Using Read Alouds to Inspire K-5 Instruction
Objectives/Outcomes

- Enrich science instruction using literature in the 5E lesson cycle
- See examples of trade books for each E in the 5E lesson cycle
- Build confidence and learn the format so that you can begin implementing
- Encourage collaboration among teachers
<table>
<thead>
<tr>
<th>Things to include in the launch:</th>
<th>Author:</th>
<th>Science TEKS: ELAR TEKS:</th>
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<tbody>
<tr>
<td>• Prior knowledge</td>
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<td>• Connection to science concept</td>
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<td>• An engaging blurb</td>
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<td>• Essential vocabulary/essential understandings</td>
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<td>• Thinking job (think about the verb in the TEKS)</td>
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Use a large sticky note to record the launch of this book.

Select the science vocabulary from Curriculum Map needed for comprehension of the concept. Place sticky notes on the pages of the text where the vocabulary is relevant and needed for understanding.

Use a large sticky note to record the main idea and/or Essential Questions or Enduring Understandings from the curriculum map needed for mastery of the standard(s). (Tip: Turn EUs into questions.)

I wonder...

<table>
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<tr>
<th>T-A</th>
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<td>T-T-T</td>
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Find 3 places for a think-aloud (T-A) where you plan to stop and model, making you thinking visible. Find 3 places for a think-turn-talk (T-T-T) where you plan to stop and ask thoughtful questions that connect to the EQs and EUs. Place the sticky notes on the appropriate pages in the text.

Use chart paper and/or sticky notes to record students' individual "I wonder..." statements that can be used for further inquiry investigation in Elaborate.
Lesson Pre-Work

- *Find the science in the story.*
- Select concept vocabulary matched to standard.
- Identify *science* idea and/or essential focus question.
- Select stopping points for “think alouds” (T-A) and “think-turn-talks” (T-T-T)
- Plan higher order thinking science question stems
- Develop sentence frames/accountable talk stems
Before Reading

● Launch book using Plot Blurb
  ○ Get students excited about the text, create suspense, and make a connection to science.
● Tap into students’ prior knowledge about concept.
● Set the thinking job (connect to verb in the TEKS.)
● Set the essential question or the enduring understanding.
During Reading

- Option: read the entire book without interruptions, then reread using template
- Use think-alouds and TTT stops flagged in the text to model your thinking.
- Explain vocabulary as you encounter it in the text
After Reading

- Check for understanding and comprehension
- Review and reinforce concepts
  - How do they relate to book?

Take it deeper to an INQUIRY...

- Model one or two “I wonder…” statements related to concepts.
  - Record on chart paper
- Students contribute “I wonder…” statements
- Sort statements into those that are testable and those that are research-based. (Research questions can warrant a literacy inquiry experience, too!)
- Students design investigations based on self-selected questions
Experiences

*Carnivores*  Grades K-2

*Hatchet*  Grades 3-5
Ways to Use with 5E

Engage

✘ brief introduction to problem, question or event
✘ engaging portion of a book that will be used in Explain

Example: *The Listening Walk*--read the first few and predict the sounds they will hear on their walk. Come back to book later.

Explore

✘ not in place of hands-on investigation but to enhance the experience

Example: *One Small Square Series*--read aloud about variety of ecosystems with lab on the side (has experiments and activities)
Ways to Use with 5E

Explain

- read-aloud with sticky notes
- expand the student
- describes concept
- uses academic vocabulary
- supports interpretation of observations in the explore

Example: *Erosion*

*What Do You Do With a Tail Like This?* assign a different animal then do a read aloud how animal uses adaptation
Ways to Use with 5E

Elaborate

✘ books on related content, topics, careers
✘ address “research” (not “testable”) questions
✘ present challenge requiring student to apply a concept to real world

Examples: Cactus Hotel—Saguaro Cactus—choose your own ending  When Rain Falls—kids can act it out  Tree Lady

Evaluate

✘ reviews a pattern or poses questions from the text across a scientific concept

Example: Shell Beak Tusk – have students identify 3 structures and their functions
Tips for Choosing Books

Look carefully at:
× content
× images
× quality of writing
× informational text features
× overall design

NON-Examples:
× *The Very Hungry Caterpillar*—diet includes State Fair food and labels a cocoon rather than a chrysalis
× *Papa Please get the Moon for Me*—phases of moon are incorrect, moon does not shrink and grow
# Three Different Ways to do Daily Read Alouds

<table>
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<tr>
<th>Think Alouds</th>
<th>Interactive Read Aloud</th>
<th>Pure Enjoyment</th>
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<td>The teacher reads a book to the class and does his/her thinking orally to model how readers think while they are reading.</td>
<td>The teacher reads a book to the class and provides students an opportunity to “turn and talk” to their partner OR “stop and jot” their thoughts to the questions posed.</td>
<td>The teacher reads a book to the class in its entirety like a movie without stopping which allows students to fall into the story.</td>
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## Tips
1. Consider how to use your read aloud to also develop and enhance your students’ vocabulary.
2. The read aloud does not occur in your minilesson, but is often referenced in the minilesson to teach an important skill/concept.
STEMscopes Connections

Scopes>Explain>Linking Literacy

Use with STEMscopedia (our textbook)

- Pre-read
- During read
- Post read
Tools for Implementation

Read-aloud Planning Template

5E and Trade Books
**Courtesy of Julie Jackson--Science Toolkit

Science Read Alouds Collaboration folder

Tips for Choosing Books
Additional Resources

Trade Books Connected to 5E *courtesy Julie Jackson
Picture Perfect Book List
STEMscopes Book List
NSTA 2019 Best Trade Books List
Data Base of Award Winning Children’s Literature

Lead4Ward Think It Up
Lead4Ward Sentence Stems English
Lead4Ward Sentence Stems Spanish
Next steps

Please complete this form.