

A K-3 read aloud routine that promotes:

- active listening

- student engagement

Why this routine is effective:

- students are making connections
- focus on developing vocabulary
- teacher is supporting comprehension

One day, a new neighbor moved
in next door to the straw house.
"Oh no!" cried the little pig.
"It's the Big Bad Wolf!"

neighbor



But he knocked over the pepper
shaker. The pepper went
everywhere!

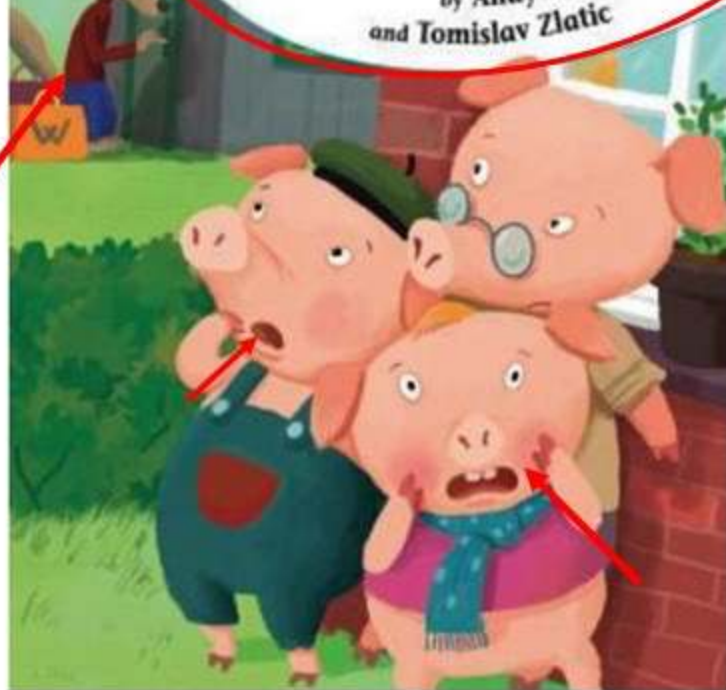
knocked over





The Three Little Pigs and the New Neighbour

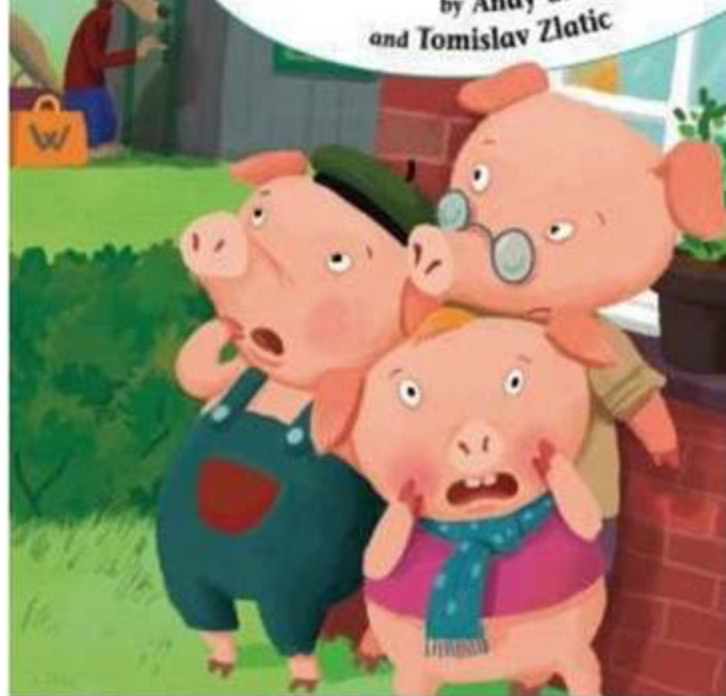
by Andy Blackford
and Tomislav Zlatić





The Three Little Pigs and the New Neighbour

by Andy Blackford
and Tomislav Zlatić



Clarifying vocabulary

The wolf coughed and sneezed and choked on all the pepper. It even got in his eyes.



"I need water," he gasped, "but I haven't got any! Perhaps that little pig next door will help me."



Important things to remember:

- **-Students will feed off of your energy** and mirror your **enthusiasm** and curiosity about the story, so **pick a book that you would be interested in reading.**
- **-Keep explanations and discussions short and brief** so as not to lose students' interest.
- **-As students share, there is no "right/wrong" answer.** Entertain all possibilities and then **you can clarify at the end of the story of any misunderstanding that students might have.**

Key Points:

- Introduce the book, invite students to make connections **before** listening to the story
- As you're reading the story, help build vocabulary, elaborating on key words and phrases that are important to understanding the story
- After reading, engage students in deeper thinking and inference making by asking "why" questions about the story events.
- HAVE FUN

Accompanying Materials & Resources

Read Alouds for Making Predictions

-  **Enemy Pie** by Derek Munson
-  **The Rain Came Down** by David Shannon
-  **Too Much Glue** by Jason Lefebvre
-  **The Day the Crayons Quit** by Drew Daywalt

Accompanying Materials & Resources

Questions to ask **before** reading

(Asking about the cover illustrations)

- What do you notice in the picture?
- What is (character) doing in the picture?
- Why do you think the picture shows...?

(Asking about the title)

- The title of the story is...What do you think will happen in the story?
- What do you know about (topic)?

Accompanying Materials & Resources

Questions to ask **after** reading

- Why do you think (character) feels...? How do you know?
- Why did (character) say/(action)...?
- Why was (event/object) important to (character)?
- Why do you think the title of the story was...?