

**Read Aloud – *Wolf* 2nd**

**Grade Level:** Second Grade

**School:** McKinley Elementary School

**Location:** Tacoma, Washington

**Materials:** *Wolf!* By Becky Bloom

**Videographer:** Dima Yaremenko

**Elapsed Time:** 14:16

**Introduction:** In the primary grades, we often read books to children not just to entertain or to fill a period of time, but to increase students' vocabulary and comprehension skills and to introduce students to specific genre, authors, and/or information. When read-alouds are systematically used as a part of our literacy program, a number of evidence-based procedures should be incorporated to maximize benefits.

**Focus:** As you watch this video,

- 1) Identify practices that are used to support students' understanding of novel vocabulary words.
- 2) Identify procedures that were used to support students' comprehension of the book.
- 3) Note other instructional procedures that were beneficial.

**Feedback:**

**1) Identify practices that are used to support students' understanding of novel vocabulary words.**

- a) Brief explanations of novel words were embedded into the read-aloud without interrupting the flow of the story.
- b) The teacher pointed to the illustrations to support vocabulary.
- c) The teacher added gestures (e.g., peering) to augment vocabulary.

**2) Identify procedures that were used to support students' comprehension of the book.**

The following research-validated practices were used:

- a) An engaging book was chosen.
- b) Performance-based reading was utilized.
- c) Questions were asked to verify understanding, to focus students' attention on critical information, and to increase on-task behavior.
- d) Students were actively engaged in the reading of the book.

**3) Note other instructional procedures that were beneficial.**

Some practices that might have been noticed:

- a) The pace was “perky” though no frenetic.
- b) The teacher connected to the students.
- c) The classroom climate was positive.
- d) The teacher elicited responses from students including:
  - group responses (choral responses)
  - partner responses
  - partner responses followed by individual turns
  - thumbs up
- e) When a student did not have a response, the teacher did not leave the student but rather provided “scaffolding” so that the student could be successful. In this case, the teacher told the student an answer.