Read Aloud Lesson Plan

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**Standards**

CCSS.ELA.Literacy.RL.K.1. With prompting and support, ask and answer questions about key details in text

CCSS.ELA.Literacy.RL.K.3. With prompting and support, identify characters, settings and major events in a story

 CCSS.ELA.Literacy.RL.K.5. Recognize common types of text

CCSS.ELA.Literacy.RL.K.9. Compare and contrast experience of characters in familiar stories

**Objectives**

 When reading a fairytale, the student will understand common elements (make connections) as well as comprehend the story with a clear understanding of the plot, setting and characters.

 Common elements of fairytales being examined in class are: character (talking animals), setting (“A long time ago,”/”Once upon a time,”), story elements (animals turn into people) and lessons (don’t talk to strangers).

**Evaluation Plan**

 Formative: Students’ verbal and nonverbal (prompted gestures, interest levels) responses will be observed for comprehension accuracy during the read aloud.

 Summative: At the end of the unit, students will be assessed on their grasp of fairytale elements.

**Step by Step Plan**

1. Read title, author and illustrator. Explain their contributions to the story.
2. Ask students to predict what the setting will be. Use trees/bushes as clue (answer: woods)
3. Read page 1.
4. Connect first line with fairytale setting element “Once upon a time,”. Ask why the character is called “Red Riding Hood”
5. Read page 4.
6. Explain “up to snuff” means not feeling as good as usual, she’s sick
7. Read page 5.
8. Define “tarry”: to go slow or wait around
9. Read page 6.
10. Read page 8.
11. Model thinking: “I’m wondering if this wolf is good or evil?” Read paper on Ways to Talk About Reading. Have students turn and talk. “Class, class” call to regain attention.
12. Read page 10.
13. Model thinking: “Now I’m thinking the wolf is not a nice guy!” Define “lurking” as sneaking around or hiding.
14. Read page 12.
15. Read page 14.
16. Read page 16.
17. Read page 18.
18. “Gobbled” defined as “eat quickly”. Have students show me how they gobble up their favorite food.
19. Read page 20.
20. Ask students if they think the wolf will trick Red Riding Hood, respond thumbs up or down.
21. Read page 22.
22. Read page 24.
23. Read page 26.
24. Define “wicked” as evil.
25. Read page 28.
26. Read page 30.
27. State the lesson of the story as safety, not to talk to strangers.

**Meeting Student Needs**

 Children’s interests in animals and fairytales are met by book selection. Culturally, promotes safety measures that are probably discussed at home.

**Differentiation**

 To accommodate lower level readers, I will read slowly and articulately with frequent pauses for comprehension checks. For ESOL learners, sentence stems will be provided for the Turn and Talk.

**Relevant Psychological Theories**

 Rosenblatt’s Transactional Theory: reader must transact with the text to make meaning

 Read aloud experiences increase vocabulary development and comprehension growth. (Klesius, Griffith, 1996)