

Think Aloud*

~Used to teach all strategies~

Objective: After spending weeks, sometimes months, modeling your own thinking processes through THINK ALOUDS on a single strategy in a variety of texts, students will gradually be asked to assume responsibility for using the strategy independently as they read.

Materials: Variety of texts, chart, and markers

Procedure:

1. Do your homework!

- Decide on strategy to be taught (See subsequent lessons).
- Think about what you really want your students to know about the strategy
 - ~write a definition of the strategy
 - ~decide on desired outcome at end of study
 - ~decide on tentative time line for study (how long depends on when applied by students or when boredom sets in)
 - ~decide on authentic assessments to use (written response, listening in on conversations, etc.)
- Plan ahead
 - ~think about the strategy to be taught
 - ~pick a text
 - ~identify the central concept and/or key themes in the text
 - ~think about your own experiences related to the concept/themes
 - ~identify where you might pause and think aloud for your students (use post-it-notes to mark, remove during lesson and stick on back of the text where you will be able to refer to it)

2. Gather kids in front of you for instruction/modeling

- Introduce lessons that will follow
 - ~Ask what is reading? Add student responses to class chart. Keep posted in the room with responses. (nature of answers may evolve as your class begins to explore thinking when reading as you provide explicit instruction in reading strategies.)
 - ~Explain the word “text” (Refers to texts, newspapers, charts, magazines, etc.)
 - ~Talk about “researchers” who study the way people read and what people think about while reading. Explain that during the year the students will learn a few of the strategies that researchers found all good readers use when they read.
 - ~Explain what a think aloud is: “When I’m reading you’ll see me looking at the text and showing you the pictures like I always do. But, you’ll see me stop and think aloud. I’ll probably look up at the ceiling so you’ll know I’m telling you what I was just thinking as I read the text.”

Assessment:**

*This lesson is intended to be used with each subsequent lesson to ensure true teacher modeling rather than direction-giving.

**Informal assessment should be on-going once the objective is introduced. Formal assessment needs to occur at appropriate intervals.