

Read Aloud Plan

Finding Wild by Megan Wagner Lloyd

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First Reading of Intentional and Repeated Read Aloud

Vocabulary

wild

tiny

fragile

crannies

slithers

pounces

fierce

*these are only a sample



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, nature walks, etc as you continue to build background knowledge.

During Reading

Read the story pausing to share thinking about the story out loud. For example: Who is (are) the main character(s), what is the problem in the story, what actions are taken, and main ideas, (Note: not all of these will be discussed with every story).

After Reading:

Ask a why question to initiate discussion.

Consider pair share opportunity using visuals to support turn taking.

Retell using a simple graphic or if applicable the CSPAR template. See *Educator Hub* on website for templates.

Read Aloud Plan

Finding Wild Second/third Reading of Intentional and Repeated Read Aloud

Pebble & Pond
EDUCATIONAL SERVICES

Vocabulary (review)

wild

tiny

fragile

crannies

slithers

pounces

fierce

*these are only a sample



Before Reading

Review Vocabulary: Invite children to share their understanding of vocabulary, use in context and out of context. With a few words go into the story and be explicit with the vocabulary.

Supporting **background knowledge**, invite children to share what they remember from the 1st reading, retell what the story is about including main characters, setting, problem, actions and resolution. In these sessions there should be more children talk rather than educator talk. Monitor understanding through out.

During Reading

Read the story pausing to invite children to reconstruct a two page spread. Or retell for example: Who is (are) the main character(s), what is the problem in the story, what actions are taken, and main ideas, (Note: not all of these will be discussed with every story)

After Reading:

Ask a why question to initiate discussion.

Consider pair share opportunity using visuals to support turn taking.

Retell using a simple graphic or if applicable the CSPAR template. See *Educator Hub* on website for templates.

Learning Opportunities

Follow Up After Read Alouds

- Vocabulary matching game using visuals or photos from the text.
- Sequencing of story events using visuals such as first, then, next, etc.
- Writing prompts such as “In the wild I see/saw”... to invite children to retell or share an experience.
- Art opportunity using water colours to paint a scene from story or walk.
- Playdough or plasticine to create creatures from the wild or scenes.

Outdoor Learning Opportunity

- Finding wild in your local community, go for a walk and capture photos of the “wild things” found. Share the photos and invite children to write about what they saw/describe/draw/sketch, etc.
- Going for a walk and using the Scavenger Hunt Template.
- A great website when exploring outside is <https://lsf-1st.ca/>
- Collect items from the school yard (with adult support/supervision) and from the walk to display.

Resources/References:

<https://www.hanen.org/Home.aspx>

<https://lsf-1st.ca/>

<https://www.readingscienceacademy.com/>

<https://www.readingrockets.org/>

Nature Scavenger Hunt

Go outside and find the natural items listed below.



tree



daffodil



butterfly



black rocks



grass



tree bark



green leaf



sticks



mushroom



seeds



tulip



robin



ant



animal
footprint



blue jay



brown leaf



blossoms



caterpillar



cloud shapes



worm