

**Texts to Read Aloud – Kindergarten and Grade One****EXAMPLE OF OPENING****THE TEACHER:**

- 1 *Lilly's Purple Plastic Purse* by Kevin Henkes  
"You're going to get to hear Kevin Henkes new book today. Do you remember *Chrysanthemum* by Kevin Henkes? He uses a mouse for a character, doesn't he, but the mouse is just like a kid."
- 2 *The Tenth Good Thing About Barney* by Judith Viorst  
"When my dog died, it was a really sad day for me. Judith Viorst wrote a book Barney the cat. This book made me feel sad and better at the same time."
- 3 *Red Dancing Shoes* by Denise Lewis Patrick  
"Have you ever had something new that you were just so proud of that you wanted to wear it all the time?" [CHILDREN GENERATE COMMENTS.] In this story, a girl has some *Red Dancing Shoes* that she really loves. What does the title make you think about those shoes?"  
[CHILDREN RESPOND.]
- 4 *How a Seed Grows* by Helene Jordan  
"We've been studying about growing things, and that is what our new book is about today—*How a Seed Grows*. In this book we are going to learn how to do an experiment, and we might try it so listen carefully."
- 5 *Miss Spider's New Car* by David Kirk  
"We have read several books about Miss Spider. Remember *Miss Spider's New Car*?"  
[CHILDREN RESPOND.] Well, spiders are very interesting and today we're going to read an informational book about spiders, *Spiders* by Gail Gibbons. What kinds of information do you think we'll find out?"
- 6 *The Three Pigs* by James Marshall  
"You've been listening to stories about The Three Bears and The Three Billy Goats Gruff and The Three Pigs. What's alike about all those stories? [CHILDREN RESPOND.] Yes, they have talking animals and there are three of them. Today we're going to read another story about *The Three Pigs* by James Marshall. What do you think is going to happen?"
- 7 *The Snowy Day* by Ezra Jack Keats  
"This book has a gold sticker on the front. What do you think that could mean? [CHILDREN RESPOND.] Do you remember *The Snowy Day* by Ezra Jack Keats? Well, Ezra Jack Keats got so famous that they named an award after him, and this book won the Ezra Jack Keats award so a lot of people think it is good. The title is *Elizabeth's Doll*. It's about a little girl in Africa who wanted a doll to play with like her mother took care of her baby brother. But she didn't have one, so let's see how she solved her problem."
- 8 *Mother Elizabeth* by Stephanie Stuve-Bodeen  
"Remember *Elizabeth's Doll* by Stephanie Stuve-Bodeen? [CHILDREN RESPOND.] When Elizabeth was taking care of her stone doll Eva, what do you think she might have been learning?"  
[CHILDREN RESPOND.] Remember that she has a little brother Obedi and in this book she also has a new little sister. So what's happened? [CHILDREN RESPOND.] Do you think Elizabeth could do a good job taking care of Obedi for her mother? What makes you think so?"
- 9 *Elizabeth's School* by Stephanie Stuve-Bodeen  
"We're going to read another book by Stephanie Stuve-Bodeen about Elizabeth. What do you know about Elizabeth already? [CHILDREN RESPOND.] She looks a little different now [SHOWS COVER AND TITLE PAGE]. The title is *Elizabeth's School*. What's happened? [CHILDREN RESPOND.] This time Elizabeth is going to have a truly new experience. Maybe you remember your first day of school."
- 10 *I Love You Like Crazy Cakes!* by Rose Lewis  
"*I Love You Like Crazy Cakes!* Isn't that a good title? What could that mean? [CHILDREN RESPOND.] This is a story about a mom who goes all the way to China to adopt a baby because she loves her so much. Do you think that's what she says to the baby?"

Prompts children to anticipate a book by a favorite author.

Shares a personal connection, demonstrating how a text can affect a reader.

Invites personal connections; asks children to make predictions.

Prompts children to notice sequence; prompts to remember information.

Signals the difference between fantasy and factual texts; prompts children to think what they already know about spiders.

Draws attention to two motifs of traditional folk tales—talking beasts and three's; foreshadows the structure of the story.

Develops awareness of indications of quality literature; cues children that the setting will be distant; foreshadows the plot.

Links previously read text to a new text; asks children to draw conclusions from evidence; asks children to notice passage of time; invites evidence from the text.

Invites children to consider passage of time and how Elizabeth's life is changing; activates background knowledge of text; invites personal connections.

Draws attention to the title; asks children to consider the meaning of the title; provides background information; invites predictions.

**Texts to Read Aloud – Kindergarten and Grade One** (CONTINUED)**EXAMPLE OF OPENING****THE TEACHER:****11** *Bigmama's* by Donald Crews

"When I was your age, I called my grandmother Mama because that's what my father and all his sisters called her. Do you have names for your grandmother or someone like a grandmother in your family? [STUDENTS RESPOND AND DISCUSS THE VARIETY OF NAMES.] This story is *Bigmama's* by Donald Crews. [SHOWS COVER.] All these people are a family on a train and they're going to visit Bigmama, who lives in the country. You're going to see some old-fashioned things because the writer is remembering it from when he was young. This story reminds me a little of some others we've read...."

Shares personal connection; invites children to share and compare something about their families; explains the setting; cues readers to notice details; invites text connections.

**12** *Lilly's Pink Plastic Purse* by Kevin Henkes

"Remember in *Red Dancing Shoes* when the little girl was so proud of her shoes that she wanted to show them to everyone? I have another book by Kevin Henkes to read today. We're going to see Lilly again, who was in *Julius, the Baby of the World*. And Lilly has something new. It's a purple plastic purse. This purse was wonderful. For one thing, it played a tune when it was opened. Could there be any problems with a purse like that?"

[CHILDREN RESPOND.]

Connects a new text to a previously read text and also to books by the same author; gives information in advance of reading; asks children to foreshadow the problem of the text.

**13** *Ruby the Copycat* by Peggy Rothman

"Do you know what it means to be a *Copycat*? [CHILDREN RESPOND.] Let's think why somebody might want to be a copycat. [CHILDREN RESPOND.] How do you think the person being copied feels? [CHILDREN RESPOND.] So that's two different points of view on being a copycat. In this story, *Ruby the Copycat*, one girl copies the other, so we can find out all the things she does."

Clarifies children's understanding of an idiom; asks children to predict by inference the feelings of characters; draws attention to different points of view; provides background information.

**14** *Our New Puppy* by Isabelle Harper

[SHOWS MY DOG ROSIE.] "Remember this book? You liked Rosie and the way Isabelle takes care of him. Rosie is the only dog, but just suppose they get a new puppy? That's what's going to happen in this book, *Our New Puppy*. [SHOWS PAGE 6.] Look at Rosie. What do you notice?"

[CHILDREN RESPOND.] And if we turn the page, we can see the new puppy. What do you notice?"

[CHILDREN RESPOND.]

Presents a book with large pictures so children can see illustrations; invites children to interpret illustrations.

**15** *Firefighters* by Norma Simon

"We've been talking about what firefighters do to help us. Today we're going to read another book about what firefighters do. [SHOWS OPENED COVER OF BOOK.] What do you notice? [CHILDREN RESPOND.] This book is funny because it shows dogs as firefighters, but it also tells us what real firefighters do. So listen to find out what firefighters do for work. What kinds of things do you think you will hear about?"

Activates background knowledge; encourages children to notice information in illustrations; foreshadows factual text.

**16** *Firefighters* by Norma Simon

[OPENS BOOK TO END PAPERS.] "Something really exciting is happening here. What do you think?"

[CHILDREN RESPOND.] Firefighting is dangerous work, isn't it, but firefighters really help us. You know that they fight fires, and this book tells about that. You'll learn how they fight fires but also what they do after the fire is out. What kind of questions do you think firefighters would ask after they put out a fire?" [CHILDREN RESPOND.]

Engages the readers; draws attention to action in illustrations; raises questions in listeners' minds.

**17** *Firefighters* by Norma Simon

[OPENS BOOK TO SHOW BOTH FRONT AND BACK OF COVER.] "These dogs are *Firefighters*. When the fire alarm rings, firefighters have to be ready to go in just a few minutes. Listen to this: 'Open the firehouse doors. Start the engines. They're off!' We have seen firefighters speeding to put out a fire. They do that over and over, but they have other work to do as well., tThat's what we'll learn in this book."

Engages attention.; draws attention to language; foreshadows circular text structure; alerts readers to find information.

**18** *If You Find a Rock* by Peggy Christian

"When I was your age, I had a rock collection that I loved! I used to find unusual rocks everywhere I went and I kept them in a special box. This book, *If You Find a Rock*, reminded me of my rock collection because it is about special rocks and things you can do with them. Do any of you have some special rocks at home? [CHILDREN RESPOND.] Let's see if this book has any rocks like yours."

Shares a personal connection; invites personal connections.

**Texts to Read Aloud – Kindergarten and Grade One** (CONTINUED)**EXAMPLE OF OPENING****THE TEACHER:****19** *If You Find a Rock* by Peggy Christian

"This book is about all kinds of rocks. I'll read a page and you think about what kind of rock the writer is talking about. 'Then again, you could find a small, rounded rock right in front of your toe as you goes down the sidewalk. You have found a walking rock, and you kick it ahead of you and let it lead you home.' [SHOWS PAGE 24.] Have you ever done that? Just kick a little rock as you walk along? How did the writer describe the rock? [CHILDREN RESPOND.] And the writer called it a...? [CHILDREN RESPOND.] On every page of this book, Peggy Christian is going to tell us about a different kind of rock, and its name will tell us what you do with it."

Provides a summary of what the book is about; samples some of the language; helps children remember description; helps children understand.

**20** *If You Find a Rock* by Peggy Christian

[SHOWS TITLE PAGE.] "What do you see in this picture? [CHILDREN RESPOND.] Yes, those are different kinds of rocks. Let's look at a few of the pages in this book and see if you can find the rock and talk about what you might do with it. [SHOWS PAGES 4 (CHALK ROCK), 5 (SITTING ROCK), 15 (HIDING ROCK).] Peggy Christian has a name for each kind of rock in this book, so be watching for it! You might even think of some new names for rocks. Or, we might write some of the names of these rocks after reading to help us remember them."

Draws attention to details in the illustrations; ask children to draw conclusions from information in the illustrations; helps children link illustrations with labels; reveals writer's literary devices; prompts children to remember information and go beyond it.

**21** *Henry and Mudge Get the Cold Shivers* by Cynthia Rylant

"Today I'm going to read a new chapter book to you. It's about Henry and Mudge. What do you remember about Henry and his big dog Mudge? [CHILDREN RESPOND.] This book is *Henry and Mudge Get the Cold Shivers*. I'll read you the Table of Contents and you think about the title of the book and the chapters to predict what might be happening to Henry and Mudge in this book."

Activates background information and invites children to provide summary; draws attention to readers' tools; invites predictions;

**22** *Henry and Mudge Get the Cold Shivers* by Cynthia Rylant

"Remember *Henry and Mudge* by Cynthia Rylant? Some of you have read other Henry and Mudge books. What do you know about Henry and Mudge? [CHILDREN RESPOND.] We have a new book and I'm going to read it to you. It is *Henry and Mudge Get the Cold Shivers*. What does that title make you think about? [CHILDREN RESPOND.] It could mean several things. Sometimes when you're sick, do you feel kind of shivery?" [CHILDREN RESPOND.]

Activates background knowledge of text; invites connections; draws attention to the title; invites predictions; foreshadows meaning.

**23** *Henry and Mudge Get the Cold Shivers* by Cynthia Rylant

"I have a new chapter book to read to you today, *Henry and Mudge Get the Cold Shivers*. Some of you have read about Henry and Mudge before but this is the first one we have read together. Henry is a boy about your age and Mudge is his dog. Wow! Just look how big Mudge is! Kind of like Rosie in *My Dog Rosie*. [CHILDREN RESPOND.] Well, Henry and Mudge do everything together because Henry doesn't have any brothers or sisters and there aren't any kids on his street. This time they even get the cold shivers together and they do almost the same things. We'll find out what that means."

Acknowledges connections some readers will be making; provides background information; draws attention to character traits shown in illustrations; makes explicit text connection; foreshadows parallel plot.

**Texts to Read Aloud – Grade Two and Grade Three****EXAMPLE OF OPENING****THE TEACHER:**

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| <p><b>1</b> <i>The Relatives Came</i> by Cynthia Rylant<br/>         “Yesterday we read a book about family memories by Cynthia Rylant, <i>When I Was Young in the Mountains</i>. What do you remember about that book? Today we’re going to read <i>The Relatives Came</i>, also by Cynthia Rylant. Be thinking about how she shares her memories.”</p> <p><b>2</b> <i>A Picnic in October</i> by Eve Bunting<br/>         “We have read several books by Eve Bunting. What do you remember about her books?<br/>         [CHILDREN GENERATE IDEAS.] This new one is called <i>A Picnic in October</i>. That looks like the Statue of Liberty.”</p> <p><b>3</b> <i>Faces Only a Mother Could Love</i> by Jennifer Owings Dewey<br/>         “Our new book to read aloud today is <i>Faces Only a Mother Could Love</i>. What does that title make you think about immediately?”</p> <p><b>4</b> <i>In My Momma’s Kitchen</i> by Jerdine Nolen<br/>         “This book I’m going to read to you today really means a lot to me. I remember helping my Mom in the kitchen all the time while I was growing up. The kitchen was just a special place where I did homework and all my relatives would come and sit. The name of this story is <i>In My Momma’s Kitchen</i>.”</p> <p><b>5</b> <i>The Name Jar</i> by Yangsook Choi<br/>         “What if no one could pronounce your name and made fun of you? Would you choose a new name? That’s what happened to Unhei, the little girl in <i>The Name Jar</i> by Yangsook Choi. Her home is Korea....”</p> <p><b>6</b> <i>Once Upon a Farm</i> by Marie Bradby<br/>         “Remember the book we read at the beginning of the year—<i>In My Momma’s Kitchen</i>?<br/>         [CHILDREN GENERATE MEMORIES.] In that book Jerdine Nolen was remembering a special place that meant a lot to her. This new book is <i>Once Upon a Farm</i> by Marie Bradby. Listen to see what might be special about the farm.”</p> <p><b>7</b> <i>Somebody and the Three Blairs</i> by Marilyn Tolhurst<br/>         “You all know the story of the Three Bears, don’t you? Listen to the first page of this new book! ‘One Sunday morning, in a small house on the edge of town, Mr. Blair, Mrs. Blair, and Baby Blair were sitting down to breakfast.’ What do you think could happen in this story?”</p> <p><b>8</b> <i>A Caribbean Cinderella</i> by Robert D. San Souci<br/>         “You all know the story of Cinderella, don’t you? Well, this is a story about a Cinderella from the Caribbean. Listen to this and think who might be telling the story. ‘Long ago, when I was a child, my family was poor. When my mother died, she left me only one thing: a want of mahogany. ‘Three taps will change one thing into another,’ my mother had whispered. ‘But only for a short time. And the magic must be used to help someone you love.’” [CHILDREN GENERATE PREDICTIONS.]</p> <p><b>9</b> <i>The Man on the Moon</i> by Anastasia Suen<br/>         “Remember some of the interesting things we learned about the moon when we read parts of <i>The Moon and You</i>? [CHILDREN RESPOND.] That book started by telling about Apollo 11 and the three men who went to the moon. Today we’re going to read <i>Man On the Moon</i> by Anastasia Suen, which tells the whole story of that trip. It’s going to start when they take off for the moon.”</p> <p><b>10</b> <i>My Name Is Yoon</i> by Helen Recorvits<br/>         “Remember when Unhei had a problem with her name in <i>The Name Jar</i>? Names are important, aren’t they? The title of this new book is <i>My Name Is Yoon</i>. What does that title make you think this book might be about?”</p> | <p>Asks children to make connections to a particular text.</p> <p>Asks children to think about the writer’s style and typical topics.</p> <p>Prompts predictions based on the title.</p> <p>Shares a personal connection and calls attention to the importance of setting.</p> <p>Raises interest in a situation that some students may have experienced.; informs students of important information about the setting.</p> <p>Calls attention to setting as a literary device.; Lays groundwork for making personal connections.</p> <p>Draws attention to story structure and folk tale variants.</p> <p>Reminds children to think of the Cinderella story that they know; foreshadows the narrator as the fairy godmother; invites predictions.</p> <p>Prompts children to remember interesting background knowledge about the moon; sets the scene for helping them realize how dangerous the mission was; signals that they will be hearing of events in sequence.</p> <p>Invites prediction from the title; makes connection to a similar text; invites personal connections.</p> |
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**Texts to Read Aloud – Grade Two and Grade Three** (CONTINUED)**EXAMPLE OF OPENING****THE TEACHER:****11** *Plantzilla* by Jerdine Nolen

"Remember the book *Dear Mrs. LaRue*? That was really funny wasn't it? [CHILDREN RESPOND.] We had to figure out what was going on by reading the letters really carefully. And the dog didn't even write what was really going on, so we had to look at the pictures carefully. This is another funny book called *Plantzilla*."

Cues students that they will have to reconstruct what is happening by listening to the letters—an unusual format; provides information about the story; prompts children to look at the pictures.

**12** *Something Beautiful* by Sharon Dennis Wyeth

"I really like this story because I think everyone can do something to make a place better. That's why I sometimes bring flowers to our class and why we put your art work upon the walls here. Everyone likes to look at *Something Beautiful*, and that's the title of this story."

Shares personal beliefs; models interpretation of the title; makes personal connections; draws attention to the title and its meaning.

**13** *With Love, Little Red Hen* by Alma Flor Ada

"You remember the story of the Little Red Hen! This book is called *With Love, Little Red Hen*. It's also like *Dear Mrs. LaRue* and *Plantzilla*. What do you remember about those books? [CHILDREN RESPOND.] This book is written in letters, too. The Red Hen can read and write—here she is reading to her chicks. As I read keep in mind the story you already know. Look at the first page. Do you see any characters you think you know? What might they be like?"

Reminds students of familiar story structure and prompts to blend it with another unusual literary device; raises expectations for character traits; draw attention to amusing illustrations.

**14** *Sitti's Secrets* by Naomi Shbibhab Nye

"What does it mean to say 'the other side of the earth'? [CHILDREN RESPOND.] The girl in this story is thinking about and remembering a visit to her grandmother who lives on 'the other side of the earth.' What would you expect? [STUDENTS MAY PREDICT DIFFERENT LANGUAGES, DIFFERENT FOODS.] There are lots of differences that make Sitti, the grandmother, really special to the little girl. Sitti means grandmother in Palestine where she lives. So you could be thinking about what you call your grandmother or someone else in your family."

Prompts children to use background knowledge; prompts prediction; communicates valuing differences; explains the meaning of a word and invites personal connections.

**15** *Sitti's Secrets* by Naomi Shbibhab Nye

"Remember *Sitti's Secrets* that we read yesterday? How did the writer help you know she loved her grandmother? [CHILDREN SHARE MEMORIES.] She even wrote a letter to the President, didn't she, about how the news sometimes makes her scared? [MORE DISCUSSION.] Today let's revisit some of this book to see how the writer makes us appreciate Sitti." Examples: "My grandmother can read the stars and the moon and the clouds. She can read dreams and tea leaves in the bottom of a cup. She even said she could read good luck on my forehead." [p. 26]

Reminds children of a previously read book; summarizes information from the book; revisits the text to more closely examine it; draws attention to details that tell about characters' feelings; draws attention to the writer's craft.

**16** *Brown Honey and Broomwheat Tea* by Eloise Greenfield

"What in the world do you think broomwheat tea might be? [CHILDREN RESPOND.] Here's what Joyce Carol Thomas, who is the poet who wrote the poems in this book, says, 'Broomwheat tea: good for what ails you, especially when poured by loving hands.' What do you think that could mean? [STUDENTS DISCUSS.] Many of the poems in this book are about families, love, and sometimes being strong through hardship."

Raises curiosity; foreshadows a metaphor that will flow through several poems; samples the language of the poet; helps students predict the themes in the poetry.

**17** *Owen* by Kevin Henkes and *Sheila Rae the Brave* by Kevin Henkes

"I know you like books by Kevin Henkes. What are some of the ones we have read? You can look at our chart. [CHILDREN RESPOND.] Today I am adding two new Kevin Henkes books to our library. I'll tell you about them and you think hard about which one you would like to hear today. One is about *Owen* a little mouse who has a blanket. Maybe some of you have a special blanket. This one is *Sheila Rae the Brave* about a little mouse who isn't afraid of anything until...something happens. Think hard!"

Reminds children of a favorite author and previously read texts; draws attention to the chart as a reference; describes content of stories; asks children to choose.

**18** *A Grain of Rice* by Helena Clare Pittman

"Sometimes people get what they want by working hard and being very clever. In this story, *A Grain of Rice*, a poor man named Pong Lo, long ago in China, tells the emperor that he wants only one grain of rice for saving the princess's life. How could one grain of rice make him rich enough to marry the princess?" [CHILDREN HYPOTHEZIZE.]

Provides information on the setting and theme; invites children to begin problem-solving.

**Texts to Read Aloud – Grade Two and Grade Three** (CONTINUED)**EXAMPLE OF OPENING****THE TEACHER:****19** *Ice Cream* by Jules Older

"How many of you like to eat ice cream? Did you know that ice cream has a long history going back 2,000 years ago? But it wasn't always the same as it is now. Is there anything you have always wondered about ice cream? For example, I wondered how the ice cream cone was invented and I found the answer in this book. [READS PAGE 24.] [CHILDREN ASK QUESTIONS...]

TEACHER FINDS RELATED INFORMATION IN THE TEXT.] I'm going to read just a few more really interesting things about ice cream. You might want to read some facts from this book yourself."

Displays a question/answer approach to reading an informational text; provides some interesting facts without reading the entire book.

**20** *What Do You Do with a Tail Like This?* by Steve Jenkins and Robin Page

"The book we're going to read today is *What Do You Do with a Tail Like This?* [SHOWS COVER.] Do you think this could be a tail? [CHILDREN RESPOND.] [OPENS BOOK TO SHOW BACK—FULL PICTURE OF LIZARD.] It's this lizard's tail. This book is all about the parts of animals' bodies and what they are good for—like ears. What do you do with your ears? [CHILDREN RESPOND.] Well, animals do some very special things with their ears. We'll read about some of them."

Draws attention to illustrations; invites prediction from information in illustrations; provides background information; activities children thinking about their own bodies; foreshadows information in the text.

**21** *What Do You Do with a Tail Like This?* by Steve Jenkins and Robin Page

"I'm going to read you the first page of this new book, and you think what it's going to be about. 'Animals use their noses, ears, tails, eyes, mouths, and feed in very different ways. See if you can guess which animal each part belongs to and how it is used.' P. 2 [TURNS THE PAGE.] 'What do you do with a nose like this?' [CHILDREN RESPOND TO ILLUSTRATIONS.] Let's choose one of these noses and then we'll turn the page to see what the animal is and what he does with his nose."

Engages children with the language of the text; asks children to think what the text will be about; asks children to select information they want to learn.

**22** *What Do You Do with a Tail Like This?* by Steve Jenkins and Robin Page

"This new book is *What Do You Do With a Tail Like This?* This silver sticker on the front tells us it is a Caldecott Honor Book. What does that let you know? [CHILDREN RESPOND.] Yes, a lot of people like it. Also, it is an informational book. That means we are going to learn something new and interesting. What kinds of things do you suppose we are going to learn in this book? [SHOWS ENTIRE FRONT AND BACK.] [CHILDREN RESPOND.] I'll read the first page to see if you are right."

Draws attention to text quality; reminds children of a mark of quality they know; tells children the genre and what to expect; invites predictions based on the title, the genre, and the illustrations; asks children to confirm predictions.

**Texts to Read Aloud – Grades Four, Five, and Six****EXAMPLE OF OPENING****THE TEACHER:****1** *Cave* by Diane Siebert

"Have any of you ever been in a cave? What was it like? The front of this book, *Cave*, by Diane Siebert is very dark, too. This is a special book that gives you a lot of information. The story is told by the cave, as if the cave is a real person."

Prompts brief sharing of personal experiences and alerts children to the unusual narrator of the text.

**2** *The Tiniest Giants* by Lowell Dingus and Luis Chiappe

"The book we are reading today is *The Tiniest Giants*. How in the world could a giant be tiny?"

Raises an intriguing question to spark curiosity.

**3** *The Harmonica* by Tony Johnston

"Remember reading *The Yellow Star*? What did the star mean to people? [CHILDREN GENERATE MEMORIES.] This book, *The Harmonica*, is about that same terrible time. It's about a family. As you listen, think what the harmonica might have meant to them."

Connects texts by the setting; evokes background knowledge; raises awareness of symbolism and the theme that out of evil can come good.

**4** *Look to the North: A Wolf Pup Diary* by Jean Craighead George

"Last month we read *Nutik, the Wolf Pup* by Jean Craighead George. Do you remember what happened in that story? [CHILDREN RESPOND.] Nutik is fiction, but Jean George has studied wolves and knows a lot about them. In this book, *Look to the North: A Wolf Pup Diary*, she tells us even more about wolves."

Points out the qualifications of the author; elicits background information.

**5** *Mailing May* by Michael O. Tunnell

"This new story takes place a long time ago in Iowa. Look at this picture. How can you tell?" [SHOWS PICTURE ON PAGE ONE.] [CHILDREN RESPOND.] You can tell from the pictures and you can also tell by the words. We're going to learn that May wants to go to visit her Grandma Mary on the train. And do you know what it cost? A dollar and ninety-five cents! And this family didn't have that much to spend because that's all Pa made for working all day. The title is *Mailing May*. How do you think they might have solved their problem?" [CHILDREN RESPOND.]

Explains important aspects of the setting; draws attention to evidence in the illustrations; demonstrates finding evidence in the text; invites predictions based on the title; shows problem/solution structure.

**6** *A Single Shard* by Linda Sue Park

"Let me start by reading just a little of the first page of our new book. "'Eh, Tree-ear! Have you hungered well today?'" Crane-man called out as Tree-ear drew near the bridge.' 'The well-fed of the village greeted each other politely by saying, "have you eaten well today?" Tree-ear and his friend turned the greeting inside out for their own little joke.' What are thinking already about this story? [STUDENTS RESPOND.] If we look at the cover we can see that the story was in the past by the way the boy is dressed. This is Tree-ear—that's his name and we'll find out what it means. The story is in Korea about 900 years ago. *A Single Shard* is a piece of pottery that has been broken. And you can also see that this is a Newbery Award book."

Engages children in the language of the text; asks children to interpret a short segment of text; draws attention to details in illustration that provide information about the setting; provides information about the setting and the definition of an important word in the title; draws attention to an indication of quality.

**7** *Because of Winn-Dixie* by Kate DiCamillo

"Lots of you have had the experience of moving or knowing someone who has moved. What's it like?" [STUDENTS RESPOND.] It really helps to make a friend, doesn't it? In this story Opal moves to Florida with her dad. Her mother has gone away and her dad's very busy being a preacher. She is really lonely, but then she finds a big, friendly dog at the Winn-Dixie supermarket; and that's what she names him. What does the title *Because of Winn-Dixie*, make you think is going to happen? [STUDENTS RESPOND.] Opal meets some very unusual people. One is an old lady, and another is a really snobby girl. As I read, notice what the characters are really like and how they change."

Invites personal connections; provides background information on the text; draws attention to the title; invites predictions; foreshadows character traits.

**8** *The Dust Bowl* by David Booth

"Many years ago in the 1930s, across the middle of America, there was a drought. There was no rain for a long time and the wind blew so much dust that people could barely see the sun. Have you ever been in a storm where a lot of sand or dust was blowing and you get it in your eyes and mouth? [STUDENTS RESPOND.] This story is about a dry time happening right now in the same place and Matthew and his father are wondering if they keep their farm because they can't grow any crops. So that's how it starts, but Matthew's grandfather is going to tell the story of the 'big dry' 50 years ago."

Provides background information that students are unlikely to know; evokes sensory images; cures them that there will be a "story within a story".

## EXAMPLE OF OPENING

## THE TEACHER:

- 9 *Dear Children of the Earth: A Letter from Home* by Schim Shimmel  
 “Last fall we read *The Cave*. Do you remember what was unusual about that book?  
 [STUDENTS DISCUSS PERSONIFICATION.] Yes, the cave was the narrator, which would not really happen, but we also learned a lot about caves. We’ve been studying the environment and today we’re going to read *Dear Children of the Earth: A Letter from Home*. You’ll see that this book is like *The Cave* and it also has some important messages for us. It’s written like a letter directly to you.”
- 10 *An Angel for Solomon Singer* by Cynthia Rylant  
 “Last week we read *An Angel for Solomon Singer* by Cynthia Rylant, one of our favorite authors. She always makes you think with her books, doesn’t she? What were you thinking about this story? [CHILDREN RESPOND.] Solomon was really unhappy in the city wasn’t he, because it was so different from the country? I’m going to read a little of it again, and you listen for the kinds of contrasts that Rylant is using to show why he was feeling so sad.”
- 11 *The Bus Ride* by William Miller  
 “Remember this book, *White Socks Only*? [CHILDREN RESPOND.] It seems strange not to think that African American people were not allowed to drink from water fountains in some places. Listen while I read *The Bus Ride* and think about how these two books are connected.”
- 12 *Flying Solo* by Ralph Fletcher  
 “I’m going to read you the first chapter of this book *Flying Solo* by Ralph Fletcher. It starts at 7:03 A.M. and is titled “Rachel White.” [READS FIRST CHAPTER AND INVITES STUDENTS TO DISCUSS IT.] So we started learning about Rachel, but listen to how the next chapter begins. [READS FIRST PARAGRAPH.] So this chapter is only 7:05 A.M. and the character is Bastian Fauvell. In this book, every chapter is about one of the students in a sixth grade class. They all have different problems, but on this Friday, they show up at school and their teacher isn’t there and neither is a substitute. So you can be imagining what is happening. And you can figure out what ‘flying solo’ means in this book.”
- 13 *Zzz...the most interesting book you’ll ever read about sleep* by Trudee Romanek  
 “I picked this book up because it said it was *The most interesting book you’ll ever read about sleep*. The first part of the title is Zzz. . ., like snoring. I thought, “that must be good!” Besides, I don’t know much about sleep. I’m going to look at the index and read some of the topics. Then, you choose something you want me to read about—for example, sleepwalking, nightmares, pets, or plants. Could plants sleep?”
- 14 *On My Honor* by Avi  
 “Have you ever told a lie and then it got bigger and bigger? And you just didn’t know how to get out of it and you had to tell more lies? That can happen. [CHILDREN RESPOND.] In this book, *On My Honor*, Joel has choices to make and something very serious happens.”
- 15 *Tuck Everlasting* by Natalie Babbitt  
 “What would it really be like to live forever? Would you do it? [STUDENTS DISCUSS IN SOME DETAIL.] In this book, the main character gets that change. It’s called *Tuck Everlasting*.”
- 16 *The Islander* by Cynthia Rylant  
 “The chapter book we are going to start today is *The Islander* by Cynthia Rylant. What do you know about; this author? [CHILDREN RESPOND.] Many of you have read books by Cynthia Rylant when you were younger, and we have also read picture books. This book is a little different from those you have read because it’s longer, but you will find out that this Rylant has written many different kinds of books for different ages. One thing that reminds me of her is the dedication. ‘My name is Daniel Jennings, and on this day, my twentieth birthday, I wish to make a record of the marvelous things that happened to me when I was a boy. I dedicate this book to my grandfather.’ It sounds like a memory, doesn’t it? Does that remind you of any other books by Cynthia Rylant?”

**EXAMPLE OF OPENING****THE TEACHER:****17** *The Islander* by Cynthia Rylant

"Listen to the first paragraph of *The Islander*. 'I was a boy when I met the mermaid, and, of course, no one believed me. It didn't matter. I was a solitary boy—lonely, actually—and had long given up on anyone understanding what I said or how I felt. I had lived with my grandfather for three years, and he was a kind and gentle man, but he could not see into a boy's world and so could not do much more than love me.' P. 3. What are you thinking?"

[STUDENTS RESPOND WITH IDEAS AND THEORIES OF WHAT THE BOOK WILL BE ABOUT.] One thing I'm wondering is whether he really saw a mermaid or whether he's so lonely he is imagining it. Another thing I'm wondering is whether birds are important in the story since there is a picture of a pelican on the back."

Sparks interest by engaging listeners with the language; provides information on the setting; invites students to hypothesize about the meaning of the lead; demonstrates thinking about the text; demonstrates using the illustrations.

**18** *The Islander* by Cynthia Rylant

"The book we are going to start today is *The Islander* by Cynthia Rylant. Remember we have read some of her picture books but this is a chapter book. When this book starts out, the main character, Daniel, is remembering a time when he was only ten years old and his parents died in a plane crash. He came to live on an island with his grandfather who hardly talks; the island had only a small number of people on it; he had no friends. He is an outsider, so he doesn't feel like a true islander. So he spends a lot of time reading, walking on the shore and imagining things. How do you think he feels? [STUDENTS RESPOND.] In this book some pretty unusual and special things happen to Daniel. For one thing, a sea otter tosses him a shell and he finds a key inside. Does the title make you think he might become a true islander? Why?" [STUDENTS RESPOND.]

Provides details on the setting and main characters; defines abstract meaning of a term; invites students to infer character's feelings; arouses interest by telling something about the plot; invites students to consider the meaning of the title.

**Texts to Read Aloud – Grades Six, Seven, and Eight****EXAMPLE OF OPENING****THE TEACHER:****1 Coolies by Yinn**

"Earlier this year we read a book called *The Bobbin Girl*. Do you remember how old Rebecca was when she went to work at the mill?" [CHILDREN GENERATE MEMORIES.] Today's book is about the same time but in a very different place, but it is also about two boys who went to work to help their families."

Informs children of the central theme; lays groundwork for connecting human problems across cultures.

**2 Who Was the Woman Who Wore the Hat? By Nancy Patz**

"Just listen to the first part of this book called *Who Was the Woman Who Wore the Hat?* 'Who was the woman who wore the hat I saw in the Jewish Museum? What was she like?' Here's the picture of the hat. What are you thinking?"

Engages children in the language of the text; evokes background knowledge; prompts hypotheses.

**3 Alice Yazzie's Year by Raomona Maher**

"This new book is called *Alice Yazzie's Year* by Raomona Maher. I love the illustrations in this book. [SHOWS FULL SPREAD OF THE TITLE PAGE.] What do you notice? [CHILDREN MAY NOTICE THE WAY THE ARTIST USES PAINT TO SUGGEST LIGHT OR THAT PAINTINGS ARE NOT DETAILED BUT BY STANDING BACK YOU SEE THE ESSENCE OF WHAT HE WANTS TO CONVEY. PAINTINGS ARE IMPRESSIONISTIC.] This artist's name is Shonto Begay, and he is a member of the Navajo Nation. Do you think his paintings show how much he loves the desert lands? [CHILDREN RESPOND.] The story is about a Navajo girl named Alice Yazzie. Here is Shonto's painting of her with her grandfather. [SHOWS JANUARY]. What does this painting make you think about? [CHILDREN RESPOND.] Look how the print is laid out. What does it remind you of? [STUDENTS RESPOND.] We are going to read poems about every month of Alice's year and the paintings will help us feel the poetry. Some months will be sad and some will be happy."

Draws attention to the quality and characteristics of the illustrations; provides information about the illustrator; provides information about the setting and main character; asks students to interpret the illustrations; draws attention to print layout and connects to genre; foreshadows the meaning of the text.

**4 Talkin' About Bessie by Nikki Grimes**

"We've been reading biographies. Do you remember the biography of Bessie Coleman, the aviator? [CHILDREN DISCUSS.] "This book isn't exactly a biography, because Nikki Grimes imagined it. But it is about Bessie Coleman and it does tell something about her life. Everyone is at her funeral, if you can imagine that. And we get to listen to different people *Talkin' About Bessie*."

Reminds children of a genre and differentiates between fiction and nonfiction; gives children information about the unusual format.

**5 Out of the Dust by Karen Hesse**

"You've been reading a lot of poetry, and you know that poetry doesn't necessarily rhyme. The book we are starting today is actually written in poetry, but it is also a kind of journal; it's dated and the girl is telling the story. You'll find that as we read the poems, a story unfolds. This poem begins in August, 1920, when Billie Jo is thinking back to when she was born. [READS PAGES 3-5.] How did it sound like poetry? [STUDENTS RESPOND.] What did we learn about the main character? [STUDENTS RESPOND.] In this book Billie Jo is nearly 14 and her family is living in Oklahoma at the time of the Dust Bowl. Does anyone know what that was? [STUDENTS RESPOND.] It was a time when there were terrible dust storms. Most people moved away. The dust is hard but Billie Jo loves to play the piano and she loves her Mom. So we're going to read about some really serious problems that she and her family have in about 1934."

Asks students to think about their experiences with poetry; links to the journal as a genre; provides background information; shares information about the main character; provides information about the character that will help listeners infer feelings; grounds the discussion in the setting; foreshadows the plot.

**6 Out of the Dust by Karen Hesse**

"When I was your age I remember being in a dust storm, like a snow storm, only dry with dust swirling all around. You can hardly even see the sun it's so dark. Have any of you been in a storm like that? [STUDENTS RESPOND.] This book is *Out of the Dust* by Karen Hesse, and you can see that it is a Newbery Award winner. It's a wonderful book about a 14-year-old girl who lives in Oklahoma during what they called the Dust Bowl. Listen to how Karen Hesse describes one of the dust storms in the book. '...heaven's shadow crept cross the plains, a black cloud, big and silent as Montana, boiling on the horizon and barreling toward us...We watched as the storm swallowed the light. The sky turned from blue to black, night descended in an instant and the dust was on us.' P. 163. Isn't that interesting language. This story is told by Billie Jo in a journal. She begins in 1920."

Shares a personal connection; invites personal connections; communicates an indicator of high quality; provides background information; engages listeners by sharing some of the language; shares information about the genre.

**Texts to Read Aloud – Grades Six, Seven, and Eight** (CONTINUED)**EXAMPLE OF OPENING****THE TEACHER:****7** *Out of the Dust* by Karen Hesse

"We've been studying how people's use of the environment can change things and sometimes have a devastating effect. Remember that one example is the Dust Bowl in Oklahoma in the 1920s and 1930s. What do you remember happened? [STUDENTS RESPOND.] The drought and terrible dust storms made it impossible to grow food or feed animals, so many people went to California. But some stayed and this is the story of Billie Jo, a 14-year-old girl who is telling the story through a kind of journal. She gives us some information about when she was born and her early life, but most of it is just like experience a year of tragedy with her in 1934-1935. It's both sad and happy. I love the language in this book."

Links to content area study; provides information on the setting; provides information about the format; foreshadows the plot; expresses a personal preference.

**8** *A Wizard of Earthsea* by Ursula Le Guinn

"The book we are starting now is the story of Ged, who was a great sorcerer in a place called Earthsea. This book is the first book in a series that I really love. I've read them several times and I always see something new in Ursula Le Guinn's language and imagination. The sorcerer had one name when he was a child and he saved his village through wizardry and was renamed Ged at age thirteen. Names are very powerful in this story. But he was also called Sparrowhawk, and you will learn why. He had great powers as a wizard, but he misused them. And so he had a long, dangerous quest. Do you know what that means?" [STUDENTS RESPOND.]

Notifies students that this is a series; shares a personal preference as a reader; foreshadows the significance of name; tells children something about what to expect; identifies a motif in fantasy.

**9** *A Wizard of Earthsea* by Ursula Le Guinn

"This book is *A Wizard of Earthsea* by Ursula Le Guinn, who is a very famous writer of fantasy. What other fantasies have you read? [STUDENTS RESPOND.] What are some of characteristics of fantasies? What can we expect in this book? [STUDENTS RESPOND.] This book has some of those characteristics. Ged, the main character, can change himself into a Sparrowhawk. The mythical world is called Earthsea and it is a land famous for magic. There are wars, spells, and a school for wizards. Like other fantasies, there is a kind of struggle between good and evil, and you might even find that sometimes the characters have to struggle within themselves."

Draws attention to the author's credentials; draws attention to the genre; asks children to make predictions based on knowledge of genre; provides information about the setting; provides insights into the theme.

**10** *A Wizard of Earthsea* by Ursula Le Guinn

"In this book, Ursula Le Guinn has created a mythical world named Earthsea, and there are other books in this series. The main character is Ged, who is a wizard. This writer really provides some great descriptions to help us imagine the world. I'll read a couple. 'They came out into the courtyard where a last silvery daylight still hung above the soiled, trodden snow.' P. 120. [STUDENTS DISCUSS.] And even though these characters are magic, the writer helps you know how they feel, 'Anger welled up in Ged's heart, a hot rage of hate against all the cruel deathly things that tricked him, trapped him, hunted him down.' What do you know immediately about Ged?" [STUDENTS RESPOND.]

Notifies students that this is a series; provides information about the main character; provides examples of the writer's language; invites children to think in advance about the character and his problems.