



Read Aloud

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This is a partial preview. For full access to these teaching materials, please register and download.

Exploring futures thinking through interactive read alouds, PreK through Grade 5

OBJECTIVES:

- To engage students in exploring the fundamental questions of futures thinking through interactive read alouds
- To enable students to start integrating the fundamental questions of futures thinking into their daily lives

ESSENTIAL QUESTIONS

- What do you think is going to happen? (Expected, cause-effect thinking)
- What might happen instead? (Alternatives, contingent thinking)
- What do you want to happen? (Preferred, value-based thinking)

ASSESSMENT:

- *During read aloud*

For preK through Grade 5 - Observing for participation from all students in both listening to the read aloud of the book but also responsiveness to questions about futures thinking. Looking for evidence of meaningful reflection in student responses, particularly those who do not participate as voluntarily in such activities from past observations.

To facilitate students with connecting the three central questions to their daily lives, mention how we typically talk about what we think might happen based on evidence on the story. But then do pause and pose questions like "Why are we asking different questions about what might happen in this story?" and/or "Do you think it's helpful to make different kinds of predictions about this story?" , "What if I started asking similar questions about things I do every day? Would that help me make better decisions?". These questions can be adapted in complexity depending on the age bracket of your students but will help students consider the efficacy of thinking this way both about stories as well as their daily lives.

- *Following read aloud*

For preK - conduct the activity included below for K-5 in this section as a large group where you will share the pen and facilitate the selection of a story with a reflection using the essential three questions. Student thoughts will be documented on a large easel / white board.

For K - 5, ask students to pick their own story, read through it and then use the three essential questions to guide their reflection, using the graphic organizer you will distribute. There are options to have this activity happen in pairs or small groups as well. Students will be expected to write out their predictions but as needed for younger students in K-1, provide the option to illustrate if writing is overwhelming. Once students are done, have them present their choice of book as well as their responses to another student, in a small group setting or even to the entire classroom, depending on time constraints.

Across grade levels, look for thoughtful reflections that connect with the story the student(s) read. As needed, scaffold students who need more clarity or might be veering away from the story in their discussions. This is an open ended exercise but you want to encourage predictions that are imaginative but plausible within the context of the story.

MATERIALS/HANDOUTS:

- Some recommended picture books
 - My Life with the Wave by Catherine Cowan (K - 2)
 - Hooway for Wodney Wat by Helen Lester (preK-1)
 - Where the Wild Things Are by Maurice Sendak (preK - K)
 - The Rabbit and the Dragon King by Daniel San Souci (1 - 3)
 - Ish by Peter H. Reynolds (K - 2)
 - Enemy Pie by Derek Munson (K - 2)
 - The Recess Queen by Alexis O'Neill (preK - K)
 - The Snail and the Whale by Julia Donaldson (pre-K - 1)
 - Giraffes Can't Dance by Giles Andreae (pre-K - 2)
 - One by Kathryn Otoshi (preK - 1)
 - Extra Yarn by Mac Barnett (3-5)
- Some recommended chapter books (mostly for grades 3 to 5)
 - Emmy and the Incredible Shrinking Rat by Lynne Jonell
 - Silver Crown by Robert O'Brien
 - The Boxcar Children by Gertrude Chandler Warner
 - Ungifted by Gordon Korman
 - Hatchet by Gary Paulsen
 - Holes by Louis Sachar
 - The Invention of Hugo Cabret by Brian Selznick
- Several sheets of flipchart paper (for each read aloud) / Large Whiteboard
- Various colored markers