FOCUS THE LEARNING

Introduction: Prior knowledge helps us all of the time. When we do something for the first time, it can feel kind of hard because we don’t have much prior knowledge. After we do something several times, we have a lot of prior knowledge and it feels easier. I am thinking of riding a bike. I remember trying to learn and it wasn’t very easy. But now I have a lot of prior knowledge so it is fun instead of hard.

Think together. What are some things you have a lot of prior knowledge about? Soccer, cartoons, best pizza toppings?

Let’s use our prior knowledge to remember some of our favorite nursery rhymes and stories. I am going to start, and when you remember, join in! “Hey, diddle diddle, the cat and the fiddle. The cow jumped over the ______.” You remembered. Your prior knowledge really helped. Let’s try another one.

“Once upon a time, there was a little girl named Goldilocks who went into the house of the three ________.” You have it. Your prior knowledge is ready for Goodnight Moon by Margaret Wise Brown.

INTERACTIVE READ-ALOUD

Model and Guide Practice

Look at the cover. This is a book about bedtime and saying goodnight to things in your room.

READ TO THE PAGE WITH THE COW JUMPING OVER THE MOON.

Okay. Get your prior knowledge ready. “Hey, diddle diddle...” Isn’t this great. Our prior knowledge is helping us think about the picture on the wall. That isn’t just any cow. That is the cow jumping over the moon!

READ THE NEXT PAGE.

Put your heads together. Use your prior knowledge to remember the story about the Three Bears.

READ TO THE PAGE THAT SHOWS THE ENTIRE ROOM. “Goodnight room” is such a nice way to think about going to sleep, isn’t it? If I were going to use my prior knowledge here, I would think about my own bedroom and the things I could say goodnight to... Are you thinking about your room? Do you have a special stuffed animal? Or a favorite chair... maybe a pillow?

Think together.

CONTINUE TO THE END OF THE STORY TO ENJOY THE LANGUAGE.

END OF STORY REFLECTION

Our prior knowledge helps us in life and in books. Now, this story has added to your prior knowledge. Everything we learn and everything we do help our prior knowledge to get bigger and bigger. What is important is that we use what we already know. Someone who didn’t know about the Three Bears might not have noticed the picture on the wall. Aren’t you glad you were using your prior knowledge and could think about the story that made that picture special?

A Mentor Text is an exemplary model of good literature and is the centerpiece of each lesson. Each lesson begins with an explicit think-aloud that introduces the strategy with a concrete example. Teacher scripting in each lesson shows how you might think aloud for your learners. Explicit teacher modeling along with suggested stopping points for Turn & Talk opportunities show a clear instructional “flow,” engaging learners while providing valuable instruction. Learners turn and talk, sharing their ideas with their thinking partners at least once every five minutes throughout the read-aloud.

The Focus Strategy/Standard is the instructional emphasis of the lesson. Comprehension

USE PRIOR KNOWLEDGE

Goodnight Moon

By Margaret Wise Brown

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Think together.

CONTINUE TO THE END OF THE STORY TO ENJOY THE LANGUAGE.

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Following the gradual release model, the lesson moves from modeled reading to shared reading. Tips for Share the Reading provide ideas for using the new text with students. A full-size version of the text appears at the end of the lesson.

ASSESS THE LEARNING

Listen in as partners share prior knowledge with one another to see if they are focusing on the topic.

Confer with readers during independent reading, and ask them to share prior knowledge on the topic. Assess their ability to share the information orally.

INFUSION OF FORMAL LANGUAGE

This story was mostly about:
A. Pictures on the wall
B. Kittens with yarn
C. The moon
D. Saying goodnight to things you enjoy

Two test-style questions at the conclusion of each lesson familiarize students with the type of literature analysis required on standardized tests.

Extend the Learning suggests ways to hone your learners’ thinking about strategies. Use the suggestions that best serve your and your students’ needs.

Assessment suggestions for each lesson provide ideas for ongoing assessment of strategy use. The assessment tools at the back of the lesson book and on the CD-ROM may be used to evaluate and record results of observations.
Goodnight

Goodnight chairs
Goodnight clock
Goodnight windows
Goodnight books
Goodnight pencils
Goodnight pens
Goodnight crayons
Goodnight friends

Every Interactive Read-Aloud lesson is supported by a Shared Reading Overhead Master. Whether used as an overhead transparency or a handout, these texts encourage shared reading and conversation.

Through the Share the Reading activities children stretch their understanding of the standard as they apply it in a different situation. This supports the transfer of the learning.

Shared reading texts provide an opportunity for you and the children to read aloud together, building oral fluency while using strategies with a variety of texts.

Each Share the Reading text is rendered in a type treatment that is easy to read and include in a student’s literacy notebook.

The Interactive Read-Alouds CD-ROM provides full-size versions of the Shared Reading Masters in an easy-to-access pdf format.
“Good Morning!”
Readers Theater adaptation by Linda Hoyt

Good Morning Cow
Good Morning Frog
Good Morning Spider
Good Morning Rooster

Good Morning Animals!

The Readers Theater scripts that are provided with each lesson bring an exciting element to the read-aloud—expressive oral reading and drama! They are flexible enough for emergent and developing readers but include concepts and ideas that are engaging for all readers.

Readers Theater scripts are specifically crafted to support the target strategy and are designed to recap or use the same language structure as the mentor text, introduce a new genre (e.g. nonfiction), or extend the story context.

Reader Theater Scripts are terrific vehicles for joyful, expressive oral reading that will build fluency in a way that makes it clear to children that fluency isn’t just about fast. It is about interpreting a selection and matching your rate, your intonation, and your phrasing to match the meaning and the kind of text you are sharing.

Because each learner will need a copy of a script so they can practice and perform the selection, each Readers Theater Script is provided in a reproducible format that is easy to photocopy.

The Interactive Read-Alouds CD-ROM provides full-size versions of the Readers Theater Scripts in an easy-to-access pdf format.
Thank you for sampling this resource.

For more information or to purchase, please visit Heinemann by clicking the link below:


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