

Student Handout: Unit 1 Lesson 4



Look At Me: Think Aloud About Your Ideas!

Suggested time: 1 Hour

What's important in this lesson:

- Learning a new reading strategy: “Think Aloud”
- Practicing the “Think Aloud” strategy on a short article
- Showing that you understand how to use the Think Aloud strategy by using the strategy on a text of your choice

Complete these steps:

1. Complete “Part One: Place Mat Exercise”, Handout 1. This is a good pre-reading activity because it calls to mind your previous knowledge on the topic and asks you to summarize ideas on the chart.
2. Complete “Part Two: Review The Reading Process”, Handout 2. This reminds you of the before, during and after framework for reading.
3. Read “Part Three: Thinking Aloud While You Are Reading: An Example”, Handout 3. A “Think Aloud” is a way to make your thinking while reading visible. That way, you and your teacher can ‘see’ what reading strategies you are using.
4. Complete “Part Four: It’s Your Turn! Think Aloud On A Text Of Your Choice”. You may wish to practice and get feedback from your teacher before being evaluated.

Hand-in the following to your teacher:

1. “Part Four: It’s Your Turn! Try A Think Aloud On A Text Of Your Choice”.
Note: you could also do your “Think Aloud” orally in a conference!

Questions for the teacher:

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Part One: Place Mat Exercise

Instructions:

- The following page is a “Place Mat” template
- Your task is to first brainstorm, for every corner of the placemat, your ideas about phrase in each corner of the page
- When you are finished brainstorming, interview one other person to get that person’s responses. Record them on the page along with your own.
- After you have your ideas and another person’s ideas on the page, write a summary statement in the center of the place mat by filling in the blanks in the text box.

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Place Mat

What teenagers think or say about teenagers...	What parents think or say about teenagers...
What the media says or shows about teenagers...	What employers say or think about teenagers...

Most adults think teenagers are _____

_____ but most teenagers think teenagers are _____

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Part Two: Review The Reading Process.

Let's review the Reading Process. Fill in the blanks with the correct word (go back to Lesson 2 and write in the correct answers if you don't remember!)

Before:

- Set a _____
- _____ the reading
- Plan a _____.

During:

- Read with a _____ in mind.
- Think about the _____ you can make to the text

After:

- Pause and _____
- _____
- _____

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Part Three: Thinking Aloud While You Are Reading: A Sample Lesson.

Good readers have active minds while they are reading. They interact with the text, by automatically asking questions about what they are reading, connecting the text with their own knowledge and experience, or picturing what they are reading. In other words, good readers interact with the text.

A “Think Aloud”, is a strategy that can be used during reading. A “Think Aloud” is just that – reading a section of the text, and think out loud about its meaning, and your own connections with the text. Good readers make the following kinds of comments in a think aloud:

- Identifying words that are new to them and trying to figure out what those words might mean
- Connecting ideas and information from the text to their own experience (i.e. – “That reminds me of...”)
- Picturing or visualizing what the text might look like. (“When I read this, I see...)
- Connecting the text with things they already know. (“I knew that from science class...)
- Commenting on their reactions to what they are reading. (“When I read that, I think or feel...)
- Connecting the ideas or events in the text with something from popular culture (“That’s like the TV show/movie/song/book....)

Look at the sample reading on the following page. The text in the



(thought bubbles) are things that

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KIDS THESE DAYS....WHAT AMERICAN ADULTS THINK ABOUT TEENAGERS

Researchers learned in a new study that almost 90% of American adults describe teens as “ruder and more irresponsible than ever before.” Most adults said that teenagers today have don’t have good moral values. The adults in the study said that teenagers are rude to strangers and treat their parents very poorly.

Researchers think they know why adults have such a poor view of teenagers. Teenagers play a big part in the world today: they hold down jobs, go to school, and sometimes even have a lot of responsibility in their families.

Part of the problem is that adults deal more and more with teenagers that they do not know very well. In the past, most teens dealt only with the adults in their own families. Teens used to work at home more, and were less visible in the community. Today, many teens work outside the home. Many adults see and talk to teens that they do not know very well at all almost every day. Because they see more teens, adults get to see more poorly behaved teens than they did in the past.

Sometimes the media makes matters worse, by showing the bad behaviour of a few out-of-control teens. The media does not pay attention to well behaved teens.

Some experts tell us that today’s teenagers should be well-liked. Today’s teens face many problems that their parents did not. Families are often under stress, and teens have to grow up more quickly.

There are many more single-parent homes. Mom or dad has to work long hours to keep a roof over their children’s heads, so many teens do not get to spend much time each day with their parents. Instead, they spend more time with people who do not know them well, or care about them in the same way. So, teens get less positive support from adults. Experts say this makes teenagers more pushy than before, simply because mom or dad is not always around to look after their needs.

That’s not always true – sometimes adults are rude first!

If teenagers are doing so much good stuff, then why are grown ups so down on us?

I have to admit sometimes my fellow employees can be really rude.

Not my parents. They are always telling m how easy I have it.

Sounds like my grandmother!

Lots of teens have jobs. We have to...how else can I get money I need to have a social life???

Jerry Springer talk shows don’t help much. Neither do some movies or TV shows.

Don’t blame single parents! There are a lot of parents on their own who are going a great job.

Adapted from “Kids these days ’99 – What Americans really think about the Next Generation.”
<http://www.publicagenda.org/specials/kids/kids.htm>

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Part Four: It's your turn! Try a Think Aloud on a Text of your choice.

Instructions:

- Ask your teacher for one of the suggested readings for this lesson. Choose one that you find of interest to you.
- You may do the “think aloud” in one of two ways:
 - a) You may read the text aloud, and share your thoughts out loud while you read. Your teacher will listen carefully and track the kinds of comments you make as you read against the evaluation chart.
 - b) You may write down your thoughts and reactions in thought bubbles like those given in the sample. Create your own “thought bubbles” like the one on the handout, and write down your thoughts.

Prompts for Thinking Aloud: Use these prompts to help get you started.

1. This part confuses me because...
2. I don't understand this word or phrase...
3. I think that this new word might mean...
4. I need to reread this section because...
5. When I read this, I see/hear/smell/taste...
6. This text reminds me of...
7. This is similar to ...
8. When I read this, I feel...
9. When I read this, I think...
10. When I skim and scan the text, I notice that...
11. The features of this text that stand out are...
12. I predict this text will be about...
13. The information I already know about this topic is...

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Evaluation: Your teacher will evaluate your work for evidence of the following thinking:

Does the student ...	Put a checkmark for each thought the student expresses for the categories:									
1. Preview the text to identify key features of the text.										
2. Make predictions about the text before they start reading.										
3. Keep track of predictions and changes them as needed										
4. Identify words or phrases they do not understand										
5. Use fix up strategies: figures out the meaning of new words by using context clues, by breaking words apart, etc.										
6. Stop and rereads sections they find confusing										

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7. Picture what is happening in the text.										
8. Make personal connections with the ideas in the text										
9. Connect the ideas in the text with culture (books, TV, film, songs, etc.)										
10. Connect the text with information or knowledge about the topic that the reader knew before reading this text.										

Your goal is to provide as much evidence of an active mind as you read as you possibly can.

TRY TO PUT DOWN A MINIMUM OF 5 DIFFERENT KINDS OF RESPONSES.

Take your time.

Read a small section at a time, and then stop and think about it.

Refer to the prompts to keep you on track.

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Part Two: Review The Reading Process

Let's review the Reading Process. Fill in the blanks with the correct word. Go back to Lesson 2 and write in the correct answers if you don't remember!

Before:

- Set a _____
- _____ the reading
- Plan a _____.

During:

- Read with a _____ in mind.
- Think about the _____ you can make to the text

After:

- Pause and _____
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Part Three: Thinking Aloud While You Are Reading: An Example

Good readers have active minds while they are reading. They interact with the text, by automatically asking questions about what they are reading, connecting the text with their own knowledge and experience, or picturing what they are reading. In other words, good readers interact with the text.

A “Think Aloud” is a strategy that can be used during reading. A “Think Aloud” is just that – reading a section of the text, and thinking out loud about its meaning, and your own connections with the text. Good readers make the following kinds of comments in a think aloud:

- Identifying words that are new to them and trying to figure out what those words might mean
- Connecting ideas and information from the text to their own experience (e.g., “That reminds me of...”)
- Picturing or visualizing what the text might look like. (e.g., “When I read this, I see...”)
- Connecting the text with things they already know. (e.g., “I knew that from science class...”)
- Commenting on their reactions to what they are reading. (e.g., “When I read that, I think or feel...”)
- Connecting the ideas or events in the text with something from popular culture (e.g., “That’s like the TV show/movie/song/book....”)

Look at the sample reading on the following page. The text in the



(thought bubbles) are things that a good reader might say out loud while using a think aloud strategy.



Think Aloud Example

KIDS THESE DAYS....WHAT AMERICAN ADULTS THINK ABOUT TEENAGERS

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Researchers think they know why adults have such a poor view of teenagers. Teenagers play a big part in the world today: they hold down jobs, go to school, and sometimes even have a lot of responsibility in their families.

Part of the problem is that adults deal more and more with teenagers that they do not know very well. In the past, most teens dealt only with the adults in their own families. Teens used to work at home more, and were less visible in the community. Today, many teens work outside the home. Many adults see and talk to teens that they do not know very well at all almost every day. Because they see more teens, adults get to see more poorly behaved teens than they did in the past.

Sometimes the media makes matters worse, by showing the bad behaviour of a few out-of-control teens. The media does not pay attention to well behaved teens.

Some experts tell us that today’s teenagers should be well-liked. Today’s teens face many problems that their parents did not. Families are often under stress, and teens have to grow up more quickly.

There are many more single-parent homes. Mom or dad has to work long hours to keep a roof over their children’s heads, so many teens do not get to spend much time each day with their parents. Instead, they spend more time with people who do not know them well, or care about them in the same way. So, teens get less positive support from adults. Experts say this makes teenagers more pushy than before, simply because mom or dad is not always around to look after their needs.

That’s not always true – sometimes adults are rude first!

If teenagers are doing so much good stuff, then why are grown ups so down on us?

I have to admit sometimes my fellow employees can be really rude.

Not my parents. They are always telling m how easy I have it

Sounds like my grandmother!

Lots of teens have jobs. We have to...how else can I get money I need to have a social life???

Jerry Springer talk shows don’t help much. Neither do some movies or TV shows.

Don’t blame single parents! There are a lot of parents on their own who are going a great job.

Adapted from “Kids these days ’99 – What Americans really think about the Next Generation.” <http://www.publicagenda.org/specials/kids/kids.htm>

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Part Four: It's Your Turn! Think Aloud On A Text Of Your Choice

Instructions:

- Select a reading from those provided or suggested by your teacher. Choose one of interest to you. Choose one that is at an appropriate level of difficulty. If it's too easy or too hard reading it won't help improve your reading.
- You may do a "Think Aloud" in one of two ways:
 - a) You may read the text **aloud**, and share your thoughts out loud while you read. Your teacher will listen carefully and track the kinds of comments you make as you read against the evaluation chart.
 - b) You may **write** down your thoughts and reactions in thought bubbles like those given in the. Create your own "Thought Bubbles" like the one on the handout, and write down your thoughts.

Prompts For Thinking Aloud: Use These Prompts To Help Get You Started.

1. This part confuses me because...
2. I don't understand this word or phrase...
3. I think that this new word might mean...
4. I need to reread this section because...
5. When I read this, I see/hear/smell/taste...
6. This text reminds me of...
7. This is similar to ...
8. When I read this, I feel...
9. When I read this, I think...
10. When I skim and scan the text, I notice that...
11. The features of this text that stand out are...
12. I predict this text will be about...
13. The information I already know about this topic is...

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Think Aloud Reading Goals:

- Provide as much evidence of an active mind as you read as possible.
- Speak or write down a minimum of 5 different kinds of responses.
- Take your time. To read thoughtfully, you can't rush.
- Read a small section at a time, and then stop and think about it.
- Refer to the prompts to keep you on track.

Your teacher will track and evaluate your “Think Aloud” for the following strategies. How many of these can you learn to use to help make sense of reading material?

1. Preview the text to identify key features of the text.
2. Make predictions about the text before they start reading
3. Keep track of predictions and changes them as needed
4. Identify words or phrases they do not understand
5. Use fix up strategies: figures out the meaning of new words by using context clues, by breaking words apart, etc.
6. Stop and rereads sections they find confusing
7. Picture what is happening in the text.
8. Make personal connections with the ideas in the text
9. Connect the ideas in the text with culture (books, TV, film, songs, etc.)

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Think Aloud Demonstrations Of Reading Comprehension Strategies

Use this chart to track the students' use of the reading strategies listed below to construct meaning out of the text they have chosen to read.

Note: Students' instructions encourage them to provide as much evidence of an active mind as they read as possible.

Does the student ...	Put a checkmark for each thought the student expresses for the categories:									
1. Preview the text to identify key features of the text.										
2. Make predictions about the text before they start reading.										
3. Keep track of and adjust predictions as needed										
4. Identify words or phrases they do not understand										
5. Use fix-up strategies : figures out the meaning of new words by using context clues, by										

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breaking words apart, etc.										
6. Stops and rereads sections they find confusing										
7. Pictures what is happening in the text.										
8. makes personal connections with the ideas in the text										
9. Connects the ideas in the text with culture (books, TV, film, songs, etc.)										
10. Connects the text with information or knowledge about the topic that the reader knew before reading this text.										