or gestures from the students.
 - a. Ask, ***Who is the story about?*** Students will respond using multiple choice pinch cards.
 - b. Model, ***crunch, crunch, crunch*** with your feet. Have students imitate.
 - c. Ask, ***What will Peter do with the stick?*** Students use core board or other preferred mode of communication to respond.
 - d. Prompt, ***Show me how you would throw a snowball.*** Students respond using movement with or without foam ball prop.
 - e. Demonstrate think aloud. ***I would love to climb a mountain of snow and slide down, too! I bet Peter had so much fun!***

- f. Ask, ***What would you do in the snow?*** Students use core board or other preferred mode of communication to respond.
 - g. Ask, ***How might Peter feel (when his snowball melted)?*** Students use core board or other preferred mode of communication to respond.
3. Repeat The Snowy Day read aloud throughout the week with new identified purposes to **promote repetition with variety** while also addressing the outlined VESOLs (i.e., making inferences, identifying character and setting, summarize, sequence, making personal connections, etc.).

Assessments/Extensions and Connections (for all students)

- **Questions** (See attached matrix sample)

Strategies for Differentiation (Including Assistive Technology)

- Select a response type that all students can access. For example, if you have a few students who struggle with holding up pinch cards, perhaps you can find a gross-motor creative movement that will work better. You can also use visuals to correspond with pinch card options to help working memory.
- Offer assistive technology for non-traditional communicators to request a turn to respond. For example, students should have access to a Big Mac, iTalk2, or step-by-step device to spontaneously comment.
- Offer printed text in multiple formats, as needed: on screen, on paper, large print, tabbed board books for individual use, etc.