

Methods Literacy Project Read-Aloud Teaching Experience

Introduction and Overview:

Your first teaching experience in Methods will be a read-aloud to your class. You will be reading to either the entire class or a small group depending upon what your cooperating teacher would prefer. This experience will build on what you did in ESEC 281 – but now you will be working with a group of children you are getting to know personally and you will be contributing directly to the classroom curriculum. Use the following steps as a planning guide before writing up your lesson using the Keene State College Lesson Plan format. Refer to the scoring rubric along the way; it aligns directly with NCATE Standard 2.1 – English Language Arts. (Standard 2.1 is offered at this end of this document.) Show your lesson plan to your cooperating teacher and your site supervisor prior to teaching – get their feedback, make adjustments, then teach your lesson. Ideally, you will be observed during this lesson.

Steps and Reminders:

1. Talk with your cooperating teacher about the developmental needs, diversity and interests of the class as well as what curricular area he/she would like you to address. This could include science, social studies, mathematics – whatever your class needs! Literacy crosses all subjects.
2. Determine learning outcomes and objectives together. What do you want the students to gain from this experience? This might include new content knowledge, as well as honing their listening, speaking and/or writing skills. How will you determine what they have learned? This should take both formative and summative form – demonstrating learning along the way as well as demonstrating literacy learning at the end of the reading.
3. Select a book and have it approved by your cooperating teacher.
4. Determine how you will greet your audience and explain why you chose this book. Be creative as possible as you cover the following:
 - Title, Author and Illustrator
 - Copyright date & publisher (Is it a current book? Was it published in the US or another country?)
 - Genre (Try letting your students determine this based on your introduction.)
5. Practice reading the book aloud and develop accompanying questions on a range of levels that spark both student interest and prior knowledge. Refer to Bloom's taxonomy and the literacy grade-level expectations posted on our Blackboard site to help with this.
6. Target vocabulary words or concepts the students in your class may not understand and develop an engaging way to introduce these words and concepts prior to the reading. Assess student understanding of these words and concepts at the end of your lesson.
7. When you read the book, keep pacing in mind. Stop now and then to be sure everyone is engaged in the story. Hold the book so everyone in the room can see the illustrations (as appropriate) and refer to them to enrich the reading. Balance is the key! Too many questions or comments can interrupt the flow of the story – too few can lose listeners.

Follow-Up:

When you have finished reading, provide a follow-up activity for students to do individually to determine what each student gained from this experience. Activities might include (but are not limited to):

- Illustrations of key characters
- Continuing the story and/or creating alternative endings
- Telling the story from a different point of view
- Setting the story to music
- Writing a poem about the story, the setting, or a character
- Acting the story out
- Writing a journal entry from one character's perspective

- Relating the story to another experience and/or another story (text-to-self, text-to-text)

Other Vital Considerations:

1. Timing – Depending on the grade level and the timeframe given by your cooperating teacher, the read-aloud and follow-up should take about a half hour.
2. Materials – You need to provide any support materials for either the introduction or the follow-up activity. (The CML has much to offer – puppets, etc.!))
3. Determine how and where you will group the students for the reading and the follow-up. Take into account behavioral and learning needs. Speak with your cooperating teacher regarding classroom management techniques.

Final Product:

Use the Keene State College Lesson Plan format to write up your literacy read-aloud teaching experience. Do a self-evaluation using the Read-Aloud Scoring Rubric. You will also fill in an Artifact Cover Sheet (available on our Blackboard site) to hand in with your final lesson plan. Together, the lesson plan and Artifact Cover Sheet will become part of your Keene State College Education Portfolio. (The “artifact” referred to in the cover sheet is your actual lesson plan.) On the cover sheet, you will explain how your lesson aligned with the Association for Childhood Education International (ACEI)) Literacy Standard 2.1, targeting the following key elements within the Standard:

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Element A: Candidates demonstrate a high level of competence in the use of the English language arts.

- § Candidates use English language arts conventions correctly in oral and written discourse, for effective communications with students, students’ family, teachers, and other adults.
- § Candidates adjust communication conventions appropriate to function, purpose and audience.

Element B: Candidates know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills.

- § Candidates develop instruction in English language arts that is focused on a balanced approach and developmentally appropriate practices.
- § Candidates use strategies that help students correct error patterns, misconceptions and misunderstandings.

Element C: Candidates know, understand, and use concepts from reading, language and child development, to help students successfully apply their developing skills to many different situations, materials, and ideas.

- § Candidates use a variety of strategies w. students so they can monitor their own comprehension and think critically about what has been read.
- § Candidates develop strategies to enhance students’ listening skills so they understand, consider, respond to, and discuss a variety of literary genres.

Beyond the content-specific Standard 2.1, this teaching experience aligns with a number of additional ACEI Standards. Standards are listed in the left-hand column of the scoring rubric to show where they are being applied, then explained fully at the end of the rubric.