

# Planning: Modeled Reading



## Module 2C: Shared Reading and Read Alouds

Viewing Times: 7 minutes

### Balanced Literacy Module 2 - Activity 2

**Modeled Reading is an essential component of Balanced Literacy instruction. Modeled Reading is when a teacher selects and reads aloud a book or other text to students. There are a variety of instructional uses for reading aloud.**

#### Activity Objective(s):

1. Plan a Modeled Reading lesson.



**Overview:** As teachers, it is essential to utilize Modeled Reading effectively. Modeled Reading is a Balanced Literacy component that serves a valuable purpose in teaching students to read (and write). Modeled Reading is a whole group activity where the teacher uses think-alouds to help students understand a preplanned teaching focus. For this activity, you will plan a Modeled Reading Lesson.

**Estimated Time to Complete Activity:** 30 minutes

**Materials:** *Modeled Reading Lesson Plan Tool* (included with this activity).



**Step1:** Review the sample lesson plan provided on the *Modeled Reading Lesson Plan Tool*.

**Step 2:** Complete the lesson plan template provided on the *Modeled Reading Lesson Plan Tool*.



#### Adaptations or Extensions for this Activity:

**For Professional Reflection:** Implement your plan and reflect on the effectiveness of the lesson. Did the think-alouds help students learn the intended skill? What aspect of the plan worked well and should be used again? What will you change or add for your next Modeled Reading lesson?



**For your Professional Portfolio:** Does this activity help accomplish a school wide improvement goal or an individual goal for professional growth? Include a copy of this activity in your Professional Portfolio as evidence of reflective practice in the area of reading and writing instruction. This activity can serve as a portfolio artifact that demonstrates your effort to apply what you have learned in order to improve your reading and writing instruction.

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## **For Professional Learning Groups/Independent Study (peer or small group):**

Complete your planning tool. Share it with a co-worker or a small Professional Learning Group. Ask for feedback and ideas to add to your plan. Implement your plan. Meet with your peer group again to discuss the results.



## **Course facilitator for this course (university or professional development setting):**

Utilize this activity to further your participant's knowledge of Modeled Reading. Have participants implement the plan they create in their own classroom or as a classroom volunteer or intern. Then, have participants create a mini-presentation to share their experience with the class by summarizing the lesson, sharing what worked and what they would like to change.



## **For sharing this activity on a Learning Community Site (such as the EI Online Community Bulletin Boards):**

Post a summary of your lesson on the Learning Community Site for this course. Review the other posts for this activity discussion. Utilize another person's lesson idea to create another Modeled Reading lesson.

# Modeled Reading Lesson Plan Tool



**Directions:** Identify the purpose of your modeled reading lesson. Select the book or reading material that you will read aloud to students. Determine the focus for your planned think-alouds. Preview the reading material and mark the text that you will use for think-alouds and questioning. Plan what you will say to students before, during, and after reading the story to them. Utilize the lesson plan example provided on page 4 for assistance.

## Modeled Reading Lesson Template

<b>Purpose:</b> <i>What is the purpose of the read aloud?</i> <input type="checkbox"/> Model enjoyment/enthusiasm for reading <input type="checkbox"/> Model an explicit comprehension strategy <input type="checkbox"/> Model an explicit decoding strategy		<b>Reading material selected:</b> (e.g. fiction or non-fiction books, letters, magazine or newspaper article, etc.)
<b>Instructional focus:</b> Relates to your intended purpose (above)		
<b>Before reading:</b>	<i>What will you say to students to introduce the text and let them know what you are planning to model when reading?</i>	
<b>During reading</b> <i>Preview the text and mark the spots where you will think-aloud and/or ask questions. What do you plan to point out for each think-aloud?</i>		
Think Aloud Page #:		
Think Aloud Page #:		
Think Aloud Page #:		
Think Aloud Page #:		
Think Aloud Page #:		
Think Aloud Page #:		
<b>After reading:</b>	<i>What will you say to students to summarize what you have modeled?</i>	

# Modeled Reading Lesson Plan Tool

## Modeled Reading Lesson Template - **SAMPLE**

<b>Purpose:</b> <i>What is the purpose of the read aloud?</i> <input type="checkbox"/> Model enjoyment/enthusiasm for reading <input checked="" type="checkbox"/> Model an explicit comprehension strategy <input type="checkbox"/> Model an explicit decoding strategy	<b>Reading material selected:</b> (e.g., fiction or non-fiction books, letters, magazine or newspaper article, etc.)  <h3 style="text-align: center;">Goodnight Moon</h3> <p style="text-align: center;">By Margaret Wise Brown</p>
<b>Instructional focus:</b> <b>Applying background knowledge to new text</b> Relates to your intended purpose (above)	
<b>Before reading:</b>	<i>What will you say to students to introduce the text and let them know what you are planning to model when reading?</i>  <p>Prior knowledge is when you know a lot about something you have experienced before. It helps us all of the time. When you use prior knowledge, it can be easier to understand something new that we have never seen before, like a new book.</p> <p>Today, I am going to read a book called Goodnight Moon by Margaret Wise Brown.</p> <ul style="list-style-type: none"> <li>- Ask students to look at the cover and share what they think the book is about.</li> <li>- Use the cover illustration to introduce that the book is about going to sleep. One thing we sometimes do when we go to sleep is to listen to nursery rhymes and stories. What do we know/what prior knowledge do we have about nursery rhymes and stories?</li> <li>- Call attention to the picture above the fireplace on the book cover. Does anyone remember, "Hey, diddle diddle, the cat and the fiddle. The cow jumped over the _____"?</li> <li>- Let's start reading the book and see where else our prior knowledge might help us.</li> </ul>
<b>During reading</b> <i>Preview the text and mark the spots where you will think-aloud and/or ask questions. What do you plan to point out for each think-aloud?</i>	
<b>Think Aloud Page #: 3</b>	Think-aloud - Here is the picture of the cow jumping over the moon. This is one of the pictures in the bunny's room. Thanks to our prior knowledge we know why a child may have this picture in his or her room (it is from a child's nursery rhyme).
<b>Think Aloud Page #: 4</b>	Think-aloud & question - Here is a picture of three bears sitting in chairs. What do you know about three little bears?
<b>Think Aloud Page #: 5 &amp; 6</b>	Think-aloud & question - On these two pages the bunny is saying goodnight to kittens and mittens. Now this is getting a little harder to figure out. With my prior knowledge, I can guess that there might be a nursery rhyme or story with kittens or mittens. Let me think. Oh, that's right; there is a nursery rhyme about kittens that lose their mittens.
<b>Think Aloud Page #: 9 &amp; 10</b>	Think-aloud & question - On these two pages the bunny is saying goodnight to his room and we can see a picture of the whole room. Do you see anything else in the room that reminds you of a nursery rhyme or children's story that you have read?
<b>Think Aloud Page #: 11</b>	Question & think-aloud - Why do you think the little boy says goodnight to the moon? To me, the moon seems like it is going to sleep as the night goes on and it moves down and the sun comes up. It also gets darker in the pictures as the story goes on.
<b>After reading:</b>	<i>What will you say to students to summarize what you have modeled?</i>  <p><i>Our prior knowledge helps us in many ways at school and at home. It is always helpful to use what we already know. One way you can help yourself to be a better reader is to try to think about what you already know when you start a new book.</i></p>