

Read Aloud Plan



Goodbye Autumn, Hello Winter Written/Illustrated by Kenard Pak

First Reading of Intentional and Repeated Read Aloud



Vocabulary

Autumn, shiver
wispy, icicles
swept, wispy
stables, muffle
setting sun
downy
peeking



Before Reading

Building Vocabulary: Introduce the vocabulary using visuals, gestures, body language and phrases from the text or outside of text. Invite children to share their understanding of vocabulary. Supporting **background knowledge**, discussing title and cover of the book as you share a summary of the story. Know your children and their experiences with the topic or ideas. Support further with photos, drawings, etc as you continue to build background knowledge. Make words sparkle by emphasizing through out the day. Consider sensory language, the use of language that invokes the senses. How do the words used help us create images in our minds.

During Reading

Read the story pausing to share thinking about the story out loud. Discuss the images, the colours used and how the seasons are represented through those colours. Share the journey that the siblings go through and the things that are noticed on the walk. In this reading educator does most of the talking.



After Reading:

Ask a why question to initiate discussion.

How do the words helps us to create images in our minds? What do you see when you hear...

Read Aloud Plan



Goodbye Autumn, Hello Winter
Written/Illustrated by Kenard Pak
2/3rd Reading of Intentional and Repeated Read
Aloud



Vocabulary

Autumn, shiver
wispy, icicles
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Before Reading

Review Vocabulary: Invite children to share their understanding of vocabulary, use in context and out of context. Select a few words to and go into the story, be explicit with the vocabulary as you read. Consider using some of the words and having children visualize what they see; invite them to describe out-loud as another peer or adult draws what they say in large/small group. Supporting background knowledge, invite children to share what they remember from the 1st reading, retell what the story is about including main characters, setting, what do they notice about the changes. In these sessions there should be more children talk rather than educator talk. Monitor understanding through out.



During Reading

Invite children to share/read, stopping on two page spread and inviting children to share/read what is happening on those pages. Encourage use of vocabulary, along with thinking out loud about connections. Pause at certain important parts and have children share what comes next before turning the page.

On the third reading invite children to retell, increase the amount of times children are contributing, decrease educator talk. Encourage using elements/parts (including use of visuals) of the story to help with the retell. Visuals available in the Educator Hub on our website.



After 2/3rd Reading Extending Learning

- **Sequencing** of events using visuals to support seasonal changes as they appear in the story
- After reading the story pick a part that “spoke” to you? What do you see? What does it smell like? etc. and **draw a picture of what you see in your mind.**
- **Writing prompts:** I see.../I wonder/Goodbye.../Hello...
- **Readers Theatre:** Acting out the story using props /creating the props for the show
- Using a **storybox** to retell the story or create their own version of Goodbye Autumn, Hello Winter
- Outdoor activities: Exploring trees such as Evergreens; follow animal tracks in the snow/dirt; find a sit spot and sketch what you see

Visit pebbleandpond.ca for more read aloud ideas and resources

Resources/References:

[Kenard Pak Author Page](#)

[Dr. Molly Ness](#)

[Learning for A Sustainable Future](#) (Outdoor Activity Ideas and more)

