

WORLD READ ALOUD DAY



litworld.org



Your Family Read Aloud Event Pack
Join the Movement.
Read Aloud.
Change the World.

LitWorld

 **SCHOLASTIC**

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FAMILY EVENT OVERVIEW

Visit litworld.org to find more information on World Read Aloud Day.

World Read Aloud Day is an opportunity to celebrate reading and storytelling with entire communities, including the one created in your school. World Read Aloud Day recognizes that literacy begins with teachers and families who foster a love for reading in their students and children. Use this easy guide to create a reading celebration at your school.

IMAGINE A WORLD WHERE EVERYONE CAN READ...

Spread the word about World Read Aloud Day to friends, family, and members of your school. Read aloud with loved ones, friends, and classmates. Host a Read Aloud Event in your school to grow the movement worldwide.



IDEAS FOR THE READ ALOUD EVENT:

- › **Hold the Read Aloud Family Event** during the Book Fair week.
- › **Read aloud with a special guest.** This could be a local celebrity, a beloved teacher, or the principal.
- › **Promote the event** on the school calendar and on social media.
- › **Teachers can conduct a read aloud in their classrooms.** They can also invite a special guest to read aloud.
- › **Create a story in the round.** Sit in a circle and make a group story by having each person add a sentence going around the circle. You can come up with a theme or a description of the key characters at the beginning to get everyone's ideas flowing. For younger children, modify the activity by adding a word instead of a sentence. For any parent-child groups, have one set make the story and the other act it out in the center of the circle.
- › **Launch a pop-up poetry or storytelling café.** Gather your group for snacks and storytelling by inviting everyone to read their own writing or a favorite poem or short story to the audience. You can tailor this activity by adding a theme such as "Family Matters."



For more ideas, visit litworld.org.

READ ALOUD PROGRAM MATERIALS:

- › Reproducible Book Fair Read Aloud Family Invitations
- › Top 10 Ways to Nurture a Super Reader — an excerpt from *Every Child a Super Reader* by Pam Allyn and Ernest Morrell.

#SUPERREADER Empowering students to read with confidence, imagination, and joy. Super reading transforms, exhilarates, and inspires children to be confident, to explore, and to share ideas. By creating an environment where every child belongs to the world of super reading, we open a world of endless possibilities.

To view video, read articles, and download Super Reader classroom material, visit scholastic.com/super-reader

- › Three Read Aloud Facilitator Guides. Each facilitator guide features one title for a read aloud.

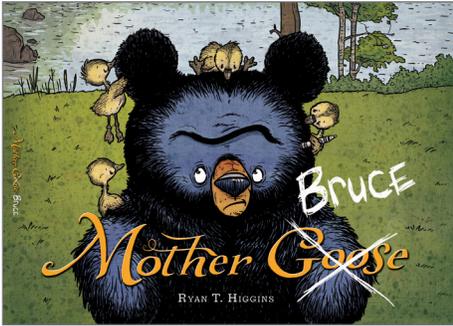
The featured titles are:

- *Mother Bruce*
- *The Bad Guys*
- *Ghosts*



WORLD READ ALOUD DAY

FAMILY EVENT/GRADES PREK-1



MOTHER BRUCE by Ryan T. Higgins

SET THE READ ALOUD STAGE

- › Display an assortment of plastic eggs, a homemade bird's nest, and a large frying pan or cooking pot to add a realistic feel to the read-aloud.
- › Display a large, fuzzy stuffed bear to represent "Mother Bruce."
- › Ask parents to be aware of things that attract students' attention while you read.
- › Make sure your audience is comfortably seated and can see you and the book.

READ ALOUD WARM-UP

- › Show the large, brightly-colored cover and ask students to describe what they see. If not mentioned, make sure to point out the goslings crawling all over Bruce, and the grumpy look on his face. Also, if no one mentions it, comment on how the word "goose" is crossed out in the title and replaced with Bruce's name!
- › Read the title and author's name to the students, and ask them what they think this book might be about.
- › Ask, "Do you think the bear shown on the cover seems to be happy, sad, excited, mad, or scared? What makes you think that? How do you think the goslings shown on the cover are feeling? What makes you think that?"
- › Ask, "How many of you know anything about bears and geese, or have read a book featuring them before?" (See show of hands, recognize a few students, take answers, and allow some responses.)

DURING READ ALOUD

As you read, incorporate these read-aloud strategies:

- › Be sure to read with inflection and enthusiasm. If a sentence sounds scary or funny, change your voice to reflect the situation, from quiet to loud, etc.
- › Since this is a picture book, you should have time to read the entire story and show illustrations during the read-aloud.
- › Stop at certain points of the story to ask questions, such as: “Do you think Bruce will make his dinner from the eggs? Do you think the goslings are frightened when they hatch in the pan? How happy do you think Bruce is about the chance of becoming the goslings’ mother? Would Bruce miss his new family if they flew south for the winter without him?”

READ ALOUD DISCUSSION

Conduct a brief discussion using some of these suggestions:

- › First ask students, “What would you say to tell someone what this story is about?”
- › Ask students what they learned about the importance of family in the story.

READ ALOUD WRAP-UP

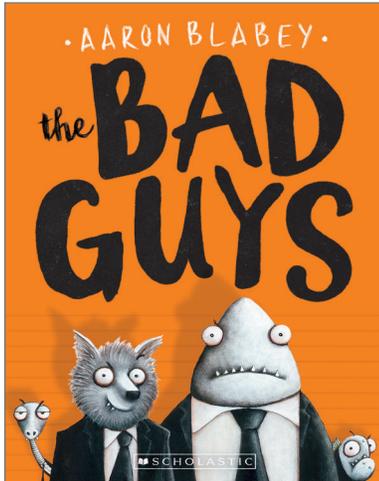
Take no more than five minutes to ask students (and adult guests) if they noticed some of the strategies you used that helped bring this book to life. “Some of the things I did in this read-aloud support reading skills in these ways”:

- › Making predictions impacts comprehension and thinking.
- › Introducing new vocabulary helps build understanding and fluency.
- › Asking open-ended questions strengthens language skills.
- › Hearing the flow of words contained in the story builds phonological awareness, sentence-structure skills, and helps children decode words.
- › The sequence of story events strengthens comprehension.
- › Introducing new factual information makes connections to new knowledge.

Visit litworld.org for additional World Read Aloud Day resources and ideas.

WORLD READ ALOUD DAY

FAMILY EVENT/GRADES 2-3



THE BAD GUYS by Aaron Blabey

SET THE READ ALOUD STAGE

- › Wear a wolf mask or complete wolf costume to add an element of fun realism to the read-aloud.
- › Display plastic or plush animals, such as a wolf, snake, piranha, shark, cat, and a dog around you to represent the story's main characters.
- › Ask parents to be aware of things that attract students' attention while you read.
- › Make sure your audience is comfortably seated and can see you and the book.

READ ALOUD WARM-UP

- › Show the brightly colored orange cover and ask students to tell you what they see. If not mentioned, make sure and point out the four main characters featured on the cover and what animals they are.
- › Read the title and author's name to the students, and ask them what they think this book might be about.
- › Ask, "Do you think the animals shown on the cover seem to be scary or funny, and why or why not? What makes you think that? What do you think the animals shown on the cover are going to do in the story? What makes you think that?"
- › Ask, "How many of you know anything about 'the big bad wolf' or other story time villains, or have read a book featuring one lately?" (See show of hands, recognize a few students, take answers, and allow some responses.)

DURING READ ALOUD

As you read, incorporate these read-aloud strategies:

- › Be sure to read with inflection and enthusiasm. If a sentence sounds scary, funny, or dangerous, change your voice to reflect the situation, from quiet to loud, etc.
- › Since this book only contains eight very short chapters with very few words and lots of cartoon-like artwork, you should have time to read the entire book during the read-aloud.
- › Stop at certain points of the story to ask questions, such as: “Do you think that Mr. Wolf could ever really be a good guy? Do you think that Mr. Wolf will ever be able to convince the other animals that they don’t have to be bad just because others expect them to be? How many of you have ever visited an animal shelter, and is the one in the story like the one you visited? Do you think that the animals become heroes in the story?”

READ ALOUD DISCUSSION

Conduct a brief discussion using some of these suggestions:

- › First ask students, “What would you say to tell someone what this story is about?”
- › Then ask students to recall the sequence of events contained in the story that you read to them. “Why is Mr. Wolf trying to make the other animals believe they can become good guys?” etc.
- › After students have heard the read-aloud, ask them what they think could happen later in the story if there were more chapters.
- › Ask students what they learned about heroism in the first chapter.

READ ALOUD WRAP-UP

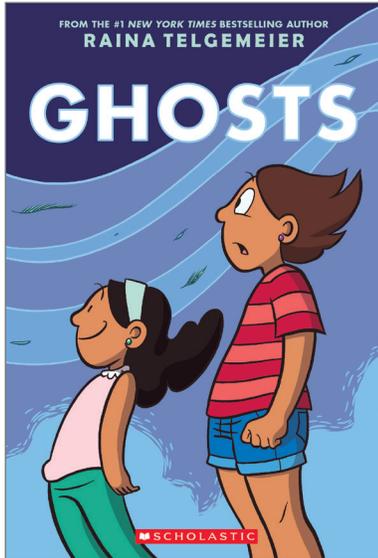
Take no more than five minutes to ask students (and adult guests) if they noticed some of the strategies you used that helped bring this book to life. “Some of the things I did in this read-aloud support reading skills in these ways”:

- › Making predictions impacts comprehension and thinking.
- › Introducing new vocabulary helps build understanding and fluency.
- › Asking open-ended questions strengthens language skills.
- › Hearing the flow of words contained in the story builds phonological awareness, sentence-structure skills, and helps children decode words.
- › The sequence of story events strengthens comprehension.
- › Introducing new factual information makes connections to new knowledge.

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FAMILY EVENT/GRADES 4-6



GHOSTS

by Raina Telgemeier

SET THE READ ALOUD STAGE

- › Graphic novels are almost like “reading a movie.” Show a two-minute video of an age-appropriate cartoon, i.e. Wallace and Gromit, Rocky and Bullwinkle.
- › Show how the book is designed with panels, speech bubbles, and sound effects. Ask a student to join you and create the sounds on page 13. This exemplifies the active reading involved with a graphic novel. If a document camera is available, this is an excellent way to project the details.
- › Make sure that all students and guests are comfortably seated and can see you and the book cover as you read to them.

READ ALOUD WARM-UP

- › Show the book cover and ask the students to tell you what they see. Ask them what is unusual about the cover treatment, especially the title. Make sure that they clearly see Catrina and Maya, the main characters. Ask if the book cover is scary, funny, serious, mysterious, attention grabbing, etc., and then ask them why.
- › Read the title *Ghosts* to the students, and ask them what they think the story is about. Tell them the author’s name.

DURING READ ALOUD

As you read, incorporate these read-aloud strategies:

- › Since this is a 240-page graphic novel, reading a few pages scattered throughout the story is a great way to inspire the students. This novel doesn't have chapters. It contains four sections that are during months of the year (August, September, October, late October). Reading a few pages from each time period will be effective as different characters are introduced and the plot constantly changes.
- › Make sure and read with inflection. Occasionally adopt a different voice that the students will enjoy hearing when the character speaking is older or younger, alive or a ghost!

READ ALOUD DISCUSSION

Conduct a brief discussion using some of these suggestions:

- › After completing the reading of the first chapter, ask students "What would you say to tell someone what this story is about?"
- › Ask students to recall the sequence of events revealed in the first chapter. "Why did Cat's family move to northern California? Why does Cat seem to be in a bad mood most of the time? Why doesn't Cat want to make new friends? How can Maya remain so positive and always show a cheerful attitude? How should you act when a family member is ill? What do you think is the reason the ghosts appear in the story?"
- › If there is time, ask students to tell you facts they know about Halloween and Día de los Muertos, or "Day of the Dead."

READ ALOUD WRAP-UP

Take no more than five minutes to ask students (and adult guests) if they noticed some of the strategies you used that helped bring this book to life. "Some of the things I did in this read-aloud support reading skills in these ways":

- › Making predictions impacts comprehension and thinking.
- › Introducing new vocabulary helps build understanding and fluency.
- › Asking open-ended questions strengthens language skills.
- › Retelling the sequence of the first section's events strengthens comprehension.
- › Introducing new factual information makes connections to new knowledge.

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YOU'RE INVITED!

TO A READ ALOUD FAMILY EVENT

Experience a special story time with your child and learn some great tips on how to do your own read alouds at home.

DATE: _____

TIME: _____

LOCATION: _____



DID YOU KNOW?

Reading 20 minutes each day can introduce at least 1,460,000 words per year!

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 SCHOLASTIC



Top 10 Ways to Nurture a Super Reader

1 Value your child and his or her stories.

You can make your child's reading future brighter by making it clear that his or her stories matter to the life of the classroom, home, and community.

The 7 Strengths help children access their stories through connections to texts they read or that are read aloud to them and in conversations with you. We invite you to use these questions to prompt those conversations:

Strength	Questions to Elicit Stories From Your Child
BELONGING	<ul style="list-style-type: none">• When have you felt you were part of a group or community?• What kind of communities have you read about lately?
CURIOSITY	<ul style="list-style-type: none">• What questions do you have?• What are you wondering about in something you are reading or have read lately?
FRIENDSHIP	<ul style="list-style-type: none">• When have you felt a connection to another person?• When has a friendship from a book inspired you?
KINDNESS	<ul style="list-style-type: none">• When have you reached out to others?• What books are you reading (or are we reading) that show kindness?
CONFIDENCE	<ul style="list-style-type: none">• When have you felt bold?• Have you ever read something that made you feel more confident?
COURAGE	<ul style="list-style-type: none">• What makes you feel brave?• What stories have you read that inspired you to be courageous?
HOPE	<ul style="list-style-type: none">• What are your dreams?• What new ideas, hopes, and dreams has your reading inspired?

2 Invite your child into a safe and supportive reading environment.

As part of a family, you provide the security and support your child needs to take risks to grow as a reader. Let your child know you value his or her development as a reader by creating:

- Cozy physical spaces as havens for reading and re-reading favorite books
- A quiet corner where he or she can always find solitude
- Baskets where he or she can keep favorite books

Value reading of all kinds—even reading we don't always consider “serious,” such as the backs of cereal boxes and comic books. Make sure your child knows it's okay to read easier books, and to re-read them, because it's something super readers do all the time. Plus, it builds stamina and confidence.

The language you use to invite your child to join you in a reading environment will make a lifelong impact. Use comments like:

- I value you as a reader.
- Let's read together. I love to read with you!
- I sometimes struggle as a reader, too, and want you to know that it is totally normal.
- I see you re-reading favorite books. That is a great thing for a super reader to do!
- Tell me, what would make our home more comfortable for you as a reader?

3 Dedicate daily time for your child to read for pleasure.

The more children are encouraged to read for pleasure, the more likely they are to become engaged readers (Guthrie, 2004) and develop identities as readers. In *You Gotta BE the Book: Teaching Engaged and Reflective Reading With Adolescents*, Jeffrey Wilhelm (1996) advocates for middle school students to have freedom to read “fun” books in class. When he allowed students to choose books themselves, he found they became more excited about reading and read more. Donalyn Miller (2009) found that when she provided time for her sixth graders to read the books they picked themselves, they read 40 to 50 books a year—far more than they had read in previous years.

Create uninterrupted time every day for pleasure reading at home, even if it's only ten minutes. If necessary, set a timer and say something like, “Let's read together for six minutes tonight!” to show your child you read for pleasure, too. And don't limit yourselves in terms of what you read—from the sports section to the comics to a recipe, read what you like to read. If you don't like to read, or you struggle to read, admit that to your child and say: “Let's work on liking it more together!”

4 Read aloud, read aloud, read aloud.

Reading aloud to children is a research-proven strategy for helping them learn to read, which may seem counterintuitive. After all, if the child is not doing the reading herself, how can she become better at it? It's because she is marinating in language. She is swimming in a delightful bath of words. Reading aloud also inspires children to pick up books on their own and exposes them to lots of new vocabulary and a range of texts they may not be able to read on their own. In short, reading aloud inspires them to become super readers.

Make time for reading aloud each day. Make it a ritual. If you are all tired in the evening, read aloud in the morning. Or, have your child read aloud to you while you are preparing dinner. Read aloud during bath time. Think waterproof books! Read aloud while waiting in line at the store. Have a book with you to read aloud wherever you go.

5 Honor your child's own varied reading choices.

If our goal is to develop lifelong readers, let us not judge their quirky, funny, eccentric choices. Children will learn how powerfully books can speak to them, entertain them, instruct them, and help build their identities as super readers if they are allowed make their own choices and feel good about them. Make sure your child gets that chance.

6 Provide daily access to books and stories in all forms, genres, and platforms.

It has been said of dancers, athletes, musicians, and other experts that just a day away from their practice makes them rusty. The same can be said of readers. Let your children read anything and everything every day! In that way, their stamina grows, and they become prepared for any challenge reading may bring. Encourage your child to read online, offline, short texts, long ones, serious ones, funny ones, fiction, and nonfiction. All texts are, in so many ways, helping your child become a super reader.

7 Champion re-reading.

Each time a super reader re-reads a book, it is a new experience because he is constantly growing and changing as a reader. Although the words on the page do not change, the reader does because his interpretations change each time he revisits a favorite book. Encourage your child to re-read, letting him or her know that re-reading builds stamina, deepens comprehension, and enhances knowledge. If your child is re-reading voluntarily, do not assume it is because he or she wants reading to feel "easy." Re-reading takes work. Just as we may prepare a favorite dish again and again to become a better cook, a child may read a favorite book again and again to become a better reader.

8 Help your child see authors as real people making real decisions.

Invite your child to look at examples of author's notes, forewords, acknowledgment pages, and endnotes in books, as well as author websites and blogs. By doing that, he or she will see authors as real people.

Encourage your child to reach out to authors personally. In this era of social media, authors are far more accessible than ever before, and even a brief reply is thrilling for your child—and will fuel his or her desire to read and write.

9 Value your child's talk and exchanges of ideas.

Talking about what we've read is an important part of being in a community of readers. Whether they're at the dinner table or in front of classmates, children need space to share their ideas and hear the ideas of others. Why? First and foremost, it shows children that their words are valuable. It also allows children to process how they are learning. As they share ideas, they develop and refine those ideas. Reading is essential, but reading and talking is where all the magic happens—the greatest learning. Ask open-ended questions such as, "What did you think?" rather than statements about what *you* think. Also, encourage your child to express his or her opinions about books because that is a sign of a super reader.

10 Be a reading role model.

We have a wonderful opportunity to model super reading for children. Children should see us reading to learn and reading for pleasure. Whether we are reading a book, the morning paper, a recipe, or a website on some topic that interests us, children should see us reading! And it is okay if they see us struggle. We read above our "level," below our "level," and right at our "level." We read "uphill" books and "downhill" books. We read jokes from a friend and subway maps. In this age of tablets and smartphones, it is harder to be conspicuous reading role models for children. They often can't detect if we are actually reading—or just playing a game. For that reason, make sure to share what you're doing with your child. ("I love this funny article I am reading" or "I got this message from my boss that was hard to understand, so I'm re-reading it.") The key here: Be yourself. Your child loves you and admires you. He or she will see you care about reading and will likely care just as much.