

# DOINGWHATWORKS



## Presentation

FULL DETAILS AND TRANSCRIPT

### Read-Alouds Across the Curriculum

Christine Carriere • November 2010

Topic: Improving K-3 Reading Comprehension

Practice: Engage Students With Text

#### Highlights

- Christine Carriere, who served on the IES panel that developed the *Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide*, describes how she uses read-alouds in science and math lessons to encourage students to talk about text.
- Carriere, first- and second-grade teacher at Carl Von Linné Elementary School, demonstrates a science read-aloud about trees and a math read-aloud about sorting buttons.
- Carriere also reflects on the importance of active listening and encouraging students to talk to one another.

#### About the Interviewee

Christine Carriere is the lead literacy teacher for grades K-3 at Carl Von Linné Elementary in the Chicago public school system. She manages the implementation of the school's Reading First grant by coaching teachers in literacy instruction, assessing and analyzing student achievement in reading, and modeling classroom literacy lessons and instructional methods for teachers. Before joining the staff

at Carl Von Linné, Ms. Carriere worked for six years in elementary instruction at other public schools in Chicago, as a classroom teacher, school librarian, and summer school reading teacher for at-risk students. She was also the lead literacy teacher at Elizabeth Peabody Elementary. Ms. Carriere also serves as adjunct faculty at several Chicago-area universities, where she teaches undergraduate and graduate students in literacy instruction and student assessment. She has presented at the National Reading Conference and at the American Educational Research Organization and is a member of the International Reading Association.

## Full Transcript

### Slide 1: Welcome

Welcome to Read-Alouds in Math and Science.

### Slide 2: Introducing Christine Carriere

My name is Christine Carriere. I teach first and second grade at Carl Von Linné Elementary School in Chicago, Illinois.

### Slide 3: Talking about text

The read-alouds are a great way to support and develop student reading comprehension at any age level but particularly at such a young age. So the students in my classroom range right now, their age range is between six and eight.

Talking about text helps the students develop their reading comprehension in a variety of different ways. So with little kids it gives the students an opportunity to talk and think and discuss text or ideas that they wouldn't ordinarily have access to by being able to read independently, because we can read and talk about books that might be at a higher level than what they are reading on their own. It also offers a way to develop comprehension because they don't have to do all of the thinking for themselves.

### Slide 4: Read-aloud in science

I picked this book called *Tell Me, Tree*, by Gail Gibbons, which is a nonfiction book about trees, and I picked that one from the wide range of nonfiction books because I also wanted to connect to learning about fall and changing seasons and autumn, and we have been talking about what happens to trees as the seasons change.

### Slide 5: Giving the question back

With the nonfiction book, or with the topic, and with this particular group of students, they have a lot of questions, so I don't have to generate that many questions for them. And usually what I like to do there is instead of answering their questions for them I give the question back to them. So for example, if they asked, "Why do the leaves fall off of the tree?" then I would ask them, "Well, does someone have an idea why leaves might fall off the tree" or "What do you think might be the answer for that?"

### Slide 6: Active listening

I try to actively listen to what they are telling me, so if we are having a discussion about a story or a text, instead of just kind of nodding my head and saying, "Uh-huh, uh-huh," and letting things sort of roll off my back, I try to really pay attention and think carefully about what they are talking about and what they are thinking and asking. And I try to give them a lot of positive feedback all the time and with really simple things like "That's really interesting," or "That must have been exciting," or "Can you tell me more about that?" "That sounds great. I would love to hear that."

### Slide 7: Read-aloud in math

In the second-grade program they are currently working on a unit about sorting and organizing data, and the data that they are sorting and organizing is a variety of different buttons. So just to get them thinking about different ways that you might sort or organize or categorize the buttons, I read them the book called *The Button Box*, and it's about a little boy who goes to his grandmother's house, and she has a big collection of buttons in this box and he sorts them out all different ways. So that was basically used to kind of give them a little bit of background, to give them some ideas of different ways that they might sort buttons that they hadn't thought of. I focused on asking them questions about how the little boy was sorting the buttons. For example, he sorts the buttons by size, shape, but then he also sorts them by color. He talks about how there are some buttons covered with fabric, some buttons have different kinds of holes in them.

### Slide 8: Students generating questions

So instead of me in this lesson generating questions about what was happening in the book, it was really more of the students responding to what was going on in the book. And they sort of led the discussion more than I did in the situation, because they just started picking out the buttons and, like, "Oh, here's one like this," or "This one is the same as the one that he has in the picture."

### Slide 9: Talking to each other

I do encourage the students to talk to each other. I think that that is really important, and I think that too often the conversations in the classroom become one-way between one student and the teacher. So I try to have them talk to each other a couple of different ways. What I do when we are sitting in a whole group like we did with the lessons for today, I will give them opportunities where they can turn and talk to each other, and then I will give them a minute to talk and then I will bring them back as a whole group, say, “Okay, we are going to listen to two or three people who have something that they want to share.”

I will direct them to talk to the original student who first raised the issue or the question as opposed to directing the answer to me so that they get more in the habit of talking back and forth to each other like a regular conversation.

### Slide 10: Learning from each other

I believe really strongly that learning is a really social activity, especially when you are talking about text or new ideas or thinking about stories. You might have one idea, but another student or a couple of other students might have a completely different perspective on something, or a different idea on something. And by talking with each other, the kids can share their knowledge and their ideas and learn from each other.

### Slide 11: Learn more

To learn more about Read-Alouds in Math and Science, please explore the additional resources on the Doing What Works website.