



TWO
BAD
ANTS

CHRIS VAN ALLSBURG

Bringing Picture Books to Life!!!

with
Accountable Talk

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What is a Read-Aloud with Accountable Talk?

- Read-aloud is an activity in which the teacher reads a book aloud to the whole group.
- Purpose of the read-aloud is to model appropriate reading behaviours and reading strategies.
- A time to expose children to a variety of genres and literary styles. The teacher has an opportunity to show students the joys of reading and teach them how to think and discuss text.

- Teachers should have a set purpose for each read-aloud and should read with the proper fluency, rhythm, and intonation. (Focus Strategy/Standard)
- The read aloud can be used in conjunction with the mini-lesson.
- It provides students with the opportunity to see the teacher model the lesson using an authentic text.



Web Resources

- [Read Alouds](http://www.esiponline.org/classroom/foundations/reading/readalouds.html)

<http://www.esiponline.org/classroom/foundations/reading/readalouds.html>

- [Why Read Aloud?](http://www.trelease-on-reading.com/rah-ch1.html)

<http://www.trelease-on-reading.com/rah-ch1.html>

- [Reading Aloud to Children](http://www.literacyconnections.com/ReadingAloud.php)

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What You Might See



- Students meeting with the teacher in the “Reading Area”
- Read-Aloud book marked with post-its
- Students “Turning and Talking”, or “Stopping and Jotting” with partners at specified points during the story – active participation by students
- Teacher “listening in” and recording partnership conversations
- Teacher ignoring raised hands
- Anchor Charts with conversation moves (not in all classes)
- Happy Learners and Excited Teachers

What You Might Hear



- Teacher modeling comprehension and explaining vocabulary through “Think Alouds” while reading
- Students sharing their thinking/ideas related to what is being read
- Students listen, clarify, elaborate, and build upon each others’ ideas
- Purposeful questions from the teacher that promote higher order thinking – not literal, yes/no questions
- Teacher “reporting out” what she heard during partnership conversations
- High engagement – lots of talking at once

What is “Turn and Talk?”

All students can engage in meaningful discussions of text:

- Higher order talk about a text is a good thing to do even before students can decode and read independently.
- Students can discuss thematically complex texts which are read to or with them as well as on their own.
- Higher level talk centers around the text but can also contain some opinions and personal response.

“Gone are the days of students talking to teachers, here are the days when students speak to each other.”

The Turn and Talk

- Students engage in conversation with one another during reading to foster reading comprehension, or other reading strategies.
 - Allows all students an opportunity to voice their thoughts.
 - Teacher as a facilitator: observe, guide and monitor conversations.
 - Conversations last between 30 and 60 seconds.
 - Use during read-alouds, partner reading, or small groups

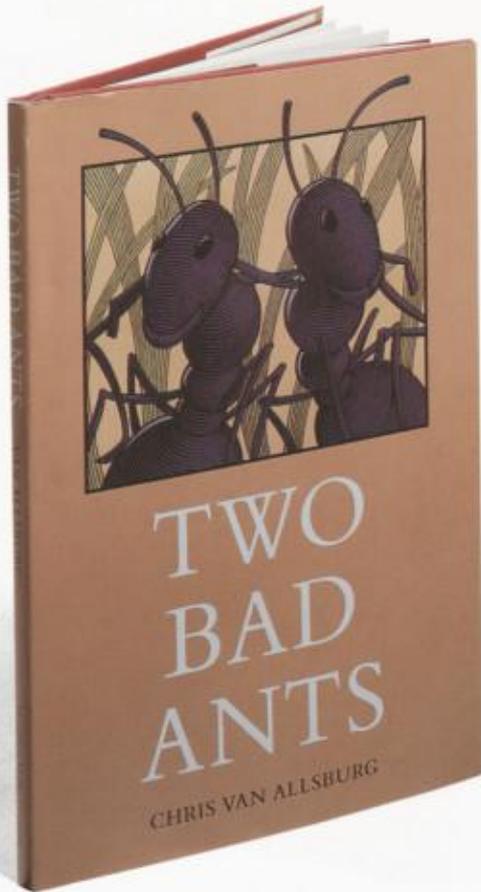


The Stop and Jot

- Students engage in a “stop and jot” to foster reading comprehension, or other reading strategies.
 - Students each record their perception of a key idea, question, or concept in their notebook.
 - Jots last between two to five minutes. (During a Read-Aloud, no more than 90 seconds, then Buzz Buddies quickly share.
 - Use during read-alouds, partner reading, or small groups



Preparing the Text



- Questioning is a natural teacher behaviour: selecting text, stopping points, and higher order questions, require **time** and **planning**.
- When modeling and guiding students teachers select stopping points and develop questions.
- See example in package.

Preparing the Students

- Students sit in the “Reading Area” with their reading buddy (Buzz Buddy).
- Have no more than six students in a row.
- Rotate rows each time they come to Reading Area.
- Anchor Chart - How To Buzz Effectively



How to Buzz Effectively

1. All members of the group can see each other.
2. One person talks at a time.
3. The listeners look at the speaker.
4. Members listen to understand what the speaker is saying.
5. When the speaker is finished talking, each member shares thoughts or questions.
6. The next member takes a turn.

Time to Try It All Out!!

1. Find a Buzz Buddy
2. Turn to the Stop and Jot page in your package
3. Get your listening ears ready
4. And remember that your minds need to be active and ready to interact with the story.

Read Aloud Text: Choose a text that is worthwhile, familiar, and available.

Focus Strategy/Standard: Choose ONE focus point that matches an important standard or learning goal in your classroom.

Introduction of Book & Strategy: Identify a real-life example or an example that builds on a very familiar text to introduce the standard. Explain the standard in child-friendly terms, including precise vocabulary, e.g. *alliteration, prior knowledge, point of view, and so on.*

Model/Think Aloud: Pg:

You are modeling your expectations of the focus strategy/standard. You do this through an explicit "Think Aloud" about the text that is expressing your thinking process (to the students.)

Use sticky notes to mark your stopping points.

Turn and Talk (min of 2):

1. Pg:

For each stopping point, plan an explicit think-aloud about the text and the standard.

Create a specific prompt or question that focuses student's attention on the focus strategy/standard and produces a brief partner exchange.

2. Pg:

3. Pg:

End of Story Reflection:

Plan a reflection that models your thinking about the text and focus strategy/standard. Craft a reflecting statement or question for students to ponder.

Reading Area: Alternates rows with each reading.

Anchor Charts: Review/prepare charts before/during reading.

Additional Notes:

Read Aloud Text:

Focus Strategy/Standard:

Introduction of Book & Strategy:

Model/Think Aloud: Pg:

Turn and Talk (min of 2):

1. Pg:

2. Pg:

3. Pg:

End of Story Reflection:

Reading Area:

Anchor Charts:

Additional Notes:

Read Aloud Text: *Two Bad Ants* by Chris Van Allsburg

Focus Strategy/Standard: Setting using Visualization

Introduction of Book & Strategy: The setting of the story is the time and place in which the story occurs. Sights, sounds, and colours are painted by the words of an author, just like an artist paints images. The setting is created through the language of the story. Sometimes the author tells us a lot about the setting, and sometimes the author leaves some of the details to our imaginations. When we read *Two Bad Ants* by Chris Van Allsburg, think about the setting of the story. What can you hear, see, smell, taste, and touch in the setting the author describes. Use your visualization strategies to help you. Listen as I read a few pages aloud.

Read pgs 4 - 6 eyes closed

Pg 6 (T/T): Think about the journey so far - what picture does the author paint with words - what can you see?? Describe it to your partner.

Model/Think Aloud: Pg: 9

When I read the last part, many vivid images came to my mind. I could feel the cold water drops - PLOP! It reminded me of being in a cold spring rain - when the rain falls on my skin. The bright light of the firefly is something I've seen, but from the ant's point of view, it would be even BIGGER and BRIGHTER!!

Turn and Talk (min of 2):

1. Pg: 13

Think together. Where are the ants now? What sensory (visualization) details help you figure out the setting in this part of the story?

Turn and tell your partner.

2. Pg: 19

Where are the two ants now? What details help you figure it out.

Turn and discuss this with your partner.

3. Pg: 23

HOT - rocketing upwards! I wonder where our two friends are now? I will reread the last two pages for you. Visualize where the ants are.

READ Pgs 22/23

Using the Stop and Jot sheet, draw where the ants are and write down some words that helped you decide this.

End of Story Reflection:

In what spots did you think the language describing the setting was especially vivid? Which of the setting was your favourite?

Share with your partner.

Today and everyday when we read, the setting is an important part of the story. The author may not directly describe it, so we use our visualization strategies to always help us create that perfect picture in our head.

Reading Area: Pandas, Giraffes, Lions, Whales

Anchor Charts: Have "Visualization" chart up.

Additional Notes:

Use *Two Bad Ants* as an introduction to setting. Revisit story during mini-lesson to discuss the language and then look at the pictures in the book to compare.

Stop and Jot - Two Bad Ants

Word Choice

A large, empty rounded rectangular box with a black border, intended for writing a response or notes.