

# Plan and Implement Interactive Read Aloud for Upper Elementary School Part 1



You Consulting

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5 pm, Jan.31st, 2019, Pacific Time U.S.A  
8 pm, Jan.31st, 2019, Eastern Time U.S.A  
9 am, Feb 1st, 2019, Beijing Time China



Level<sup>™</sup>  
Chinese

# Agenda

- Discuss what 'Interactive Read Aloud' looks like for Upper Elementary School
- Observe an Interactive Read Aloud Lesson from a 3rd Grade Chinese Immersion Classroom
  - Watch the Demo Lesson Video & Take Notes
  - Discuss What Reading Strategies and Activities used in the lesson
- Reflect and Think About Next Steps



# Think, Talk and Review

1. What does Interactive Read Aloud look like in lower elementary classrooms?

*From what I know, 'Interactive Read Aloud' in lower elementary is ...*

*我觉得Lower Elementary Interactive Read Aloud是.....。*

2. What does Interactive Read Aloud look like in upper elementary classrooms?

*From what I understand, 'Interactive Read Aloud' in upper elementary is ...*

*在我理解中, 我觉得Upper Elementary Interactive Read Aloud 是.....。*

# What Interactive Read Aloud Looks Like for Upper Elementary



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## Interactive Read Aloud for Lower Elementary

- Teachers read for children using the text that children can't read independently
- Teachers support students with building comprehension
- Teachers model the fluent reading
- Teachers promote and model the enjoyment of reading
- Teachers promote active engagement of students by structured dialogue about the text
- Teachers model meta-linguistic cross languages connection
- Teachers model language structures, new vocabulary and text based dialogues
- ...

## Interactive Read Aloud for Upper Elementary

- Provide a model of good reading
- Motivate our students to read on their own
- Develop background knowledge
- Improve reading comprehension
- Boost vocabulary
- Promote critical thinking skills
- Develop oral language and listening skills through class discussions
- Create a sense of community in the classroom
- Teachers model meta-linguistic cross languages connection...

From Page 43, Biliteracy from the Start

<https://www.themeasuredmom.com/interactive-read-aloud-printable-book-list/>

# Agenda

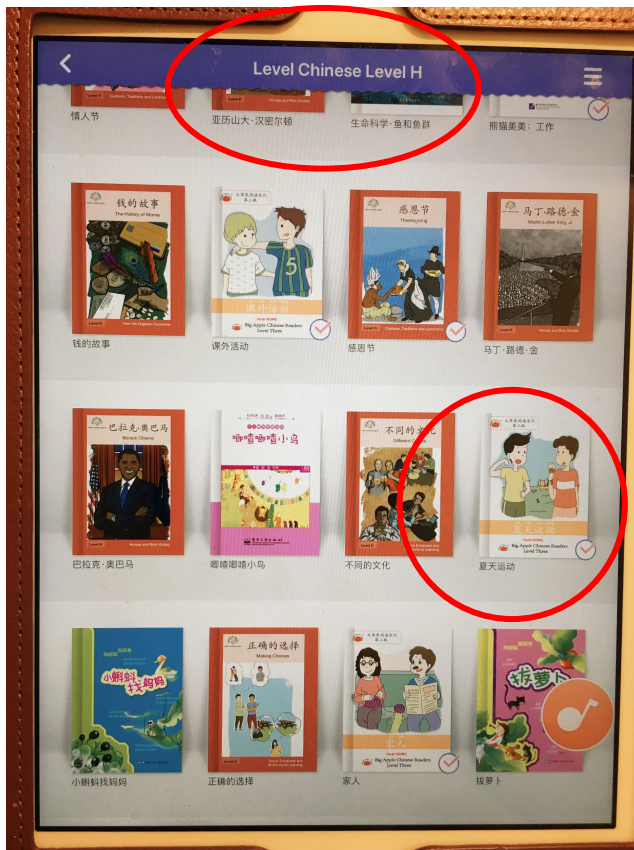
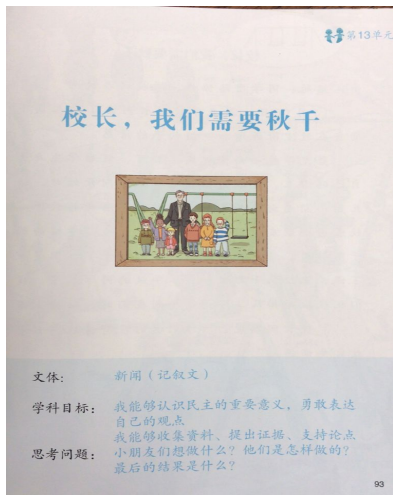
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# Background of the Demo Lesson by Huang Laoshi

Connect to and Reinforce Current 3rd Grade  
Social Study Unit at John Gill Elementary  
School in California (Immersion)

- Unit Focus
  - Geographic feature: village, mountains, bodies of water
  - Local economy in California (i.e. grow grapes in Napa Valley)
- Instructional Level for whole group: Level H
- Better Immersion Text (i.e. Points of View etc.)



Instructional Reading  
Level for Whole Group  
Read Aloud: Level H

Book : 夏天运动



# Reading Skills Students Missing from Recent Level H Assessments



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- Language Foundation Skills

Parse a simple sentence by correctly grouping Chinese characters into meaningful phrases

能够给简单句断字

Understand the usage of Yíxià and yī huì, means "a little while"

理解“一下、一会”的用法：  
V.+一下 / 一会 (ex.看一下，等一会)

Understand the usage of the many different measure words in Chinese. The exact ones introduced at each level are shown in Chinese

能够准确运用量词:块、棵

Students	H.L.G.1	H.L.G.2	H.L.G.3	H.L.G.4	H.L.G.5	H.L.G.6	H.L.M.1	H.L.C.1	H.L.P.1	H.L.V.1
Student 1	1	0	1	1	1	0	1	1	1	1
Student 2	1	0	1	1	1	0	1	1	1	1
Student 3	1	1	1	1	1	1	1	1	1	1
Student 4										
Student 5	1	0	1	1	1	0	1	1	1	1
Student 6	1	0	1	1	1	1	1	1	1	1
Student 7										
Student 8	1	1	1	1	1	1	1	1	1	1
Student 9										
Student 10										
Student 11	1	1	0	1	1	0	0	1	1	0
Student 12	1	0	1	1	1	0	0	1	1	0
Student 13	1	0	1	1	0	0	0	1	1	1
Student 14	0	0	1	1	1	0	0	1	1	1
Student 15	1	1	1	1	1	1	1	1	1	1
Student 16	1	0	1	1	1	1	0	1	1	1

Level Chinese  
Objectives and  
Data Analysis  
Dashboard

# Reading Skills Students Missing from Recent Level H Assessments



Based on illustrations, retell the story that is described by the text  
能够靠图片重述句意(读完当页内容后, 遮住文字, 学生可以靠图片来重述当页的内容)

Distinguish between first and third person narration  
能够分辨出第一人称和第三人称的讲述

Identify and understand the usage of narrative sentences in a paragraph  
能够理解叙述的写法并在文章中找出叙述的句子

Distinguish the different viewpoints of the characters in a dialogue  
能够指出对话双方的人物和人物的观点

Ask and answer such questions as who, what, where and when and further understand why and how events take place  
能够理解关于文章细节的问题(谁、什么时间、去了哪里、发生了什么), 并理解事件是怎么发生的, 为什么发生

## Reading Comprehension

Retell key details of the story  
能够独立复述故事大意

Students	H.R.L.1.1	H.R.L.1.2	H.R.L.2.1	H.R.L.3.1	H.R.L.3.2	H.R.L.3.3	H.R.L.4.1	H.R.L.4.2	H.R.L.5.2	H.R.L.6.1	H.R.L.7.1	H.R.L.7.2
Student 1	1	1	1	1	1	1	1	1	1	1	1	1
Student 2	1	1	1	1	1	1	1	1	1	0	1	1
Student 3	1	1	1	0	1	1	1	1	1	1	1	1
Student 4												
Student 5	1	0	0	1	0	1	1	0	1	1	0	1
Student 6	1	1	1	1	1	1	1	0	1	0	0	1
Student 7	1	1	1	1	1	1	0	1	1	1	1	1
Student 8												
Student 9												
Student 10												
Student 11	0	1	1	1	1	1	1	1	1	1	1	1
Student 12	0	0	1	1	0	1	1	0	1	1	0	1
Student 13	1	0	1	1	1	1	0	1	1	1	0	1
Student 14	1	1	1	1	1	1	1	0	1	1	1	1
Student 15	1	1	1	1	1	1	1	1	1	1	1	1
Student 16	1	1	1	1	1	1	1	1	1	1	1	1

Level Chinese  
Objectives and  
Data Analysis  
Dashboard



# Let's Identify Reading Objectives Together



Level  
Chinese



Obj ID	Objective	Notes/Teacher Modeling Examples from the text you plan to teach
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H.L.G.2	能够给简单句断字 Parse a simple sentence by correctly grouping Chinese characters into meaningful phrases
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H.L.G.6	理解“一下、一会”的用法：V.+一下/一会 (ex.看一下，等一会) Understand the usage of Yíxià and yí huī , means "a little while"
---------	---

H.L.C.1	能够理解带有关联词的复合句:因为...所以、又...又、一会...一会、而且 Understand the usage of the many different conjunction words in Chinese. The exact ones introduced at each level are shown in Chinese
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H.L.P.1	能够理解逗号的含义 Use a comma before a coordinating conjunction in a compound sentence.
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H.RL.1.1	能够独立复述故事大意 Retell key details of the story
----------	--

H.RL.1.2	能够理解关于文章细节的问题 (谁、什么时间、去了哪里、发生了什么)，并理解事件是怎么发生的，为什么发生 Ask and answer such questions as who, what, where and when and further understand why and how events take place
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谁: 我, Tony  
时间: 星期天下午  
哪里: Tony家, 外面, 游泳池  
发生了什么? 我去Tony家找他出去玩  
冲突: Tony不想出去玩。  
解决问题: 想一个又不热又健康的运动。去了游泳。

可是, 一边.....一边....., 又.....又.....

I.e. 星期天下午, /我/去/Tony家/找他/出去玩儿, 可是/他/不想出去。

Page4 过了一会儿

“ , ” in most sentences of this book

能指出开头 (Page 1 & Page 2 的文字), 中间 (Page3-Page5的文字), 结尾 (Page 6的文字)

# Let's Identify Reading Objectives Together



Level  
Chinese



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Obj ID	Objective	Notes/Teacher Modeling Examples from the text you plan to teach
H.RL.3.2	能够指出对话双方的人物和人物的观点 Distinguish the different viewpoints of the characters in a dialogue	Page 1, Page 2, Page 3, Page 6 都是叙述的句子。
H.RL.4.1	能够理解叙述的写法并在文章中找出叙述的句子 Identify and understand the usage of narrative sentences in a paragraph	用图片和关键词复述故事
H.RL.4.2	能够通过表达人物情感的词语或短语来理解人物的情感 Based on words and phrases in stories that suggest feelings to determine character's emotional state of mind	“我”是第一人称
H.RL.6.1	能够分辨出第一人称和第三人称的讲述 Distinguish between first and third person narration	Tony : 不想出去玩。他觉得外面太热了。他不喜欢夏天。 我:觉得游泳是夏天最好的运动, 又凉快又能锻炼身体
H.RL.7.1	能够靠图片重述句意(读完当页内容后, 遮住文字, 学生可以靠图片来重述当页的内容) Based on illustrations, retell the story that is described by the text	热得受不了, 讨厌, 哈哈....

# Sample Level H Reading Objective Checklist



Read Aloud Objectives Checklist for Level H Summer Exercise Book  
《夏天运动》阅读教学目标对查表

Purple words are the standards students missing from most recent Level Chinese Assessment

Obj ID	Objective	Notes/Teacher Modeling Examples from the text you plan to teach
H.L.G.2	能够给简单句断字 Parse a simple sentence by correctly grouping Chinese characters into meaningful phrases	I.e. 星期天下午, /我/去/Tony家/找他/出去玩儿, 可是/他/不想出去。
H.L.G.6	理解“一下、一会”的用法: V.+一下/一会 (ex.看一下, 等一会) Understand the usage of Yixià and yí huì, means "a little while"	Page4 过了一會兒
H.L.C.1	能够理解带有有关联词的复合句:因为...所以、又...又、一会...一会、而且 Understand the usage of the many different conjunction words in Chinese. The exact ones introduced at each level are shown in Chinese	可是, 一边.....一边....., 又.....又.....
H.L.P.1	能够理解逗号的含义 Use a comma before a coordinating conjunction in a compound sentence.	“, ”in most sentences of this book
H.L.M.1	能够准确运用量词:块、棵 Understand the usage of the many different measure words in Chinese. The exact ones introduced at each level are shown in Chinese 、	N/A
H.RL.1.1	能够独立复述故事大意 Retell key details of the story	能指出开头 (Page 1 &Page 2 的文字), 中间 (Page3-Page5的文字), 结尾 (Page 6的文字)
H.RL.1.2	能够理解关于文章细节的问题 (谁、什么时间、去了哪里、发生了什么), 并理解事件是怎么发生的, 为什么发生 Ask and answer such questions as who, what, where and when and further understand why and how events take place	谁: 我, Tony 时间: 星期天下午 哪里: Tony家, 外面, 游泳池 发生了什么? 我去Tony家找他出去玩 冲突: Tony不想出去玩。 解决问题: 想一个又不热又健康的运动。去了游泳。
H.RL.3.2	能够指出对话双方的人物和人物的观点 Distinguish the different viewpoints of the characters in a dialogue	Tony : 不想出去玩。他觉得外面太热了。他不喜欢夏天。 我: 觉得游泳是夏天最好的运动, 又凉快又能锻炼身体
H.RL.4.1	能够理解叙述的写法并在文章找出叙述的句子 Identify and understand the usage of narrative sentences in a paragraph	Page 1, Page 2, Page 3, Page 6 都是叙述的句子
H.RL.4.2	能够通过表达人物情感的词语或短语来理解人物的情感 Based on words and phrases in stories that suggest feelings to determine character's emotional state of mind	热得受不了, 讨厌, 哈哈....
H.RL.6.1	能够分辨出第一人称和第三人称的讲述 Distinguish between first and third person narration	“我” 是第一人称
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# Graphic Organizer for Level H Book

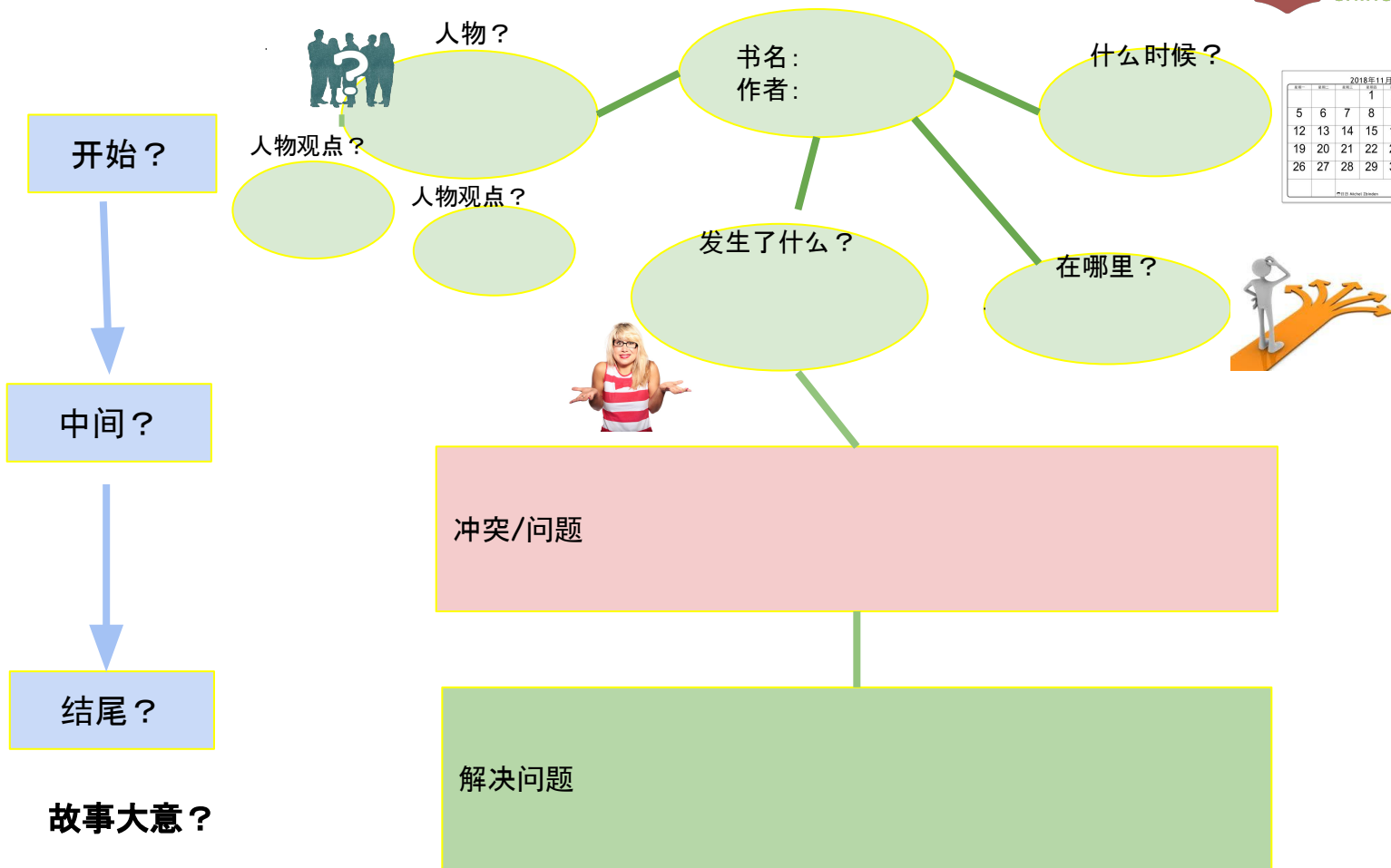


Level  
Chinese



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2018年11月						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

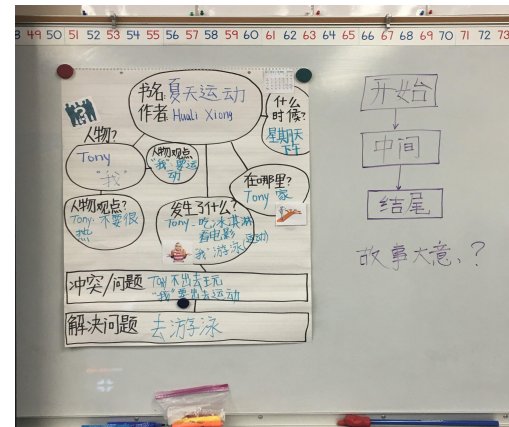


# Let's Observe a Demo Lesson, Think and Discuss!

Watch the Demo Lesson Video, Take Note and Think About What Strategies and Activities the Teacher Uses with Students in her Read Aloud Lesson!

## Activity 2: Observation Form for Fiction Read Aloud Lesson

Fiction Read Aloud Lesson 叙述性文体 阅读课	What Does Teacher Do? 老师做什么?	What Do Students Do? 学生做什么?	Questions or Notes 提问和其他记录
Pre-Reading 阅读前			
While-Reading 阅读中			
Post-Reading 阅读后			



Pictures and Video Clip Provided  
by John Gill Elementary School, California

# Read Aloud Lesson Plan in 3rd&4th Grade



## Pre Reading (8-10 minutes)

### - Making Connection

1. Review sports, seasons, and days vocabulary
2. Teacher picks two flash cards of sports and may share with students such as "in winter, my favorite sport is skiing. But in Summer my favorite sport is walking."
3. Ask students to think in what season, what sport they like most and least and why ( sentences structure on the whiteboard 在....., 我喜欢/觉得....., 因为.....。
4. Pair Share and may discuss with students that they share their point of view (如果这时候有介绍观点/想法, 就板书"观点"两个字)

### - Introducing the book and doing the 1st Prediction

1. Teacher shows the book cover and invites students to read aloud the name of the book 夏天运动。And teacher asks students to guess what story would be
2. Look and Talk about the book cover using 2 sentence structures " I see... I think.... " 我看见.....。我想.....。

### - Visiting Page 1

1. Teacher asks students to look at the picture and text of page carefully and invites one student to try to read out loud

Teacher asks students when and who are on page 1. Students respond with saying 星期天下午, 我和Tony. Teachers continues to ask who is "I" in the story. ("我"是哪个孩子)



# Read Aloud Lesson Plan in 3rd&4th Grade



## While Reading (10-12 minutes)

### - Picture Walk

1. Teachers points to sentence structures “我看见.....” “我觉得.....” “我的问题是.....” and asks students to observe the picture and text when teacher turns page by page. Students observe the text and pictures carefully during picture walk. (老师说:“同学分享得很好, 我现在要请大家看一看书的插图和文字, 请你们想一想你看到了什么? 你想到了什么? 你的提问是什么?”)
2. Students share and discuss with teacher about their findings and students must use at least 3 sentences to talk about what they see, think and wonder- think pair share/picture clues/revisit the pictures or the part of the text

### -1st Read aloud

1. Use story graphic organizer to help students understand the text (Teacher introduces the graphic organizer and say,“同学们观察得很好, 还能分享自己看到的, 想到的和提出自己的问题, 现在老师要和你们一起读一读整个故事, 但是我想和你们同时玩一个“找一找”的游戏, 故事里有谁? 发生在什么时候? 在哪里? 有什么问题? 后来怎么解决问题? ....” Students listen and get ready for listening to and read the book with teachers during the 1st read aloud
2. After 1st read aloud, teacher and students ask and answer questions about the text by recording students' response on the anchor chart.
3. Keywords are in the graphic organizer
4. Teacher may ask students to find the beginning, middle and end.

## After Reading (5 minutes)

Prompt students to retell the story using graphic organizer

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# Reflect and Think About the Next Steps

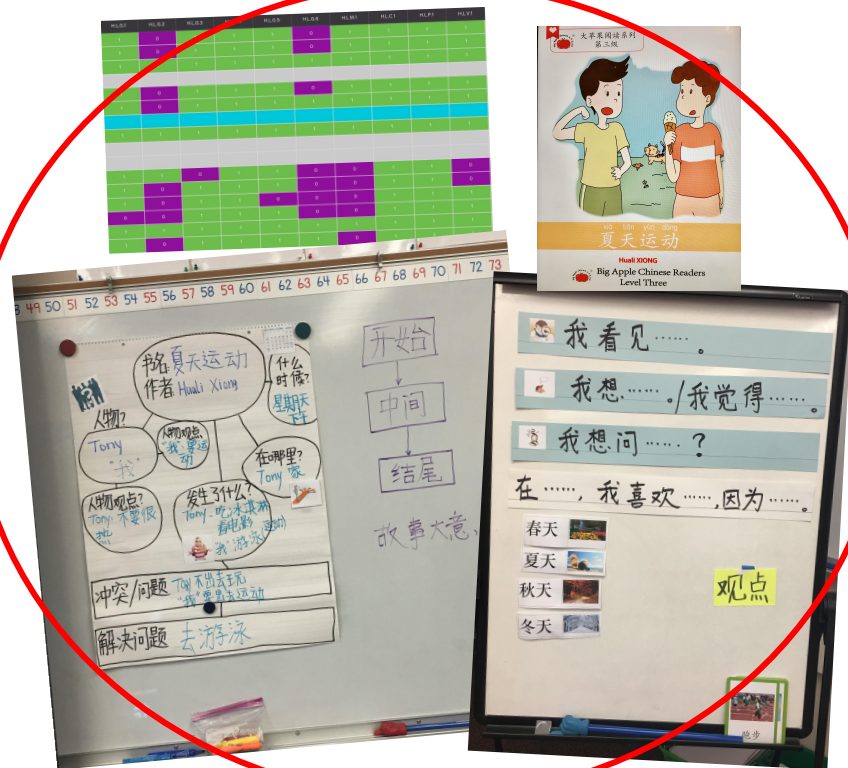
Reading Strategies, Activities, Graphic Organizer, Sentence Stems, Level Chinese Assessment Data Analysis, and Other Prep Work etc.



## Objectives: Reading Standards & Language Examples from the Book

Read Aloud Objectives Checklist for Level H Summer Exercise Book  
《夏天运动》阅读教学目标对查表

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H.R.L.3.2	能够指出对话双方的观点和人物和动物的观点 Distinguish the different viewpoints of the characters in a dialogue	Tony: 不想出去玩。他觉得外面太热了。他不喜欢夏天。 我: 觉得游泳是夏天最好的运动, 又凉快又能锻炼身体
H.R.L.4.1	能够理解叙述的写法并在文章中找出叙述的句子 Identify and understand the usage of narrative sentences in a paragraph	Page 1, Page 2, Page 3, Page 6 都是叙述的句子
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# Comments, Feedback, Q&A



*And We Are Looking Forward to Seeing You in the Next Webinar With Pearl You!*

**Topic:**

***Plan and Implement Interactive Read Aloud Lesson for Upper Elementary Part 2***

***Time: Feb.21st 2019 5 PM (U.S. Pacific Time)***