

## Daily Interactive Read Aloud Day 2

Date: Week of September 30<sup>th</sup>

Title: Miss Bindergarten Takes a Field Trip

Genre: Fantasy

Author: Joseph Slate

<p><b>Standard/Content Area</b> (What am I working on?)</p>	<ul style="list-style-type: none"> <li>• Standard - CC.1.2.K.E- Identify parts of a book (title, author) and parts of a text (beginning, end, details).</li> <li>• Standard - CC.1.2.K.K- Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.</li> <li>• Standard - CC.1.2.K.L- Actively engage in group reading activities with purpose and understanding.</li> <li>• Standard - CC.1.2.K.B- With prompting and support, answer questions about key details in a text.</li> </ul>
<p><b>Learning Strategy Focus</b> (Comprehension strategy, literary elements, fluency strategy, vocabulary focus, text structure, genre study, etc.)</p>	<p><b>Strategy: Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• The students will listen to a read aloud for the second time and I will periodically stop throughout reading the story and ask the students questions that they will respond to that will test their comprehension of the story.</li> </ul>
<p><b>Graphic Organizer</b></p>	<p>Before reading today, as a whole class we will review our completed story board, which is the interactive read aloud bulletin board where we identified and wrote each of the components found on the board yesterday, which include:</p> <ul style="list-style-type: none"> <li>• Title, Author, Characters, Setting, Vocabulary Terms, and Class Rating</li> </ul>
<p><b>Modeling (Think Aloud) &amp; Questioning</b> In what ways will I demonstrate my own thinking as a reader?</p> <p>What questions will I use to enhance the learning focus and deepen thinking?</p> <p><b>*All think aloud statements and questions written on post-its and placed on book pages.</b></p>	<p>The students will know that it is Interactive Read Aloud time when I put the lights on the board on.</p> <p>Before we begin reading we will need to learn about six different vocabulary words that will help us to better understand the book we are about to read. I will say each word and the students will repeat the word back to me. Then, I will give the class a definition of each word and use each word in a sentence. The six vocabulary words for this book include:</p> <ul style="list-style-type: none"> <li>• Post Office</li> <li>• Park</li> <li>• Bakery</li> <li>• Fire Station</li> <li>• Library</li> <li>• Chaperone</li> </ul> <p>As a class we will also review the story board and each part that we completed yesterday, then I will remind the students that yesterday we read the story for the first time and today I will read this same story, except today I will periodically stop throughout reading the story and ask the students questions that they will respond to that. Therefore, it is very important that they are listening to me as I read and they are on-task, so that they know the answers and are prepared if I call their random stick number.</p> <p>Then, I will read the title and the author to the students and we will get excited and ready to begin reading the story.</p> <p>I will now begin reading the story. These are some example comprehension questions that I may ask the students as I am reading:</p> <ul style="list-style-type: none"> <li>• What is Miss Bindergarten’s class doing today? (Going on a field trip)</li> <li>• Where is the first place the class goes on their field trip? (Bakery)</li> <li>• What are some of the things that the students get to do at the fire station? (Ring the bell, hold the hose, look at the fire truck, stop, drop, and roll, try on the gear, and slide down the pole)</li> <li>• Have you ever been to the Post Office before? (students raise their hands and vote yes or no)</li> <li>• Where does the class go next on their field trip? (Library)</li> <li>• What do you do when you go to the library at school? (Listen to a story, look for a book, check a book out, and read)</li> <li>• What does the class do at the park? (sits down and eats, they have a picnic)</li> </ul> <p>I will pick random sticks to have the student respond to the comprehension questions that I</p>

	<p>ask as I am reading. After I finish reading the story and asking questions, I will say “The End” and the class will give the story two claps.</p>
<p><b>Closure / Send off</b> How will I pull the lesson together at the end so that students know what they have learned? Connection back to the objective.</p>	<p>To bring closure to the lesson, I will turn off the Interactive Reading Lights on the board and tell the students that today’s lesson is over and we will read this book again tomorrow. Today we focused on comprehension or understanding the story, and tomorrow we will work on another literary element called genre.</p>