A Teacher's Guide to . . .
READ-ALOUD / THINK-ALOUDS

Teacher read-aloud / think-alouds are a powerful way to connect with students. Not only do teachers model how readers read and think, but read-alouds provide opportunities to address science journalism through a wide range of science content. Articles read aloud can address the curriculum and/or provide ideas for later topic selection for student writing.

Short read-aloud / think-alouds as *Seed Activities* (about 10 minutes or so) can fill those moments before the bell rings, or can serve as bell-ringers, especially to get the attention of a difficult class. It seems that virtually all students are engaged during read-aloud time.

Read-aloud tips . . .

~ Keep it brief - leave them wanting more.
~ Ideally, show article on screen as it is being read. This is an unusual opportunity for students to both see and hear text.
~ Make it interactive - invite student comments and reflections.
~ Ask about credibility of article - does anyone believe the article to be accurate? What are the clues?
~ Ask your own questions during the read-aloud and comment on the article as it is being read.
~ Point out connections you notice during the read-aloud - connections with other texts, connections with personal experiences, connections with other topics, connections with local issues.
~ Sometimes offer choices - two or three headlines from which students select article to be read.
~ Examine the key elements of a journalistic article:
    -multiple, credible sources
    -attributions
    -relevance - who cares?
    -factually accurate and up-to-date
~ Examine the ways science work - stories of other scientists and the discoveries they've made.
~ Invite skepticism, especially during the read-aloud of a poorly written article.
~ Examine the photographs and the captions.
~ Read-alouds are especially effective if they are entertaining - a great time for a teacher to perform.
~ Invite students to select articles to read to the class themselves - great opportunity to assess what is selected and how the student reader interacts with the text.

It would be impossible to include all of these strategies in a single- read aloud. By doing read-alouds often, various means of scientific thinking can be modeled for the students.

A few sources of read-aloud materials:

www.scijourner.org www.sciencedaily.com www.livescience.com
www.sciencenews.org www.ScientificAmerican.com
www.sceincenewsforkids.org www.nytimes.com/pages/science
www.sciencenow.sciencemag.org www.eurekalert.org (press releases)
www.newscientist.com