

**Interactive Read Aloud** -- After each segment, you will pause to allow for interaction with and among students. Some of these decisions will be made on the spot in the classroom, but it is good to have a plan of which action you will most likely take after each segment. You might take one of the following three actions:

To provide most scaffolding>>>>>>>	Teacher Action	What it might sound like
<p><b>Modeling</b></p> <p>(You do all of the thinking; students listen)</p>	<p>Think aloud about how you came to a key understanding, stating what the understanding is and showing the part in the text that provides evidence for that understanding.</p> <p>Students just listen <u>or</u> turn and talk about your think aloud.</p>	<p><b>Text:</b> Earth’s skin is made of hard, cold rock in separate pieces, like giant plates, floating on top of hot molten rock. The plates butt up against each other, jostling and moving in massive slow motion . . . “</p> <p><b>Think Aloud:</b> <i>I am learning that the Earth is made of plates. The Earth’s crust is kind of like a giant puzzle, and each plate is a puzzle piece. And the puzzle pieces are always moving, but in slow motion, so we don’t feel it.</i></p>

To provide less (but some) scaffolding>>>>>>>	Teacher Action	What it might sound like
<p><b>Prompting to use a strategy</b></p> <p>(You do part; students do part)</p>	<p>Ask students to try a specific strategy that you think will help them construct a key understanding of a segment of text. Examples: visualizing, paraphrasing, questioning.</p> <p>Teacher models the strategy and invites students to try it. Teacher asks follow up questions aimed at getting students to articulate the key understanding(s) of the segment.</p>	<p><b>Text:</b> One hundred fifty million years ago, the plates that had come together to make Gondwana were starting to break apart into separate pieces, like a cracking paving stone. Enormous fragments were beginning to unhook, split off, move away, inch by slow inch.</p> <p><b>Prompt:</b> <i>As I reread this part, visualize in your mind. After I read it, describe what you saw in your mind’s eye to your partner.</i></p>

To provide least scaffolding>>>>>>>	Teacher Action	What it might sound like
<p><b>Open-ended Prompting</b></p> <p><i>(Students do all of the thinking; you confirm and/or clarify their thinking)</i></p>	<p>Use an open-ended prompt to probe students for the key understanding; use student comments as a springboard for discussion.</p> <p>Ask follow up questions, prompting students to show the part in the text that relates to their comment.</p> <p>Confirm and/or clarify student understanding as needed.</p> <p>Can turn this to a think aloud if students struggle.</p>	<p><u>Open-Ended Prompts:</u></p> <ul style="list-style-type: none"> <li>➤ <i>What do you know about the island?</i></li> <li>➤ <i>What are you learning about how the island is forming?</i></li> <li>➤ <i>How does this part connect with the part we just read?</i></li> </ul> <p><u>Follow-Up Questions:</u></p> <ul style="list-style-type: none"> <li>➤ <i>What in the text makes you think that?</i></li> <li>➤ <i>Can you come to the document camera and show us the part of the text that makes you think that?</i></li> </ul>

Quotes taken from *The Island That Moved* by Meredith Hooper