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5th Grade Readers Reading Aloud To Make An Intercultural Connection

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5TH GRADE READERS
READING ALOUD TO MAKE AN INTERCULTURAL CONNECTION

SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTERS OF ARTS IN TEACHING
DEGREE AT THE SCHOOL FOR INTERNATIONAL TRAINING
BRATTLEBORO, VERMONT

BY
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ABSTRACT

The purpose of this paper is to show that through reading aloud, elementary ESL students can build relationships with younger students and make an intercultural connection within their school community. The interaction between the readers and their audience can change dramatically if the readers are aware of the reading strategies that they bring into their reading to make it engaging. By reflecting on their own process of making connections and by using reflective portfolios, ESL students can begin to discover what kind of connections they are making and develop an awareness of how it is happening.

As teachers how can we make this possible when teaching elementary students? What can teachers do to help their students learn how to communicate more effectively within their own school culture? What processes do students need to go through when reading aloud in order to successfully communicate across cultures? These are some of the questions that will be explored in this paper.

Read Alouds in the School Setting
Read-Aloud versus Shared Reading
Read it to Me!
Fourth-Grade Students Reading

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CHAPTER 1

TEACHING CONTEXT

The School

The American International School of Johannesburg (AISJ) is a private, non-profit school, whose mission is to provide an American-style education to the permanent and transient members of the international community in Johannesburg, South Africa. The parents are well-educated members of the diplomatic and business community, and are very supportive of the school. The school has a strong reputation, and is quite expensive, and therefore somewhat exclusive. Approximately 98% of the students graduating from AISJ attend college. Nearly 500 students, from 52 different countries attend the school, which was founded in 1967. A Board of Governors, elected from among parents who volunteer their time, administer the school. Board policy dictates a maximum of 15 students per class, so the school has an intimate and caring feel.

The Students

While working at AISJ, I taught between 40 and 50 elementary students in kindergarten through grade 5, boys and girls ranging in age from 5 to 11 years old. They were from various European, Asian, South American, and African countries, thus representing a wide range of cultures and languages. The curriculum was based on the American system and the target language was English. I worked closely with the resource teacher, the elementary counsellor, the principal and the classroom teachers. I was often

in contact with parents on an informal basis, but also held conferences with them 3 times a year.

English Experience

The students I worked with had varied English experience ranging from non-English speaking beginners who were developing (BICS) Basic Interpersonal Communication Skills, to fluent English speakers with limited reading and writing skills in English. I also taught advanced English speakers who were competent readers, but still needed assistance with content area material and writing, in order to become proficient in their academic use of English. The purpose of my ESL classes was to teach English to non-native English speakers. They were learning and using English as a second language because the target language at the school was English.

Classroom

I had my own classroom, which was designed to handle a maximum of 15 students. The room was fully equipped with tables, chairs, bookcases, materials, teacher resources, and games, as well as a computer center with 3 computers for the students to use. My room also had a reading area which contained a varied selection of books at different reading levels, big books, library books and a listening center.

Materials and Resources

I used a variety of materials to teach my classes. I enjoyed creating games, flashcards, and other activities to use when introducing or reinforcing a new skill. I also

used a large number of teacher resource books, library books, novels, novel extension activities, phonics materials and games, flashcards, rods, pattern blocks, activity sheets from various workbooks, in addition to literature circle activities, poetry, music, puppets, plays and readers' theatre when instructing. I kept materials organized into the 4 skill areas. I also developed basic survival English materials and activity packets for new non-English speaking students who needed to develop basic interpersonal communication skills, e.g. letters, numbers, colors, classroom, etc. I used my ESL budget to order new art supplies and classroom materials each year.

Scheduling

I taught a total of 15 different classes 2 times each week. My schedule depended entirely on the placement of the students in their regular classrooms. The students attended ESL while the other students in their classes went to Spanish. I did pull-out during the Spanish time and often created extra classes to meet the needs and abilities of the students. I also tried to push-in to some of the classes with more ESL students when my schedule allowed.

Meet the Students

The students I chose for the reading project were in my 5th grade ESL class and had expressed great interest in reading the big books in my classroom. The four students chosen were already motivated and interested so I thought that having them read aloud to younger students would build their confidence and encourage them to interact with the kindergarteners. I felt that each of them could benefit in a different way and that was

exciting. Sylvain had great difficulty reading any of the 5th grade material that was given in his regular class. Christian was not interested in reading and said he didn't enjoy it. Cleo had already mastered reading at a fifth grade level but wanted to work on reading aloud and Rahul had difficulty pronouncing many sounds in English due to his heavy accent. I knew that reading aloud in a non-threatening environment would help each of these students become better readers.

Sylvain

Age - 10

Male

Home Country – Belgium

Language – French

Started at AISJ, August 2003 in 5th grade

Prior English Experience – Minimal

English Ability: Advanced Beginner

Christian

Age - 10

Male

Home Country – Denmark

Language – Danish

Started at AISJ, April 2003 in 4th grade

Prior English Experience – None

English Ability: Advanced Beginner

Cleo

Age - 10

Female

Home Country – Belgium

Language – Dutch

Started at AISJ, August 2002 in 4th grade

Prior English Experience – Minimal

English Ability: Advanced

Rahul

Age - 10

Male

Home Country – India

Language – Hindi

Started at AISJ, August 2003 in 5th grade

Prior English Experience – Minimal

English Ability: Advanced Beginner

CHAPTER 2

THE PURPOSE

I have observed on several occasions that reading aloud from predictable books with repetitive patterns helps ESL students improve their reading, develop confidence, improve pronunciation and discover many of the grammatical patterns found in the English language. Based on this knowledge of the benefits of reading aloud, I thought that it would be helpful for older ESL students to read aloud to younger students. I hoped to see an overall improvement in the fifth graders' speaking and pronunciation skills, and in their fluency and word recognition.

With these ideas piquing my curiosity, I decided to explore the options open to the students. I started to look closely at each of my students and assess their strengths and weaknesses in reading. I found that the skills that one needs to read aloud were the exact skills these students needed. I hoped that Christian would be able to make a connection with younger students, in hopes that he would also be able to relate to and accept his new baby sister. Sylvain needed to read for an audience to increase his comfort level when reading and speaking in English. I hoped that reading the big books would help him become a more fluent and successful reader in his 5th grade class. Rahul's reading was choppy and his pronunciation was very difficult to understand because of his strong accent. I was optimistic that reading aloud to younger students would allow him to practice and improve his pronunciation and intonation. Cleo was the strongest reader in the group, and I hoped this experience would help her use her skills as a reader to make a connection with the kindergarteners and form some relationships with

them. She also mentioned to me that she wanted to improve her reading aloud techniques.

Therefore, having my fifth grade students become “student readers” became the vehicle I used to help promote reading, and to develop more advanced language skills. To accomplish this, the students read a variety of Big Books aloud and interacted with younger students in the classroom for 30 minutes once a week. This experience provided an enriching intercultural connection and experience for the “fifth grader readers” as well as for their kindergarten audiences. The older students developed an attitude of respect and empathy towards the younger students who were also from many different cultural and ethnic backgrounds.

CHAPTER 3

THE BENEFITS OF READING ALOUD

I have always been a strong advocate of promoting frequent reading aloud in my ESL classroom, in an effort to develop advanced language skills, and promote a love for children's literature in my ESL students. When reading aloud is modelled interactively, that is, the teacher models his/her personal thinking (e.g. response, question, fact) aloud and invites students to do the same with their reading, readers can learn the tools needed not only to make meaning but also those strategies needed when meaning breaks down.

“Teachers should model reading. Teachers should read widely along with their students, explaining their own meaning making and book choosing, telling how they select books, authors or genres. It is vital that children get to observe a “joyfully literate adult” using print in a variety of ways every day. This modelling not only encourages children, but it also demonstrates for them the complex mental processes involved in skilful reading, especially when the teacher “thinks aloud” about her own meaning-making processes. Children need to see this kind of literate adult behaviour over and over to internalize it. Teachers who are good models help ensure that schools don't just graduate students who can read, but people who **do** read”(Zelman and others, 1998: 32)

Mem Fox's article “Read Aloud Magic,” (Fox 2002, 42) strongly supports the need for teachers to read aloud to children on the very first day of school, and to continue reading aloud to them through middle school. Since I believe this need is just as crucial for ESL students at all levels of their language development, I thought, why not let my ESL students become the teachers, and read aloud to younger students, so that these benefits would be imparted from student to student instead of teacher to student? By reading aloud to an audience, wouldn't my students help the younger students establish

the “native” language of books, and provide insight into literary conventions such as “Once upon a time” and “They lived happily ever after?” Wouldn't allowing them to read aloud to the kindergarten students transfer some of the language in the stories to their audience? Wouldn't the student readers also internalize new words and expressions that appeared in the text of the big books, and learn new grammatical patterns and conventions? I believed the answer to all of these questions was yes. Reading aloud would benefit all the students involved, not just my own ESL students.

CHAPTER 4

READING ALOUD TO MAKE AN INTERCULTURAL CONNECTION

How it All Began

The inspiration for having my 5th grade ESL students read to younger students in the school came from the students themselves. They had always enjoyed reading the big books that were in my classroom library. One day at the beginning of class, my four 5th graders gravitated to the reading area and started reading the big books aloud to each other. I asked if they would like to start reading big books to the kindergarten classes on Fridays, during one of our regularly scheduled ESL times. They loved the idea, and the following Friday, they had each chosen a big book that they wanted to read aloud to the kindergarten classes.

Would reading aloud begin to open a door for the students to develop true relationships with each other? Would the 5th grade students, by reflecting on this task together, develop a greater cultural awareness and strengthen their interpersonal relationships? After the first read-aloud session I knew that the answer to both of these questions was yes. The students were connecting with each other in a way that was different because many of the kindergarten students being read to were also from several different language and cultural backgrounds. Many of these students, including my own, were developing the ability to communicate in a different language system, which can further lead to developing a more global attitude about each other. This was one of the

unique and wonderful benefits of teaching in the context I did, I knew that these children were more open to ideas of global understanding, because they were continually establishing new relationships and making friends with students from other countries as a result of living overseas. I knew that my ESL students would be open to the differences they encountered and their intercultural communication skills would be enhanced.

“Intercultural communication is the capacity and ability to enter other cultures and communicate effectively and appropriately, establish and maintain relationships, and carry out tasks with people of these cultures. Culture is viewed as a process, what people go through as they think, do, and feel in order to successfully communicate across cultures.”
(Moran, 2001: 5)

Making a connection

At the beginning of the project there wasn't much interaction between the older children and the younger ones. As a result, I was anxious to have my students develop more rapport with the younger students and make a connection with them in some way. This started to happen after the first couple of times they read aloud to the kindergarten students.

"Culture is viewed as **communication**" (Hall, 1959) and all that people of a particular culture use to communicate, namely language, verbal and nonverbal, including a variety of forms: body movements, eye contact, time, space, smells, touching, and the use of the social situation. (Chaika, 1994)

For these reasons I knew that breaking through some of the communication barriers that existed between the kindergarteners and the readers was critical. The 5th graders started effectively using body language, eye contact, and verbal communication, which helped to maximize the social interaction during the times they read to the younger students. They also started to communicate on an intercultural level by making deeper connections with the students in their audience. After the first few sessions, frequent comments were made

by the 5th graders after the reading session that the younger students were starting to respond to them on a more personal level. The readers were learning how to communicate effectively and appropriately, and as a result, they were truly starting to establish more meaningful relationships with some of the kindergarteners.

Using Reflection as a Tool

At this point in time I also became interested in the concept of “culture viewed as a process, what people go through as they think, do, and feel in order to successfully communicate across cultures.” (Moran, 2001: 5) As a result I decided to find out what the readers thought about reading aloud to younger students from so many different backgrounds. The next step I wanted to integrate was to have the readers reflect on the reading process and on any feelings they were having about their experiences, when they went into the various classes to read aloud. We had an in depth discussion about what they felt the most important points of reading aloud were, and how they could more effectively communicate with their audiences. I used the ideas we discussed to develop a rubric (see appendix A) with the most important components from both of those areas.

During another discussion we talked about what they thought they were doing well and what they would like to try doing differently or change the next time they read. From then on, after each reading session, they were asked to reflect on the experience and fill out the rubric in class. I facilitated the reflection process by asking these questions:

- What are you learning about reading to young children?
- What do you think you did well this time?
- What would you like to try next time or do differently?

Often we discussed the questions as a group and I wrote the important points on the board in order to help them put their thoughts into words. I found that having them use the rubric as part of their reflection allowed them to rate themselves according to what they actually thought about their reading performance. (Appendices E-H) They became more aware of their performance as readers and were able to identify the areas that needed improvement. The focus was for them to see themselves as storytellers, by becoming more aware of how they were using their voices, the emotions they were portraying, and the way they could change voices when reading dialogue for different characters in the story. As a result of this reflective process, their confidence in reading aloud increased, and they were able to make a stronger intercultural connection with the students they read to.

Reading Aloud

Before reading aloud to the kindergarten audience, I asked the students to read their books for their peers during an ESL class. Each of my students was tape recorded during their reading and then guided through the reflection process. I directed the discussion by asking questions and in this way we were able to critique their reading aloud. I wanted to set up an atmosphere of “everything is good and everything needs improvement,” so that they would give each other constructive feedback and not become critical of each other's reading. It was apparent that creating that type of atmosphere helped build a sense of community between them. I paid close attention to their feedback but also tried to be very matter of fact with my comments and suggestions. They were aware of the areas in which they wanted to improve, and I encouraged them to start by choosing only one or

two areas to change or to practice doing better, so the process wouldn't seem too overwhelming. After the first reading session some of the students realized that they needed more practice reading their books aloud before reading them to a real "audience."

Videotaped Reading Sessions

Since reflection was an important way for the students to become aware of the changes they needed to make when reading aloud, each reader was videotaped several times during the project. Watching the video-taped sessions together allowed us to observe and reflect on what was happening while they read. During the first reading session I focused on video-taping a shy student, who had difficulty reading the book he chose, so that I could document his improvements each time he read aloud. I tried to tape each student reading at three different times during the project in order to see changes and improvements in their reading. It is interesting to note that after the initial video taping, their reading behaviours did not change during subsequent video-taping sessions. Even when they were aware of being video-taped, they carried on reading the story without appearing to be self-conscious or uncomfortable.

It also became important to hold regular reflection sessions after each reading and video session so that I could take notes on what they said about their personal experiences with the kindergarteners. Video taping the students provided an opportunity for the students to actually see themselves developing into confident readers and storytellers, and gave them important insights into what they were experiencing with the kindergarteners and how their interactions were deepening. After the last reading session, I also videotaped the students giving an oral reflection of what they had learned.

Creating Reflective Portfolios

The last step of the project was for the students to compile all the information they had and put it together in a "Reflective Portfolio," which included photos, the reflective rubrics, the title of their favorite book and their own written reflections. I gave them four categories to reflect on:

- I didn't expect it...
- My biggest challenge...
- Reading aloud helped me make a connection with the students!
- "A Word of Advice" Some things I've learned about reading to young children...

(See appendices C & D)

CHAPTER 5

ANECDOTAL ASSESSMENT NOTES

During the four month time span from January through April 2004, as the Student Readers went into the kindergarten classes to read, I took notes on the recorded video clips, our reflection sessions, and my observations as the students read aloud to the younger students. The classroom teachers were present during the reading sessions, and they often interacted with my students, but also allowed them the space they needed to be "teacher/readers." From the beginning, my students took their roles very seriously and were committed to doing the best job they could while reading.

The 5th graders started reading to the younger students every Friday. I generally took them to the library the Tuesday before they read, when they were able to choose the big books they wanted to share with the students. They read through the stories several times, and then they were given time to practice reading aloud. I wasn't always able to listen to each student read aloud individually, given the time restriction of a 45 minute ESL class. However, it became apparent after the first couple of reading sessions, that I needed to focus on two of my ESL students, to make sure that they could read their stories aloud fluently to me, before going into the kindergarten classrooms. It is interesting at this point to note, that after the students read aloud the first couple of times, their confidence in their reading ability increased dramatically, and subsequently they became a bit over-confident about the difficulty of the material they selected. When I realized this was happening I started to monitor my two weaker readers more carefully.

On Friday, January 16, 2004 the 5th graders read to the kindergarten children for the first time. The “readers” split up and read by themselves in 2 different classes. After they finished we went back to class to reflect on the question, "What makes a good read aloud reader?" The students came up with a few ideas which I employed to develop an analytical rubric that they could fill out each time they read. After the first session I also had them reflect and write a sentence or two about:

- What I did well this time
- What I would like to try (and do better) next time.

During our Tuesday ESL class the next week, I had them practice reading aloud to each other, then they critiqued their reading using the rubric. I also gave them time to write a reflection in their journals, about the experiences and feelings they had had so far. It also became necessary for me to focus on helping a couple of students hear the correct pronunciation of certain words in their stories, in order to improve audience comprehension.

On January 23, I noted that for the prior two weeks, each student had read the same book three times, but they rotated so that each child had read to both of the kindergarten classes. During that time I found that going into one class per week seemed to work the best, that way the students in the kindergarten classes could be divided into 4 small groups. This turned out to be the ideal situation because the younger students could rotate to each “reader” and hear all 4 stories. It worked out much better than sending them off to two different classes to read by themselves. Some of the questions I kept in mind while I watched and listened to them read aloud were:

- What exactly am I looking for?

- What behaviors do I see evidence of while they read?
- What kind of literate behaviors do I see being exhibited?
- How are they demonstrating their emergent literacy?
- How are they improving their visual literacy by interpreting pictures?

After their March 5 reading session, the students made the comment "WE WANT TO READ A NEW BOOK!" They had read the same book to eight different groups of students so they were definitely ready for a new book. This was a huge revelation for me, but I also realized that becoming so familiar with the stories they'd read, had dramatically improved their oral reading skills and confidence when reading aloud to an audience. That was exciting for me, as it was the exact change in their reading that I had hoped for when beginning the project!

A general observation I made in April was that all of the readers had started to ask the kindergarten students to look for "Star Words" in the big books. The kindergarten teachers had come up with the phrase "Star Words" to help their students remember basic sight words such as *the, come, a, I, and*, etc. The "Star Words" were written on stars in the front of the classrooms and the kindergarten students practiced them daily. When a "reader" finished reading aloud and was still waiting to rotate to another group, he or she would help the students look for "Star Words." This happened quite spontaneously and I was thrilled to see my students taking on yet another role as readers - the role of teachers!

At the end of April I noticed that the interaction between the readers and the students was fundamentally different than it had been when they first started reading aloud. The readers had beyond doubt started to develop relationships with the students they were reading to, which led to successful communication across cultures as well as

ages. My 10 year old readers were making an intercultural connection with 5 and 6 year olds by reading aloud to them!

By our last reading session with the younger students, I had video-taped each of my students reading at least 2 if not 3 times in different classes. I taped each child reading one book and then I tried to return and tape shorter segments of them reading the same story again, to see if there had been any noticeable changes in the reading behaviors we had discussed. During our last discussion we watched the video clips I had taken of each student reading aloud. At first they were a little embarrassed to see themselves reading on the tape, but this quickly turned in to the students developing a critical awareness of their effectiveness in their new role as teacher/readers. To facilitate a discussion, I then I posed the question:

What improvements have you noticed in your reading aloud?

Teacher: How has your reading changed? What's changed about how the kids are responding to you?

Rahul: This time I used more storytelling voice.

Teacher: What's changed since you first started doing this?

Sylvain: My voice.

Teacher: Why do you think the kids are interacting with you more now?

Sylvain: Because they know we're coming and they know us.

Teacher: Tell me more about the students you read to today.

Christian: Yeah, they were listening, they know that we're coming and they know us now so they're getting used to it.

(Makes a circling motion with his hands)

Teacher: Yes, now they are making a connection with you!

Teacher: What's changed for you since we started this?

Cleo: In the beginning I was very shy and I didn't really know the kids. Also my English improved a lot.

Teacher: In what ways did your English improve?

Cleo: I used more emotions in my voice, in the beginning I used to "mmmmm," something like that. I can use a storytelling voice now.

Teacher: How about the kids, what's the interaction like between you now?

Cleo: Well at first they didn't really know me, now they do, and they are really excited when I come in that I get to read a lot to them.

Teacher: They're asking you to read now!

After this reflection I told my students that it was easy to see how much more comfortable their audience had become with their presence, and that the younger students were now accepting them as teachers who read aloud!

CHAPTER 6
TEACHER OBSERVATIONS

Reader: Sylvain

English Ability: Advanced Beginner

January 16, 2004

Sylvain read The Cow Went Oink by Bernard Most, to the Kindergarten students. It was the first group that he had ever read aloud to and I noticed that his audience was not engaged in the story. Sylvain had difficulty reading many of the words in the story because he was unsure of the pronunciation which was probably part of the reason he read word by word instead of chunking phrases together. His reading was choppy and expressionless. He was very self conscious and made little eye contact with the students in the group he was reading to, so they lost interest quickly.

His lack of confidence in himself as a reader was easily noticeable, and I helped him reflect on this when we had our reflection session. It was also quite apparent after watching him read today that he needs more practice reading aloud in the classroom before he attempts to read to a group of younger students. He was overconfident about the difficulty of the book he chose to read, even though he said that he had practiced reading it enough and was ready to share it. I will continue to encourage him and closely monitor the books he chooses to make sure they are not too difficult, and insure that he gets sufficient practice before the next reading session.

March 5, 2004

Today Sylvain read the book Jamberry by Bruce Degen. It was apparent that he has developed more confidence in himself as a reader. His audience of 5 year olds was engaged in listening to him read the story. He read in a louder voice, and at a faster and more fluent pace. Sylvain also made eye contact with the children, which helped them stay interested in the story. It is wonderful to see his confidence already beginning to grow in himself as a reader.

April 30, 2004

Sylvain has learned how to choose books that he can read easily. His book was titled The River by Nik Pollard, and for the first time today he let the students read the book with him. He also helped them read the words they didn't know! I have witnessed an incredible improvement in his confidence and reading aloud ability. After he finished reading to his group, he and Christian read a book to the students together. The students were very enthusiastic about having the two of them read together.

Reader: Cleo**English Ability: Advanced****March 5, 2004**

Today Cleo read Me Too by Mercer Mayer. She is the most confident reader in this group. During the reading session her kindergarten audience enjoyed pointing to the pictures in the story and Cleo was comfortable responding to their questions and

comments. She also counted “Star words” with her group. They were obviously enjoying the interaction with her and were able to find many "Star Words" (sight words.) It was interesting to see her trying to read upside down while holding the book on her lap, it was too difficult and she realized that she couldn't do it effectively so she changed the direction of the book. Cleo encouraged the students to read the voice bubbles on each page that said “Me too!” She asked them questions about the story and how they would feel if they were each of the characters. She was also very perceptive and able to pick up on visual cues from the students and used them while reading the story through asking questions such as “Do you see the mouse?”

Note: My IPT advisor, Bev Burkett, had been with me for the week, and came to watch the 5th Grade Readers. She observed Cleo and commented that she thought Cleo was definitely modeling the reading behaviors that she sees me using when I read aloud to the 5th graders. It seems evident that when teachers model reading aloud behaviors with their students, the students can and do incorporate the same types of behaviors into their reading.

April 16, 2004

Today Cleo read Dogs in Space by Nancy Coffelt to a different group of kindergarteners. When I asked her what she would try that was new or different today, she said that she would look up at the students when she was reading. When I observed the class, I saw that Cleo made great eye contact with the students while she was reading to them. After reading a page she would turn back towards them and point to the pictures. Cleo also had the students interact by reading aloud and often let them read a

page or part of a page by themselves, only helping them when they didn't recognize a word or couldn't sound it out. She asked questions about the pictures on most pages and asked them to predict by posing the question, "What do you think will happen next?"

During our reflection session after the reading today I asked the questions: "Think about the behavior in each group you read to today. How did they react to or interact with you as a reader? What did you notice today? What kind of reactions did you get from the students?"

Cleo's response was that the first group was excited, the second group was ok, and the third group seemed bored because they had already listened to three other stories read by the other 5th graders, so they were tired.

Note: I pointed out to her that she actually had the most interaction with this group, even though she thought they were tired or bored. I believe that she has learned these strategies for reading, by watching teachers model the same behaviors when reading.

Date: April 30, 2004

Today Cleo read The Napping House by Don and Audrey Wood After she read she wanted to film the other students with the video camera. She didn't seem too excited about reading aloud.

Reader: Rahul

English Ability: Low Intermediate

Date: January 16, 2004

The first time Rahul read Cookies Week by Cindy Ward to the kindergarteners, it was difficult to understand his pronunciation and his reading was very choppy. He was confident but did not interact or make very much eye contact with his audience.

Date: March 5, 2004

Today Rahul read with more confidence and his pronunciation was much easier to understand. While reading Where Does the Brown Bear Go? by Nicki Weiss, he pointed to the pictures and added details of his own to the story. The students were more engaged in the story and enjoyed interacting with Rahul while he read.

Note: One of the kindergarteners asked about the meaning of the word “honey” in the sentence, “Where does the Brown Bear go, honey?” Rahul was unsure of the meaning in the context of the sentence so I helped him explain its meaning and then he kept on reading.

Date: April 16, 2004

Rahul read to a group of three students, and I videotaped short segments of him reading aloud. He still seemed somewhat unsure of how to interact with the students in casual conversations and he wasn't completely comfortable when they asked him a question but at this point his pronunciation had improved considerably, and he was much more interactive with the students when reading the story to them.

The kindergarten teacher asked Rahul, “Why did you choose this book to read to the class?” He told her he had chosen it because it had more pictures. After watching the video segment of Rahul, I noticed that his interaction with his audience changed depending on the group of students he was reading to during the session. He seemed less interactive when the audience was quiet.

Date: April 30, 2004

Today when Rahul read Dogs in Space by Nancy Coffelt, I noticed that he was still very serious around the younger students. Rahul had decided to try and hold his book upright on the table so that he had to read it looking at the text upside down. I believe that he tried this because he wanted the students to be able to see the pictures. Even though he still seems shy, he is trying to use new reading behaviors when he reads aloud. I am proud of the progress he has made, as well as the improvements in fluency and pronunciation that he now demonstrates.

Reader: Christian

English Ability: Intermediate

Date: March 5, 2004

Christian has always been able to engage his audience while he is reading aloud. Today while he read My 5 Senses by Alikei he was confident and personable with the students, and had already learned many of their names. His audience was very engaged and interacted well with him. He was also incorporating hand gestures while he read to them. Each time we read to the kindergarten students, I have observed Christian

encouraging the students to look for the “Star Words’ and he continued to do so today. He gave an explanation of the 5 senses by using the example of kicking a ball (see and hear), and was making good eye-contact with his audience.

April 16, 2004

Christian read Zoodles by Bernard Most to the kindergarteners. The students were engaged in the story and entertained by Christian's ability to interact with them on a personal level.

April 30, 2004

After Christian read Zoodles, he and Sylvain read a different book to the students together. Christian made a comment later that he thought it was a violent story because it talked about smaller animals being eaten by larger ones. It was an interesting comment and I wonder if it made an impact on the younger students?

CHAPTER 7

CONCLUSION

How Reading Aloud Helped the Students

Sylvain didn't expect it to be so difficult to read the 1st book aloud, and it took him almost the entire 40 minutes to finish it. The story The Cow Went Oink, combined the words Moo and Oink in several complicated ways that were very hard for him to sound out. I encouraged him to choose an easier book with fewer words and read it out loud in class before sharing it. He agreed, and found that when he chose easier books, he subsequently became much more confident and successful when reading aloud. Sylvain also realized that if he made eye contact with the students they were better listeners. I noticed an improvement in both his pronunciation and word recognition. The additional practice he got reading the easier books also helped increase his fluency.

Cleo didn't expect the students to participate in the reading of the stories when there were voice bubbles, but I observed that she was very successful getting her groups to participate during most of the stories that she read. Cleo felt that she needed to use a louder voice and communicate more directly with her audience. She became quite comfortable in both of these areas, and developed many effective reading aloud skills that she was able to use with the students.

Christian didn't expect it to turn out to be such a big project, and was quite happy to find out how much reading he had done as a result. He learned all of the students' names, and they learned his. Christian was a confident reader from the beginning but said that he would like to try and change his voice more, ask more questions, and keep

the students' attention. He was successful in all three of these areas. I noticed that he was able to change voices when reading different characters, and by doing that the children became enthralled when listening to him read. I also heard him asking the students many questions about the stories he read. He had built a strong intercultural connection with the students by including each of them, by asking them questions, and by learning their names.

Rahul didn't think that the kids would be interested in the books he was reading to them, so he learned how to add his own details to the stories to keep them interested. He felt that the students were not listening to him when he first started to read aloud, but the more practice he got, the more attentive they became. Though the process of reflection, Rahul realized that the students were starting to listen to him and enjoy his stories. He also thought this might be happening because he was choosing "very interesting stories for them." At the beginning, Rahul thought being nervous would be his biggest challenge while reading aloud to little kids. He grew more and more confident and his fluency and pronunciation showed a marked improvement over the course of time.

What Others Thought About the Project

During my second summer at SIT I presented this project at the Sandonona Conference. As part of the presentation I showed some video clips of my 5th grade students reading at different times during the project. The video clips showed concrete evidence of improvement in all four of the readers. The following comments were made after I asked the audience to provide me with feedback and comments about the project.

“The reading program sounded so fruitful on so many levels. The change in the students’ presentations of the stories from the first to the second set of videos was so obvious. It must have been very rewarding for them to be “looked up” to in an area (reading) that they may feel insecure about in other classrooms. Talk about affective motivation! I really think it was a special experience for the little ones as well. For them to have role models who “read” to them (not just play with cool toys at recess,) is really fantastic. This is a program I would love to try with my students.” Virginia Blais, SMAT 22

“This (project) was the first truly documented evidence of definite skill improvement that I’ve ever seen. It was great to see the cross cultural relationships between the little and big kids...your big kids' feelings about those little ones before they begin reading to them and after they had spent some together . . . has already been captured on video.” Eric Pakula, SMAT 22

What did I find out?

Reading aloud definitely proved beneficial for the students involved in this project. By reading aloud to younger students, the fifth graders involved them in the pleasure function of print, modeled the reading process, and developed literary notions about story plots and characters, and improved their own fluency, pronunciation, and confidence when reading.

Using the reflective portfolios also proved to be advantageous, as tools to help them become better at reading aloud. The portfolios allowed them to reflect on their

skills, and served as a vehicle to guide them through the reflective discussions. As a result, they were able to develop new insights about the reading aloud process.

This project also provided me with some insights into my own teaching practice. I realized how much my teaching affected student learning, and was amazed to see how great an impact reading aloud had on my students. At the end of the project I was observing Cleo, Christian, Rahul and Sylvain, as they shared their Reflective Portfolios with a chosen classmate. They were asked to explain the reading project, and to reflect on the effects it had had on them as readers. I had asked them to think about these questions and then respond to them while they presented their portfolios:

- How had their *knowledge* of their reading changed?
- How did their *attitude* affect the audience they were reading to?
- How did their reading *skills* improve?
- What *awareness* had developed as a result of their reading to young children?

These discussions made me aware of the fundamental changes that were occurring with the students. I found out that their *knowledge* of their reading had changed. I saw that their *attitude* affected the audience they were reading to. I saw evidence that their reading *skills* had improved, and I saw a new *awareness* develop in my 5th grade students as a result of reading to young children.

Having students reflect in this way, and learning how to guide them toward insightful answers, was certainly one of the changes that I had started to see in my own teaching during the reading project. I had become aware of using reflection with my students to help them talk about their learning. Allowing my students to discover answers by themselves had become an important addition to my teaching. As a result,

my *awareness* of how to make this happen increased. I structured the classes so that we could first discuss the questions as a group (*knowledge*), then I asked each student to think about how it had affected their learning (*awareness*). I also had the students brainstorm ideas as a class, in order to give them more opportunities to come up with their own replies (*skills*). I felt this type of activity was quite successful, and I realized that I would consciously continue to use reflective assessment tools in the future. Although it was something I didn't plan on or realize when I started this project with my students, reflection was now becoming something that was embedded in all of the assessments I did, and was a very authentic and important way to record overall language development.

As a teacher I now know that reading aloud can and does help students make an intercultural connection with students from other cultures, countries and language backgrounds. Reading aloud became a powerful tool for my 5th grade students. They made connections with the younger students, improved their reading skills and were excited about reading! Reflecting on the process and the reading they did helped them internalize the changes they made and increased their confidence. I hope that they will remember this experience and continue to share stories with those around them.

APPENDIX A

Name _____ Date _____

Name of Book _____

Check (X) the box that best describes how well you can read aloud.
Add comments where you can.

Task	Not Very Well	OK	Well	Very Well	Comments
1. I can use a storytelling voice when reading.					
2. I can change my voice when reading different characters.					
3. I can read with expression to show emotion. (Happy, sad, excited, scared)					
4. I can read loud enough so the audience can hear me.					
5. I can add details to the story in my own words.					
6. I can read voice bubbles and other expressions.					
7. I can watch to see how my audience is responding to me.					
8. I can ask my audience questions about the story while I am reading.					

Personal Reflection

What I did well this time:

What I would like to try next time:

APPENDIX B

5TH GRADE READERS REFLECTIVE PORTFOLIO

You will be using the rubrics, comments and photographs from the reading experience you have shared with the kindergarten students to create a reflective portfolio about your reading.

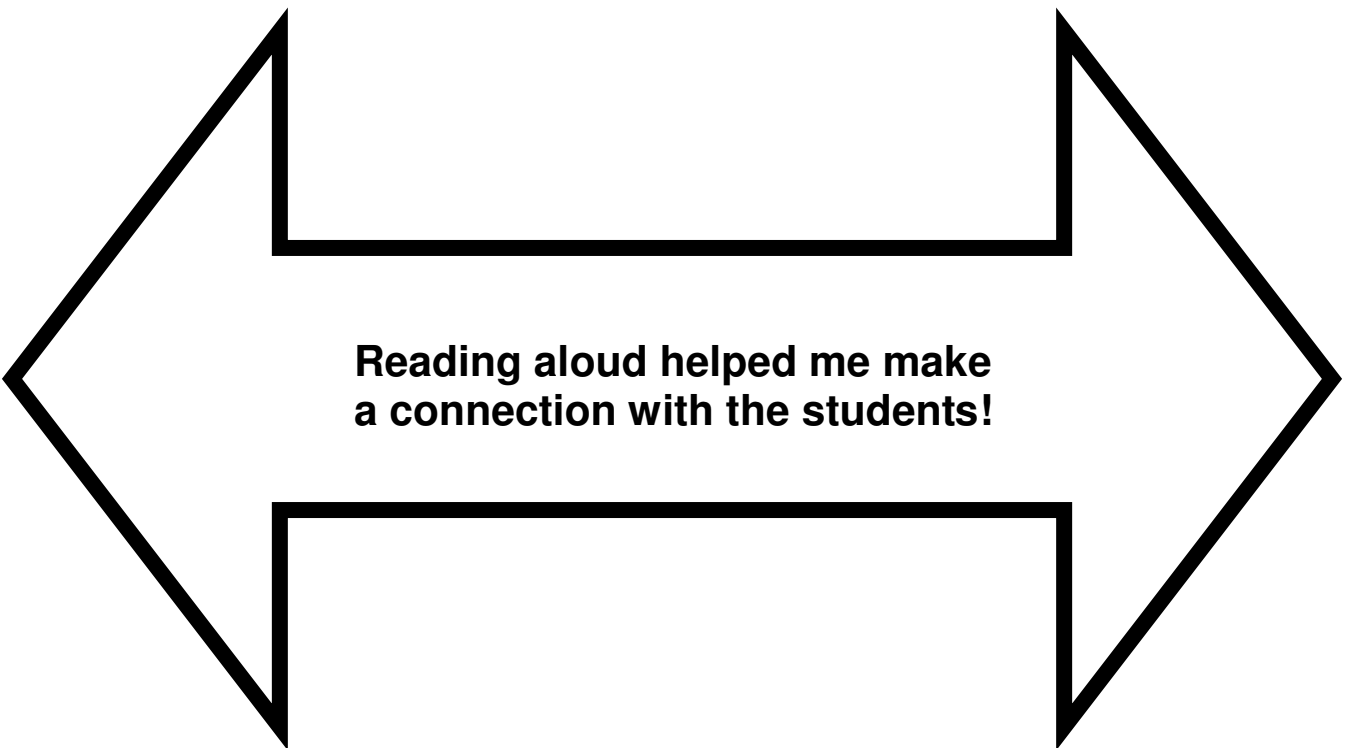
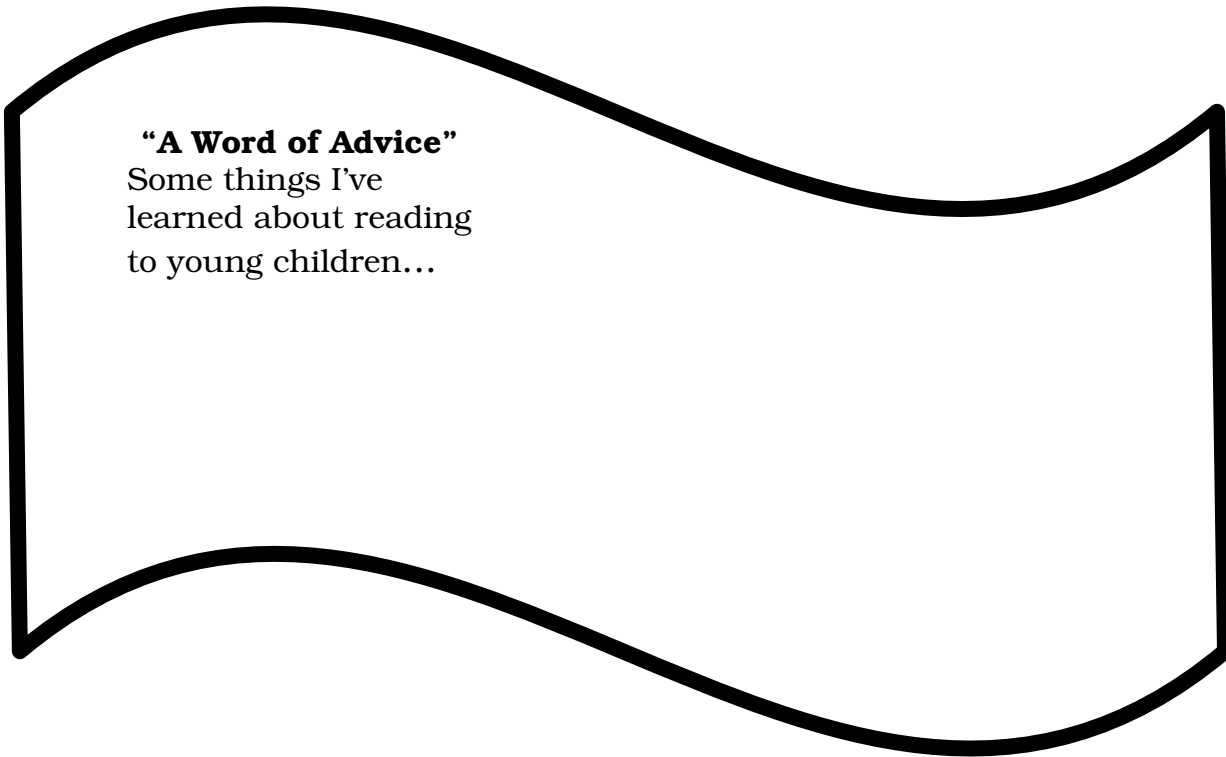
You should include:

- A decorative title and cover
- Your reflections and rubrics
- What was your favorite story and why?
- What were your biggest challenges and why?
- What was unexpected and why?
- Photograph with a caption telling what you are doing
- What cultural connection did you make with the students you read to?
- What you learned about reading to children?
- What have you learned about yourself and your use of English?
- What improvements have you noticed in your reading aloud?

My Biggest Challenge...

I didn't expect it...

APPENDIX D



5TH
GRADE
READER
REFLECTIVE
PORTFOLIO

SyLvAn TIHon

ESL



Name Syhaan Date 20/2

Check (/) the box that best describes how well you can read aloud. Add comments.

Titel Blackberry Jamberry Bruce Dezel

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.			X		
2. I can change my voice when reading different characters.		X			
3. I can read with expression to show emotion. (Happy, sad, excited, scared)		X			
4. I can read loud enough so the audience can hear me.	X				
5. I can add details to the story in my own words.		X			
6. I can read voice bubbles and other expressions.			X		
7. I can watch to see how my audience is responding to me.	X				
8. I can ask my audience questions about the story while I am reading.		X			

Personal Reflection

What I did well this time

I was later
and they
was listening

What I would like to try next time

read faster

Name Ujwalan Date _____

Check (/) the box that best describes how well you can read aloud. Add comments.

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.					NA
2. I can change my voice when reading different characters.					
3. I can read with expression to show emotion. (Happy, sad, excited, scared)					
4. I can read loud enough so the audience can hear me.					
5. I can add details to the story in my own words.					
6. I can read voice bubbles and other expressions.					
7. I can watch to see how my audience is responding to me.					
8. I can ask my audience questions about the story while I am reading.					

Personal Reflection

Name Yusuf

Date 11/07/2015

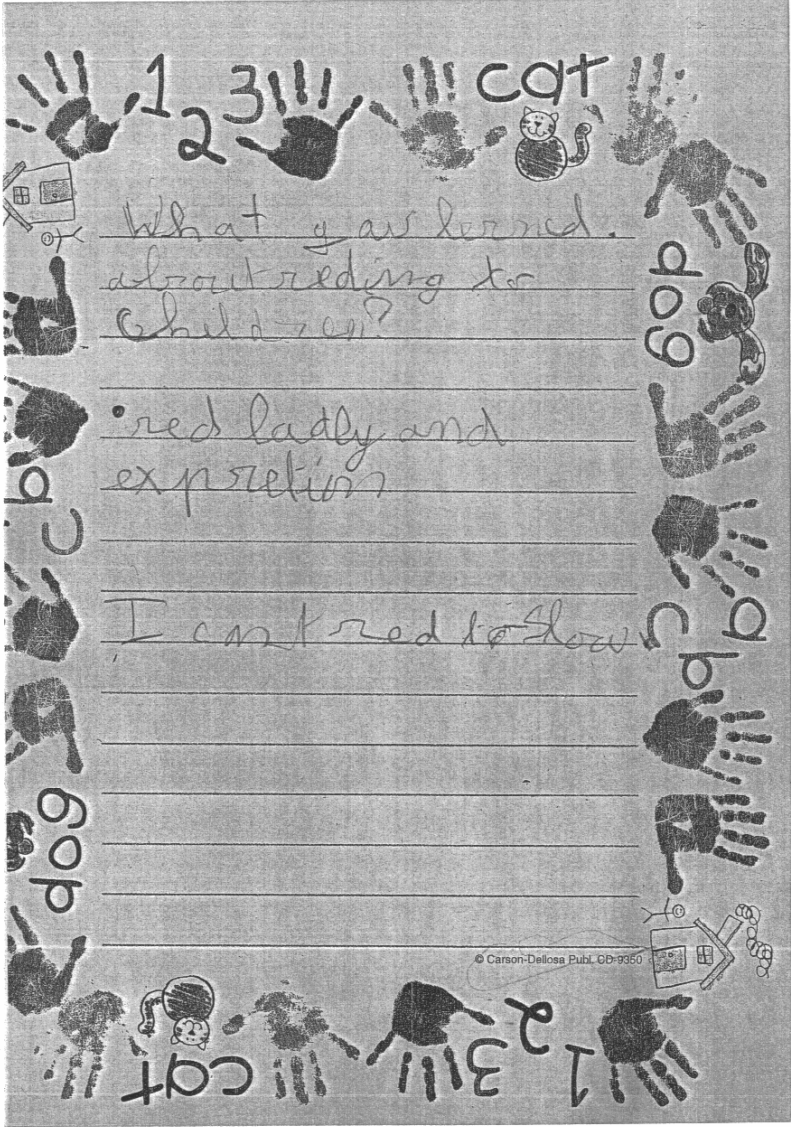
Check (/) the box that best describes how well you can read aloud. Add comments.

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.				<input checked="" type="checkbox"/>	
2. I can change my voice when reading different characters.				<input checked="" type="checkbox"/>	
3. I can read with expression to show emotion. (Happy, sad, excited, scared)				<input checked="" type="checkbox"/>	
4. I can read loud enough so the audience can hear me.				<input checked="" type="checkbox"/>	
5. I can add details to the story in my own words.			<input checked="" type="checkbox"/>		
6. I can read voice bubbles and other expressions.				<input checked="" type="checkbox"/>	
7. I can watch to see how my audience is responding to me.				<input checked="" type="checkbox"/>	
8. I can ask my audience questions about the story while I am reading.			<input checked="" type="checkbox"/>		

Personal Reflection

What I did well this time

What I would like to try next time



My Biggest Challenge...

My biggest challenge was reading the first book because it was difficult to read and I didn't want to read aloud. I like reading to the little ones but not in class.

"A Word of Advice"
Some things I've
learned about reading
to young children...

- * you need to change your voice.
- * you need to look at them.
- * you need to make the story interesting.
- * you need to ask them questions.
- * you need to read in a loud voice
- * you have to be patient.

I didn't expect
it...to be so
difficult to read the 1st book
I read after I chos a izerer Book.

reading aloud helps
my reade.



Reading aloud helped me
make a connection with
the students!



I wad to loke at them
or els thaw dont liseam.

APPENDIX F

5TH GRADE REFLECTIVE PORTFOLIO

Cleo Wanten



Name Oliver Park Little Lane

Date 27/2/164

Check (/) the box that best describes how well you can read aloud. Add comments.

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.			✓		
2. I can change my voice when reading different characters.	✓				
3. I can read with expression to show emotion. (Happy, sad, excited, scared)		✓			
4. I can read loud enough so the audience can hear me.				✓	
5. I can add details to the story in my own words.		✓			
6. I can read voice bubbles and other expressions.			✓		
7. I can watch to see how my audience is responding to me.				✓	My audience caught sometimes
8. I can ask my audience questions about the story while I am reading.		✓			

Personal Reflection

What I did well this time

read with a
story telling

What I would like to try next time

read with more
expressions

Name Cleo Book: "me too" Date 5/13/21

Check (/) the box that best describes how well you can read aloud. Add comments.

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.				✓	
2. I can change my voice when reading different characters.				✓	
3. I can read with expression to show emotion. (Happy, sad, excited, scared)				✓	
4. I can read loud enough so the audience can hear me.				✓	
5. I can add details to the story in my own words.			✓		
6. I can read voice bubbles and other expressions.				✓	
7. I can watch to see how my audience is responding to me.				✓	
8. I can ask my audience questions about the story while I am reading.			✓		have to practice! ▽

Personal Reflection

What I did well this time

I involved the students

What I would like to try next time

add more details & questions

3/19/04



What have you learned about reading to children?

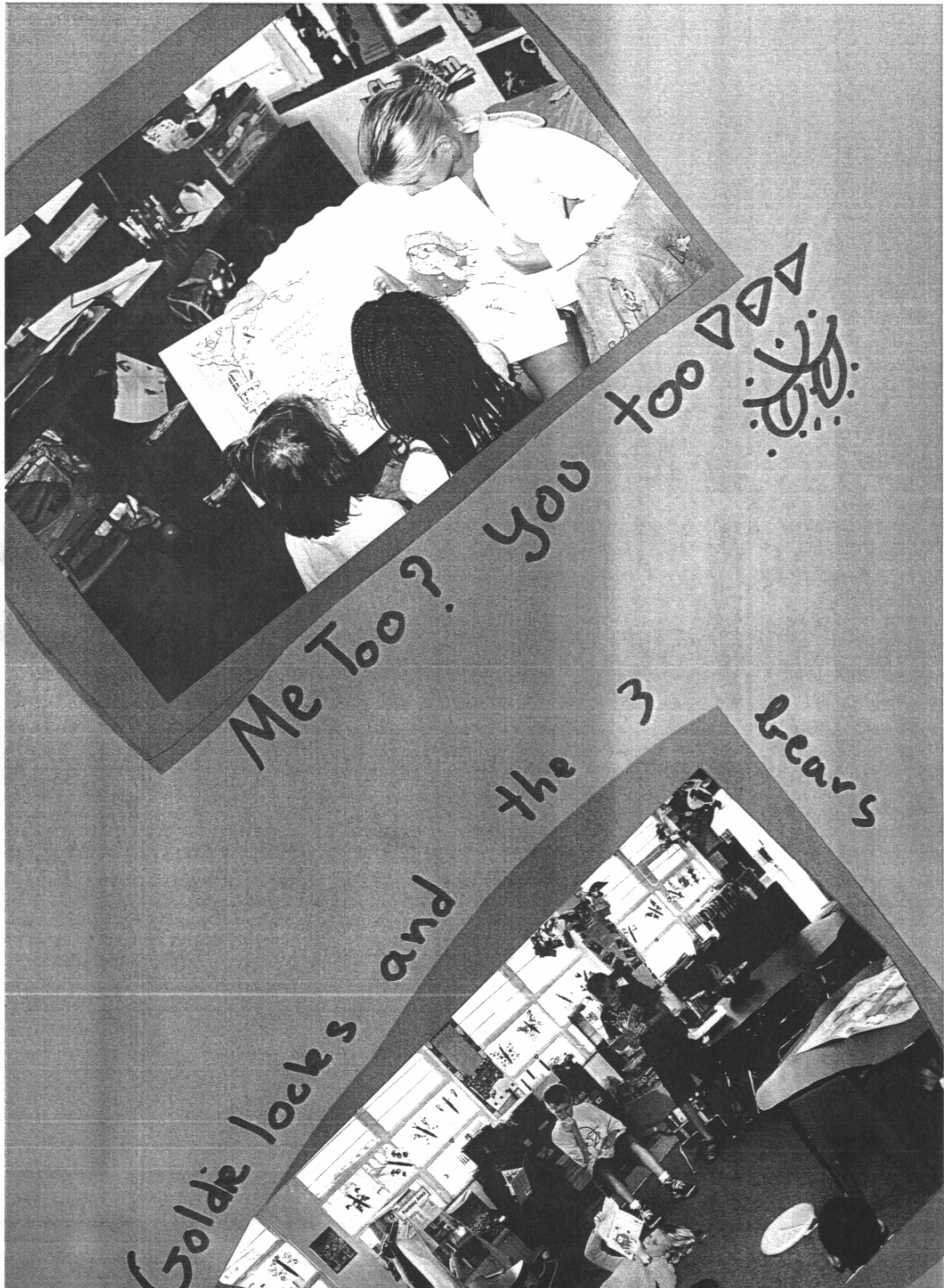
• that you have to read in a story telling voice other wise it gets boring

• making the story interesting.

• ~~ask~~ choose the right book



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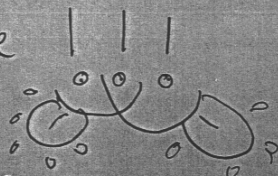


I didn't expect
it...

I didn't think that they would
participate in reading a voice bubble

My Biggest Challenge...

Was reading in a loud voice
and... communicating with
the audience



5th Grade Reader

REFLECTIVE PORTFOLIO

Rahul Chandra

ESL

2004



5TH GRADE READERS REFLECTIVE PORTFOLIO

You will be using the rubrics, comments and photographs from the reading experience you have shared with the kindergarten and pre-k students to create a reflective portfolio about your reading.

You should include:

- A decorative title and cover ✓
- Your reflections and rubrics ✓
- What was your favorite story and why?
- What were your biggest challenges and why?
- What was unexpected and why? *was to read to*
- Photograph with a caption telling what you are doing *The kids were start listening to me* *little kids because you have to read in funny ways and act.*
- What cultural connection did you make with the students you read to? *I have*
- What have you learned about reading to children? *now to read to little kids how to act while*
- What have you learned about yourself and your use of English? *when I found a book I use a read send english*
- What improvements have you noticed in your reading aloud? *first time when I read it wasn't that much loud but now I read aloud.*

Rahul Chandra S.P

1/23/04

Title = Cookies Week

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.				✓	
2. I can change my voice when reading different characters.				✓	
3. I can read with expression to show emotion. (Happy, sad, excited, scared)				✓	
4. I can read loud enough so the audience can hear me.				✓	
5. I can add details to the story in my own words.				✓	
6. I can read voice bubbles and other expressions.			✓		
7. I can watch to see how my audience is responding to me.				✓	
8. I can ask my audience questions about the story while I am reading.				✓	

this time I read loud, and I can add details to the story in my own words, and I can watch to see how my audience is responding to me, and I can ask my audience questions about the story.

Name Ratul chandra Date 20/02/24

PK
I think
they
made
comment

Check (/) the box that best describes how well you can read aloud. Add comments.

Title = The Gingerbread Man Add. uses.

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.				<input checked="" type="checkbox"/>	when I am reading story they said he can do this.
2. I can change my voice when reading different characters.				<input checked="" type="checkbox"/>	They were looking at character and me.
3. I can read with expression to show emotion. (Happy, sad, excited, scared)				<input checked="" type="checkbox"/>	when the sad part came up they make faces like sad.
4. I can read loud enough so the audience can hear me.				<input checked="" type="checkbox"/>	I am reading loud enough for child's so they can hear me.
5. I can add details to the story in my own words.				<input checked="" type="checkbox"/>	On every page I am adding more details in my own words.
6. I can read voice bubbles and other expressions.					None
7. I can watch to see how my audience is responding to me.				<input checked="" type="checkbox"/>	This time they were more responding to me.
8. I can ask my audience questions about the story while I am reading.				<input checked="" type="checkbox"/>	I am asking question after I finished the story and they were giving the answers.

Personal Reflection

What I did well this time

This time they were listening to me and they were not going anywhere.

What I would like to try next time

I would like to read bubbles very well like character's.

Name Rohul chandra Date 27/02/04 KJ

Check (/) the box that best describes how well you can read aloud. Add comments.

Title = Where does the Brown Bear go?

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.				<input checked="" type="checkbox"/>	I have different character so I am using storytelling
2. I can change my voice when reading different characters.				<input checked="" type="checkbox"/>	I am changing my voice
3. I can read with expression to show emotion. (Happy, sad, excited, scared)				<input checked="" type="checkbox"/>	In my character there is only happy emotion.
4. I can read loud enough so the audience can hear me.				<input checked="" type="checkbox"/>	I am reading loud enough and they listen to me.
5. I can add details to the story in my own words.				<input checked="" type="checkbox"/>	I am adding more details
6. I can read voice bubbles and other expressions.				<input checked="" type="checkbox"/>	None
7. I can watch to see how my audience is responding to me.				<input checked="" type="checkbox"/>	everyone is listening to me.
8. I can ask my audience questions about the story while I am reading.				<input checked="" type="checkbox"/>	I am asking questions when reading the story

Personal Reflection

What I did well this time

What I would like to try next time

Name Rakul chandra Date 19/03/2024

Check (/) the box that best describes how well you can read aloud. Add comments.
 Title = A Napping Horse

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.				X	
2. I can change my voice when reading different characters.				X	
3. I can read with expression to show emotion. (Happy, sad, excited, scared)				X	
4. I can read loud enough so the audience can hear me.				X	
5. I can add details to the story in my own words.				X	
6. I can read voice bubbles and other expressions.				None	
7. I can watch to see how my audience is responding to me.				X	
8. I can ask my audience questions about the story while I am reading.				X	

Personal Reflection

What I did well this time

They were listening to me and when I ask the questions they giving correct

What I would like to try next time

To get some funny books so they would interested in the book.

Name Ratna, chandha

Date 30-4-2024

Name = Days in space

Check (/) the box that best describes how well you can read aloud. Add comments.

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.				<input checked="" type="checkbox"/>	
2. I can change my voice when reading different characters.				<input checked="" type="checkbox"/>	
3. I can read with expression to show emotion. (Happy, sad, excited, scared)				<input checked="" type="checkbox"/>	
4. I can read loud enough so the audience can hear me.				<input checked="" type="checkbox"/>	
5. I can add details to the story in my own words.				<input checked="" type="checkbox"/>	
6. I can read voice bubbles and other expressions.				<input checked="" type="checkbox"/>	
7. I can watch to see how my audience is responding to me.				<input checked="" type="checkbox"/>	
8. I can ask my audience questions about the story while I am reading.				<input checked="" type="checkbox"/>	

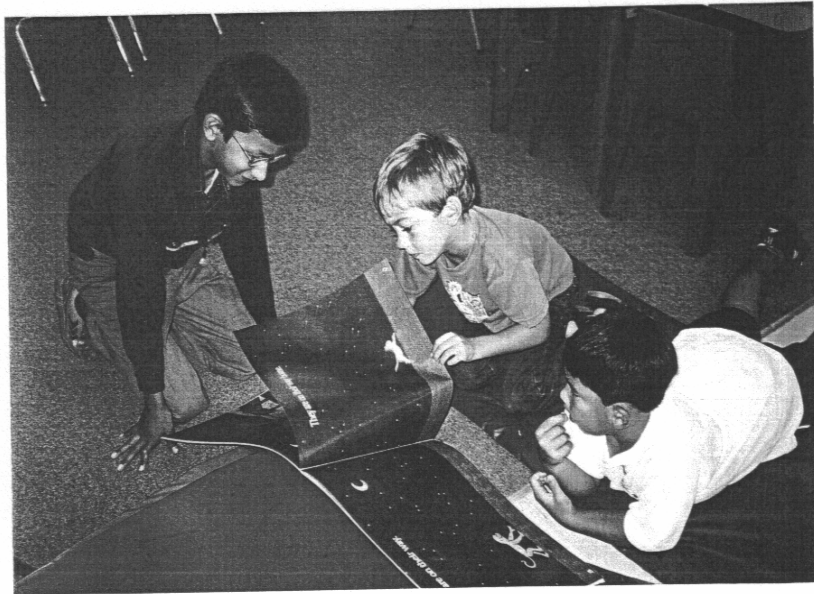
Personal Reflection

What I did well this time

Now this time they were responding to me because I am interesting in the story too

What I would like to try next time

I can read more voice bubbles very well.



I am reading to Mrs. Rathman's class.



Mrs. Rathman's class is listening to the
1/ Where Does the Brown Bear Go? by Nicki Weiss

I didn't expect
it...

I didn't think that little kids
would be interested in the books
I am Reading.

My Biggest Challenge...

My Biggest Challenge was to Read
Story Books to little kids Because that
was my first time when I was Reading a
Book to little kids. I was excited about to
Read a story Book to little kid.

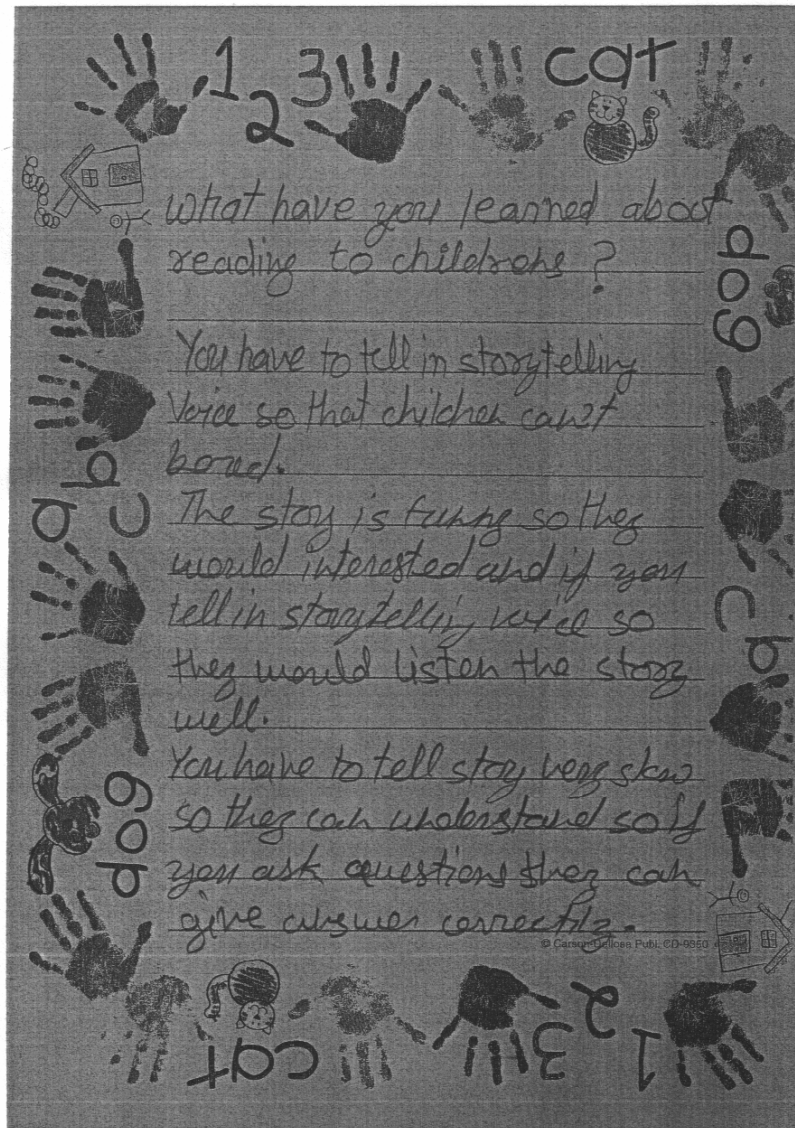
When I was Reading first time they were not listening.

Reading aloud helped me make a connection with the students!

But now they are listening very well, because I am choosing very interesting stories for them.

"A Word of Advice"
Some things I've learned about reading to young children...

- ☆. You need to change your voice.
- ☆. You need to look at them.
- ☆. You need to make the story interesting.
- ☆. You need to ask them questions.
- ☆. You need to read in a loud voice.
- ☆. You have to be patient.



1 2 3 CAT

What have you learned about reading to childrens?

You have to tell in storytelling voice so that children can't bored.

The story is funny so they would interested and if you tell in storytelling voice so they would listen the story well.

You have to tell story very slow so they can understand so if you ask questions they can give answer correctly.

1 2 3 CAT

dog dog dog dog

house cat

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5th Grade

Readers

Reflective Portfolio

CHRISTIAN KAYSER

ESL
2004

1/23/04

Christian

Paul likes to listen
I like to read to him

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.			X		
2. I can change my voice when reading different characters.				X	
3. I can read with expression to show emotion. (Happy, sad, excited, scared)			X		
4. I can read loud enough so the audience can hear me.				X	
5. I can add details to the story in my own words.			X		
6. I can read voice bubbles and other expressions.				X	
7. I can watch to see how my audience is responding to me.				X	
8. I can ask my audience questions about the story while I am reading.				X	

Did well:

Used a lot of expressions in my voice

Name Christian Date 20/2

Check (/) the box that best describes how well you can read aloud. Add comments.

Title of Book I read: My 5 senses Alik

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.			<input checked="" type="checkbox"/>		
2. I can change my voice when reading different characters.					only 1 character
3. I can read with expression to show emotion. (Happy, sad, excited, scared)				<input checked="" type="checkbox"/>	
4. I can read loud enough so the audience can hear me.				<input checked="" type="checkbox"/>	
5. I can add details to the story in my own words.		<input checked="" type="checkbox"/>			
6. I can read voice bubbles and other expressions.				<input checked="" type="checkbox"/>	
7. I can watch to see how my audience is responding to me.				<input checked="" type="checkbox"/>	
8. I can ask my audience questions about the story while I am reading.				<input checked="" type="checkbox"/>	

Personal Reflection

What I did well this time

- Got their attention
- Read loudly

What I would like to try next time

Add details to the story in my own words

Name Christian

Date 5/3

Check (/) the box that best describes how well you can read aloud. Add comments.

Book: My 5 senses

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.				X	
2. I can change my voice when reading different characters.					N.A.
3. I can read with expression to show emotion. (Happy, sad, excited, scared)				X	
4. I can read loud enough so the audience can hear me.				X	
5. I can add details to the story in my own words.				X	
6. I can read voice bubbles and other expressions.					N.A.
7. I can watch to see how my audience is responding to me.				X	
8. I can ask my audience questions about the story while I am reading.				X	

Personal Reflection

What I did well this time

They really liked the story

What I would like to try next time

Read a NEW book!!!

Name Zoodles Date 19/3

Check (/) the box that best describes how well you can read aloud. Add comments.

Task	Not Very Well	Okay	Well	Very Well	Comments
1. I can use a storytelling voice when reading.		X			
2. I can change my voice when reading different characters.					N/A
3. I can read with expression to show emotion. (Happy, sad, excited, scared)				X	
4. I can read loud enough so the audience can hear me.				X	
5. I can add details to the story in my own words.				X	I gave explanations
6. I can read voice bubbles and other expressions.				X	Only voice bubbles in this story
7. I can watch to see how my audience is responding to me.				X	
8. I can ask my audience questions about the story while I am reading.			X		

Personal Reflection

What I did well this time

Got the listeners engaged;

What I would like to try next time

1 2 3 cat

What have you learned about reading to younger kids?

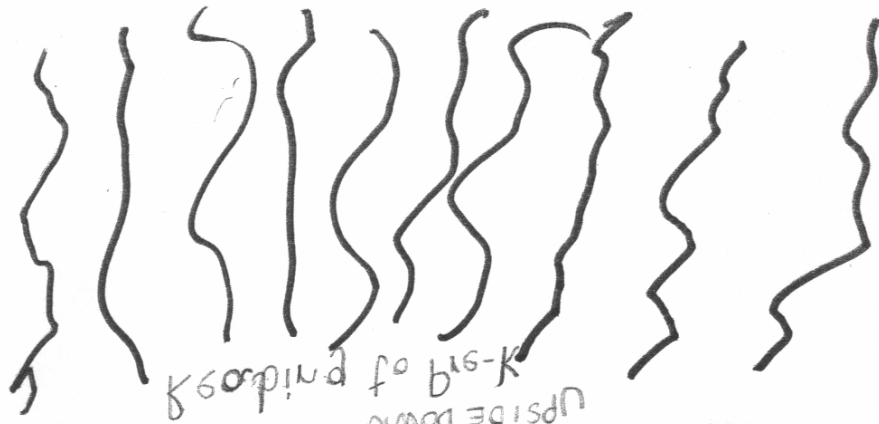
I have learned:

- little kids appreciate when bigger ones read to them.
- You can get tired of reading the same book 11 times.
- Much more

dog

cat

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Upside Down
K-9 of pindoo



Reading to Pre-K

Upside Down



I didn't expect
it...

to be such a
big project.

My Biggest Challenge...

Was to

- change my voice more
- Ask more questions
- Get their attention

I learned the

*Reading aloud helped me
make a connection with
the students!*

Students names

*"A Word of Advice"
Some things I've
learned about reading
to young children...*

- You need to change your voice
- You need to look at them
- You need to make the story interesting
- You need to ask questions
- You need to read loudly
- You have to be patient

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