

WORLD READ ALOUD DAY

Join the Movement.
Read Aloud.
Change the World.

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

The featured titles are:

- *The Adventures of Beekle—The Unimaginary Friend*
- *Race the Wild: Rain Forest Relay*
- *Woof—A Browser and Birdie Novel*



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FEBRUARY 24, 2016

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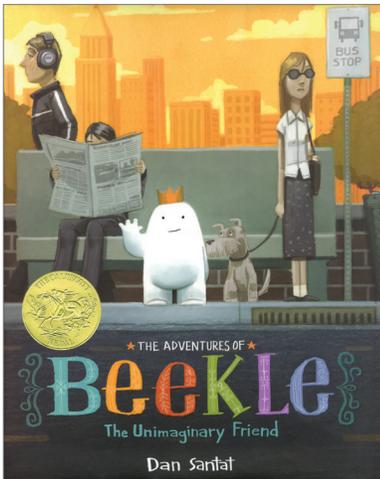
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WORLD READ ALOUD DAY

FAMILY EVENT/GRADES PREK-1



THE ADVENTURES OF BEEKLE: THE UNIMAGINARY FRIEND

By Dan Santat

SET THE READ ALOUD STAGE

- › Wear a special (paper) crown like Beekle's to add a realistic feel to the read aloud.
- › Ask parents to be aware of things that attract children's attention while you read.
- › Make sure your audience is comfortably seated and can see you and the book.

READ ALOUD WARM-UP

- › Show the book's cover and ask children to describe what they see. Make sure to point out Beekle in his crown and the little dog that is watching him.
- › Read the title and the author/illustrator's name and ask students what they think this story might be about.
- › Ask: "Do you think Beekle looks scary? Why or why not?"
- › Ask: "Do you think Beekle looks lonely? Why or why not?"

DURING READ ALOUD

As you read, incorporate the read aloud strategies below. Mark the pages in advance where you want to ask questions or have a discussion:

- › Make sure and read with inflection. Your voice may reflect Beekle’s sadness at the beginning of the story as he waits for a real child to imagine him as a friend.
- › As you turn a page, ask prompting questions such as, “What’s this? A dragon. What do you know about dragons? What’s this? A whale. What do you know about whales?”
- › Ask: “Why do you think Beekle is riding in a sailboat? Where is he trying to go? Does it look dangerous?”
- › When Beekle finds a tree to climb, ask children why he climbs it. After a few students answer, finish reading the story.

READ ALOUD DISCUSSION

Conduct a brief discussion using a few of these questions:

- › First, ask children: “How would you describe to someone what this story is about?”
- › Then ask children to recall the sequence of story events. Ask: “Why did Beekle want to leave the island? Why did he think the real world was strange? Who did Beekle see from the top of the tree?” etc.

READ ALOUD WRAP-UP

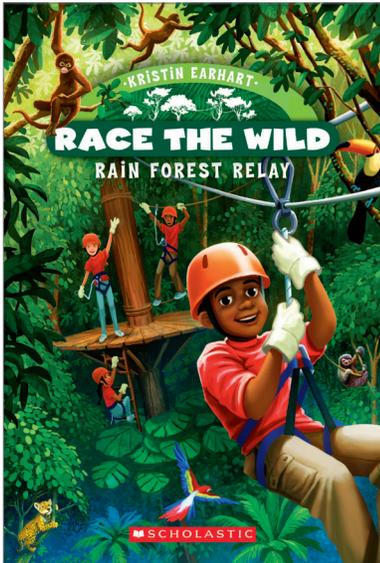
Ask parents and children to consider what strategies, if any, they used to help bring this book to life. Some strategies we used were:

- › Making predictions supports comprehension and thinking.
- › Introducing new vocabulary helps build understanding and fluency.
- › Asking open-ended questions strengthens language skills.
- › Hearing the rhythm and flow of words in the story builds phonological awareness and helps children decode words.
- › Retelling 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



RACE THE WILD: RAIN FOREST RELAY

By Kristin Earhart

SET THE READ ALOUD STAGE

- › Wear a jungle hat, safari hat, pith helmet, or camouflage hat to add an element of realism to the read aloud.
- › Display artificial palm fronds, trees, or other green foliage around you to represent a rain forest environment.
- › 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 cover and ask students to tell you what they see. If not mentioned, make sure to point out Russell wearing his protective headgear and the fact that he is swinging from a rain forest tree in his safety seat. Also, show the monkeys swinging from the treetops in the background.
- › 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 kids shown on the cover seem to be scared, happy, or excited to be in the rain forest? Why or why not? What makes you think that? What do you think the kids are doing? What makes you think that?"
- › Ask: "How many of you know about the rain forest or have read a book featuring the rain forest?" (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:

- › Read with inflection and enthusiasm. If a sentence sounds scary or dangerous, change your voice to reflect the situation (from quiet to loud, etc).
- › Since this book contains nine chapters, you won't have time to read the entire book during the read aloud. That is okay! Read the first chapter entitled "Seeing Red." It contains twelve short pages, with little text and some black and white illustrations.
- › Stop at certain points of the first chapter to ask questions such as: "Do you think that Russell will feel homesick since he has never left home before? Do you think that Russell is frightened to enter the 'wild life competition,' which involves a race around the world with kids he doesn't know? How excited do you think Russell is about the chances of winning a million dollars? How would you feel if you had the chance to visit the Amazon rain forest and see all of the strange and wonderful animals that live there?"

READ ALOUD DISCUSSION

Conduct a brief discussion using a few of these questions:

- › First, ask students: "How would you explain to someone else what this story is about?"
- › Then ask students to recall the sequence of events contained in the first chapter that you read to them such as, "Why is Russell entering the rain forest relay?"
- › Since students have only heard the reading of one chapter, ask them what they think will happen later in the story. (Hopefully, they will have access to the book in their media center, library, Book Fair, etc.)
- › Ask students what they learned about competition in the first chapter.

READ ALOUD WRAP-UP

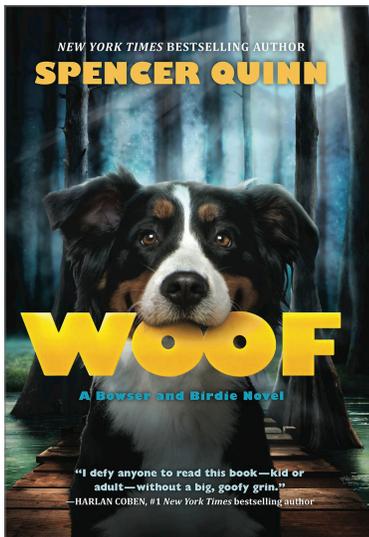
Ask parents and children to consider what strategies, if any, they used to help bring this book to life. Some strategies we used were:

- › 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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WORLD READ ALOUD DAY

FAMILY EVENT / GRADES 4-6



WOOF

By Spencer Quinn

SET THE READ ALOUD STAGE

- › Display a few realistic plush, plastic, or ceramic dogs to add a realistic dog-friendly atmosphere.
- › In the spirit of the book's title, consider playing an introductory recording of barking dogs before the read aloud begins.
- › Make sure that all students and guests are comfortably seated and can see you and the book cover as you read.

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 Bowser the dog, and the way he holds the title of the book in his mouth. Ask if the book cover is scary, funny, mysterious, attention-grabbing, etc. Ask them to support their opinions.
- › Read the title and the series name ("A Bowser and Birdie Novel") and ask students what they think the story is about.

DURING READ ALOUD

As you read, incorporate the read aloud strategies below. Mark the pages in advance where you want to ask questions or have a discussion:

- › Reading the entire first chapter is a great way to inspire the students. It is only 13 short pages, and introduces the two main characters, Birdie and her dog Bowser.
- › Make sure to read with inflection. Bowser narrates the story from his point of view. Imagine what a dog would sound like if it could talk, and occasionally adopt a different voice that the students will enjoy. Or use your own voice and add a “woof” here and there! You can also encourage students to add the woofs; this will be fun and inspire interaction!

READ ALOUD DISCUSSION

Conduct a brief discussion using a few of these questions:

- › After completing the first chapter, ask students: “How would you describe to someone what this story is about?”
- › Using the following questions as prompts, ask students to recall the sequence of events revealed in the first chapter: “Why did Birdie get to select a dog from the animal control shelter? How did Birdie and Grammy select this particular dog? What unusual ability does Bowser have that other dogs don’t? What kind of dog is Bowser? Why do you think Birdie named him Bowser?”
- › If there is time, ask students to tell you facts they know about animal control shelters and homeless dogs. Ask if anyone would like to share a personal story that relates to adopting a dog as a pet. Students could share some of the reasons for choosing their own dogs’ names.

READ ALOUD WRAP-UP

Ask parents and children to consider what strategies, if any, they used to help bring this book to life. Some strategies we used were:

- › Making predictions supports comprehension and thinking.
- › Introducing new vocabulary helps build understanding and fluency.
- › Asking open-ended questions strengthens language skills.
- › Retelling the sequence of the first chapter’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 introduces at least 1,460,000 words per year!

