

Books highlighted in Getting More Bang for Your Book:
Read Alouds and Elementary Social Studies Inquiry

May 2020
For the Maine Dept of Education

Children's books referenced in my session include:

Highlight books: *Maya Lin: Artist-Architect of Light and Lines* by Jeanne Walker Harvey
Rolling Thunder by Kate Messner

Quick Ten:

We Are Grateful: Otsaliheliga by Traci Sorell, illus. by Frank Lessac
All Different Now by Angela Johnson, illus. by E. B. Lewis
Molly Bannaky by Alice McGill, illus. By Chris Soentpiet
Dazzle Ships by Chris Barton, illus. by Victo Ngai
Undeclared by Kwame Alexander, illus. by Kadir Nelson
The Great Fuzz Frenzy by Janet Stevens & Susan Stevens Crummel
Water and Land written and illus. by Christy Hale
Follow the Moon Home by Phillippe Cousteau and Deborah Hopkinson, illus. by Meilo So
Trouper by Meg Kearney, illus. by E. B. Lewis
Each Kindness by Jacqueline Woodson, illus. by E. B. Lewis

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Why Read Alouds? What the research says:

- Change our attitudes about books and reading.
- Listen to and comprehend a book on a significantly higher level than if we were reading silently. **Listen UP!**
- Foster a love of reading.
- Understand characters better, including ourselves.
- Go beyond stereotypes and become more tolerant of differences in the world.
- Become part of a thoughtful classroom community through the deep reflection and discussion a great read-aloud can promote.
- Value the role of stories in our lives.
- Research in myriad studies strongly supports read alouds.
- Stimulates language development
- Helps students move naturally into reading
- Demonstrates that print is meaningful
- Fosters an interest in books
- Stimulates students to react to what is read
- Encourages students to listen actively
- Serves as a model
- Builds rapport

Jerry L. Johns cited in Steven L. Layne 2015

Good Professional Learning Texts:

Lester L. Laminack and Reba M. Wadsworth, *Reading Aloud Across the Curriculum: How to Build Bridges in Language Arts, Math, Science, and Social Studies*. Portsmouth, NH: Heinemann, 2006.

Lester L. Laminack, *Unwrapping the Read Aloud: Making Every Read Aloud Intentional and Instructional*, New York: Scholastic, 2009.

Steven L. Layne, *In Defense of the Read-Aloud: Sustaining Best Practice*. Portland, Maine: Stenhouse Publishers, 2015.

Donalyn Miller, *The Book Whisperer: Awakening the Inner Reader in Every Child*, San Francisco, CA: Jossey-Bass, 2009.

Finding New Titles:

- Georgia Council for Social Studies – booklists recommended by teachers and aligned to Georgia Standards of Excellence for Social Studies - <http://www.gcss.net/site/page/view/childrens-literature>
- NCSS Notable Tradebooks & Carter Woodson Award winners – <https://www.socialstudies.org/publications/notables>

Read Aloud Guidelines from the Professionals

From Lester L. Laminack, *Unwrapping the Read Aloud: Making Every Read Aloud Intentional and Instructional*

3 intentions – inspire, invest, and instruct

Criteria for selecting good read-alouds:

- Know your students.
- Know children’s literature, authors, and illustrators and keep up with new titles.
- Make it a daily occurrence or ritual at a specific time.
- Group books by author, genre, text structure, topic, theme
- Layer some readings, either by re-reading picture books, poems, etc., or for longer works, reading over time.

Lester’s favorite ways to introduce a book:

- Picture Walk
- Book Talk/Commercial
- Author Profile
- Theme/Topic Link
- Just Start Reading

From Steven L. Layne, *In Defense of the Read-Aloud*

1. Become familiar with the book before reading it.
2. Launch the book successfully. For books longer than picture books, use a book trailer, reviews, visit author’s website, or a thorough preview of the book.
3. Provide a purpose for listening.
4. Work out an advantageous seating arrangement.
5. Plan stopping points: “Every stopping point is a secret reading-skill-reinforcement lesson just waiting to happen.” (p. 34)
6. Teach reading skills such as visualization, inferring, and sequencing. For visualizing, use a phrase like “what is the movie in your mind at this point?”
7. Plan strategically for the end of the read-aloud. Make sure there’s time to discuss; don’t delegate the ending to another reader; use it as a springboard to other rich learning experiences.
8. Work out a positive solution for those students who get the book and read ahead.
9. Choose and balance the books and genres we read aloud. Don’t forget poetry and non-fiction.
10. Limit interruptions to read aloud time.
11. Pick books that help your students “listen up” – avoid books they will easily read themselves.