My Read-Aloud Plan

Reading Aloud With Young Children · Early Child Training Center · Planner

This planner is yours to keep. ECTC doesn't collect it. Type in the boxes on screen, or print it and write by hand. Jot ideas here as you move through the course, then complete your plan before you confirm it in the course.

Notes from the course A read-aloud time that could work (Module 1) · two places to change your voice or pause (Module 2) · your favorite prompt (Module 2) · a story word and two play areas (Module 3)

Book: **Age group:**

1. Book and schedule. What will you read? When will you read it and when can you revisit it?

2. Expression and pacing. Where will you change your voice, slow down, or pause?

3. Conversation. What's one prompt you can use? How could a child show you their response?

4. Word and play. What word will you revisit? What materials or activity will give children a chance to hear or use it during play?

5. What will you watch for when you try it?

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Reading Aloud With Young Children · Early Child Training Center · Example and reflection

Example plan

One teacher's plan for a group of four-year-olds. Yours can look different.

1. Book and schedule	The Snowy Day by Ezra Jack Keats. Circle time on Tuesday. Reread in small groups Thursday and before rest on Friday.
2. Expression and pacing	Use a crunchy voice for “Crunch, crunch, crunch.” Pause before the big boys’ snowball fight. Slow down and get quiet when Peter checks his pocket.
3. Conversation	On the second reading: “Have you ever saved something special for later? What happened to it?” Children can answer with words, by pointing, by nodding, or by showing with their hands.
4. Word and play	Word: tracks. Play dough and toy animals at the sensory table, plus blocks and toy cars in the block area. Name the tracks children make, then step back and let them explore.
5. What I’ll watch for	Who joins in on “Crunch, crunch, crunch,” or participates through gestures or movement. Who uses the word “tracks” on their own. When children start to wiggle, so I know when to read on.

After you try it

After you try it. What did the children say, do, or notice? What will you repeat or adjust next time?