

STUDY GUIDE

Reconsidering Read-Aloud



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STENHOUSE PUBLISHERS

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Read-aloud is a time of enjoyment and relaxation for teachers and students—a time when powerful, effective teaching and rigorous learning can take place while keeping the pleasures of reading front and center.

Reconsidering Read-Aloud invites you to examine both the spontaneous and planned conversations that take place around read-aloud. If these conversations are led by a teacher who knows books and authors as well as language arts standards, outcomes, and objectives, read-aloud will be a time of teaching that doesn't need a script or lesson plan to validate it and will foster learning that doesn't need a product to measure it.

This guide will help teachers explore the concepts from *Reconsidering Read-Aloud* in greater depth. The guide includes questions for discussion, sample workshop activities for teachers and students, and reproducibles.

Open-Ended Questions for the End of Chapters

Chapter 1: The Roles of the Teacher

What do you read for your own enjoyment?

How do you bring your love of reading into the classroom?

Have you ever been a member of a book club, formal or informal?

How has that changed your reading?

What place does read-aloud have in your reading instruction?

What do you like about this time?

What possibilities do you see for making changes to it?

Chapter 2: Choosing Books

What is your favorite source of information for finding out about new children's books?

How do you find time to read children's books?

What are your favorite read-alouds and why?

Chapter 3: Building Classroom Community

What are the most important elements of your classroom community? Is read-aloud one of them? Could it be?

What rituals do you have in your classroom? What rituals do you have for read-aloud?

What student projects have grown out of your read-alouds?

Chapter 4: General Strategies

Chapter 5: Fiction Strategies

Chapter 6: Nonfiction Strategies

What are some other strategies that you would include in each of these categories?

How would you or do you teach them through read-aloud?

Chapter 7: Evaluation and Assessment

Do you evaluate or assess your read-aloud and/or the learning of your students during read-aloud? How, when, why?

Workshop Suggestions

Workshop 1: The Important Read-Aloud Book

For this workshop, distribute copies of Figure 1: The Important Read-Aloud Book (for Teachers) to all workshop participants. Have each person fill out

the survey. Discuss with the whole group or in small groups memories of read-aloud and how participants could use what they've gleaned from the activity in their teaching.

You might also ask participants to have students fill out Figure 2: The Important Read-Aloud Book (for Students) in class or as homework. Students can share their read-alouds in class, and talk about how read-aloud helps them grow as readers. Participants might bring these completed student forms to a future workshop to compare the types of read-alouds students enjoy and learn from the most.

Workshop 2: Teaching Through Read-Aloud

Have everyone bring in some of their favorite read-aloud books. Distribute copies of Figure 3: Teaching Through Read-Aloud. Have everyone fill out the form. Participants should use the last column, "Curricular Extensions," to link their read-aloud books to what they've learned from reading *Reconsidering Read-Aloud*. Discuss as a group.

Workshop 3: Less of This, More of This

Have everyone silently read the Less of This, More of This chart on pages 150–152 of *Reconsidering Read-Aloud* at the start of the workshop. After reading the excerpt talk about what specific behaviors or strategies participants might want to change or try.

Figure 1

The Important Read-Aloud Book (for Teachers)

Name: _____

Think of a favorite book someone read to you when you were a child. What was the name of the book?

Who read it to you?

What do you remember about the sound of their voice, the place where they read to you, and any rituals associated with the read-aloud?

Why was it a favorite?

What does this favorite book tell you about yourself as a reader (i.e., how or when you like to be read to, the kinds of books you enjoy, the kind of learner you are)?

Figure 2

The Important Read-Aloud Book (for Students)

Name: _____

Think of a favorite book someone read to you when you were younger. What was the name of the book?

Who read it to you?

What do you remember most about the experience?

Why was the book a favorite?

What does this favorite book tell you about yourself as a reader (i.e., how or when you like to be read to, the kinds of books you enjoy, the kind of learner you are)?

Figure 3

Teaching Through Read-Aloud				
Author	Title	Theme	Why Is This a Favorite Read-Aloud?	Curricular Extensions