<u>**Think Aloud**</u>

<u>**Lesson Taught By:**</u> Amber Miller

<u>**Michigan Grade Level Content Expectations:**</u>

R.CM.04.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.MT.03.01 Self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including; predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.

<u>**Materials:**</u> lined paper, *For the Love of Autumn, More Than Anything else. Pencil.*

<u>**Pre-Assessment:**</u> Textbook Reading/Study Strategies Inventory

<u>**Lesson Sequence: Mental Processes**</u>

1. One way that I have learned to remember what I have read is to use my mind to make connections with the text. This is called a think aloud. When I read I am constantly thinking about how the book relates to my life, what the story reminds me of, and how the book is different, or sparks a particular emotion or thought in me. When that happens I stop reading and voice that thought out loud or write it down and that helps me to better remember it. Today I want to try that with you to see if it helps you. I am going to read you a story called *For the Love of Autumn* by Patricia Polacco and I am going to stop at the end of the page and speak out loud the thoughts that are occurring in my head so that I can show you how it works. Then you are going to do it, so be prepared okay?

a. Read to the end of page 2 and model the following information. "I have had two dogs since I was little and have come in contact with a lot of different animals. However, these pages make me think of when my sister and brother had a hamster and it got loose in the house. Just like Autumn scurried around the apartment, so did the hamster, and we didn't find him for days. After much time though we left some food out and he came back, but boy that was a scary time. I wonder if Autumn will also get loose in the house and run away for a few days. I predict that she might do that, because her pet sounds a lot like mine.

b. Read to the end of page 6 and model the following information. "One personal connection between Danielle and I is that she is a student teacher, and I student taught last year. Every night when I came home I would grade papers and put together lessons that my students would enjoy. That year was lonely for me, because I didn't always have someone to talk to, and I wished I would have had someone to keep my company, like Danielle did. From the pictures I can tell that Danielle really likes it when Autumn is around. That smile makes me think of when I have company over and the joy I get.

    i. Now that I am have modeled some of my thoughts about the text what types of connections am I making?

    ii. As I am speaking out loud what things do I do that stand out to you, which may help you when you are thinking aloud?

2. Now that you see how I have read the text and modeled my thoughts out loud, I want for you to give it a try. I will read a little bit, and at the end of the page if you have anything that you connect with, think about, or disconnect with I will give you an opportunity to share it.

You can also use this time think about predictions you might have for what is going to happen in the story.

a. Read to the end of page 6 and have the student model. What are you thinking?

b. Skip a few pages and read pages 14-16 and have the student model. What are you thinking now?

c. You are doing such a great job. Now I want to see if you can do the same thing with a different story. This story is going to be called *More Than Anything Else* by Marie Bradby, and it's about a boy named Booker, growing up in the time of slavery and all he wants to do is learn how to read. Now I want for you to read the entire book, and on a separate sheet of paper I want for you to locate three pages from the book and complete a think aloud, but I want for you write this think a loud down on paper. At the end of the book you should have three text-to-self connections and they don't have to be long, just about two sentences. Enough to share your thought with someone who doesn't know you well. Remember you can write down how the book relates to your life, what the story reminds you of, how the book is different, or sparks a particular emotion or thought in you, or any predictions you may have.

   i. Do you have any questions?

d. Have student read the text and generate her think alouds on paper.

3. Now let's share your thinking. Read to me the pages that sparked thoughts in you. Then read me your think aloud. *Have student do this a total of three times.*

a. How does making connections with the text help you better understand it?