

Figure 1.1

Interactive Think-Aloud Techniques	Ways to Use Interactive Techniques in Your Classroom																		
Mentor Text <i>To explain the strategies</i>	<p>Use popular picture books or favorite novels to demonstrate comprehension strategies. (See Chapter 2.) Then refer to that text throughout the school year as it becomes a mentor or anchor for the explanation of the strategy. The exciting, quality texts we choose for our mentor texts “hook” students not only on the use of the strategy but also on reading.</p> <ul style="list-style-type: none"> You can use one text and run through all the strategies in a series of think-alouds with that text. You could read aloud separate texts for each of the comprehension strategies. 																		
Characters/Props <i>To anchor the thinking</i>	<p>Each comprehension strategy has its own character and prop to represent and anchor the thinking. (See Chapter 3.) You may choose to use the prop or character, or you might simply sketch the prop on the board or a chart. For example, you might bring in a magnifying glass and then tell students, “When we read, we are like detectives, using our magnifying glass to look for clues in the text and in ourselves to figure out what the author means.”</p> <table border="1" data-bbox="331 719 905 1255"> <thead> <tr> <th data-bbox="394 735 464 756">Strategy</th> <th data-bbox="583 727 653 768">Prop Character</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 797 457 818">Connect</td> <td data-bbox="583 784 737 833">Chains, connecting toys Builder</td> </tr> <tr> <td data-bbox="394 857 449 878">Predict</td> <td data-bbox="583 846 726 894">Crystal ball, ornament Fortune-teller</td> </tr> <tr> <td data-bbox="394 917 428 938">Infer</td> <td data-bbox="583 906 688 954">Magnifying glass Detective</td> </tr> <tr> <td data-bbox="394 977 464 998">Question</td> <td data-bbox="583 966 695 1015">Microphone Game-show host</td> </tr> <tr> <td data-bbox="394 1037 512 1058">Clarify/Monitor</td> <td data-bbox="583 1026 789 1075">Goofy glasses Fancy lady or formal gentleman</td> </tr> <tr> <td data-bbox="394 1097 478 1118">Summarize</td> <td data-bbox="583 1086 779 1135">Jump rope/yarn lasso, camera Cowboy or reporter</td> </tr> <tr> <td data-bbox="394 1157 478 1179">Synthesize</td> <td data-bbox="583 1146 726 1195">Chef’s hat, spoon, pot Chef</td> </tr> <tr> <td data-bbox="394 1218 464 1239">Evaluate</td> <td data-bbox="583 1206 674 1255">Gavel or scale Judge</td> </tr> </tbody> </table> <ul style="list-style-type: none"> For each of the comprehension strategies, you can actually “be” the character with props and a voice during your think-alouds. Primary teachers might want to use puppets. (See comprehension puppets, page 61.) 	Strategy	Prop Character	Connect	Chains, connecting toys Builder	Predict	Crystal ball, ornament Fortune-teller	Infer	Magnifying glass Detective	Question	Microphone Game-show host	Clarify/Monitor	Goofy glasses Fancy lady or formal gentleman	Summarize	Jump rope/yarn lasso, camera Cowboy or reporter	Synthesize	Chef’s hat, spoon, pot Chef	Evaluate	Gavel or scale Judge
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Figure 1.1, continued

Interactive Think-Aloud Techniques	Ways to Use Interactive Techniques in Your Classroom
<i>Characters/Props, continued</i>	<ul style="list-style-type: none"> You can also just show the prop and tell the students about the metaphor. For example you’d show a magnifying glass and tell the students that inferring is like being a detective sleuthing around for clues in the text and in our heads.
Gestures <i>To cue the strategies</i>	<p>Simple hand motions accompany each of the comprehension strategies. (See Chapter 4.)</p> <ul style="list-style-type: none"> Use the hand motions to cue the strategies throughout your think-alouds and demonstrations. Keep students engaged in the lesson by using the hand motions. Invite students to use these silent symbols to raise their hands and share when they have a thought. For example: A child holds up his hands in the connection symbol when he wants to share with the class a connection he has to the text.
Strategy Starters <i>To scaffold the language of comprehension</i>	<p>Strategy starters give students access to the language of the strategies. For example, to scaffold the language of predicting with nonfiction, you might use the frame “I think I will learn . . . because . . .”</p> <ul style="list-style-type: none"> Use the strategy starters in your think-alouds and when students collect examples to share in teams and pairs. Students may also write brief responses using the starters.
Drama/Music <i>To remember and internalize the strategies and the text</i>	<p>Music and drama engage students, make the learning memorable, and help students visualize the text! Students dramatize scenes, their responses to their reading, and interviews with characters or the author.</p> <ul style="list-style-type: none"> Use different forms of brief, impromptu dramatizations such as pantomime and frozen scenes or tableau. Incorporate drama throughout your lesson, even during the think-aloud. Select “theme songs” to go with each of the comprehension strategies or compose your own with your class. For example, you might record game-show songs for questioning or detective tunes for inferring. Or you might make up a song that explains inferring to the tune of “Twinkle, Twinkle Little Star.” Try incorporating songs to make connections to characters and the text. Together use a familiar tune such as “Row, Row, Row Your Boat.” Or write a chorus for one of the characters and his or her traits or compose a summary of the reading.
Teacher as Reader <i>To uncover life purposes for using the strategies</i>	<p>When you share your own personal reading, students realize that the comprehension strategies and reading are useful throughout life, not just in school. Students naturally perk up when we share anything from our personal life. They really listen when you incorporate your own reading into your lessons.</p> <ul style="list-style-type: none"> During your think-alouds briefly weave your own reading into the lesson. Mention how you recently used the strategy in your own reading at home. Give examples of how you use the strategies in different types of reading material, including newspapers, magazines, brochures and other everyday functional nonfiction, a novel, a book you read to your own child. Once in a while actually bring in your own book and show a longer example during a think-aloud. You might even show your book or an article marked up or with sticky notes marking points of strategy use.
<p>Note: Thanks to the International Reading Association book for the term <i>Teacher as Reader</i> (Commeyras, Bisplinghoff, Olson, 2003). For more examples, see Oczkus (2004).</p>	