

The Picture This **Interactive Reading Lesson Kit**



Simple Standards Aligned Lessons For all Grades

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Bringing Books to Life: An Interactive/Dialogic Reading Lesson Guide

Featured Book: *Bear Snores On* by Karma Wilson and Jane Chapman or any picture book with strong rhythm, sound, or emotional arc (e.g., *The Pout-Pout Fish*, *Click, Clack, Moo, I Want My Hat Back*)\ **Primary Subject:** Reading/Language Arts & Speaking/Listening\ **Grade Level Range:** K-5 (with adaptations)\ **Estimated Time:** 30–40 minutes\ **Materials Needed:**

- A picture book with expressive language and action
 - Whiteboard/chart paper and markers
 - Optional: puppets, props, or sound-makers
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SECTION 1: QUICK OVERVIEW

What This Activity Does: This interactive read-aloud approach helps students dive into a text with their ears, voices, and bodies. Instead of passively listening, students are invited to co-create the reading experience using dramatic expression, call-and-response lines, predictions, and sound effects. The technique promotes deeper comprehension, vocabulary acquisition, and joyful participation in reading.

Learning Objectives:

- Students will engage with text using expressive listening and speaking strategies.
- Students will ask and answer questions about characters and events.
- Students will build vocabulary and narrative understanding through interactive techniques.

At-a-Glance Standards:

- **Reading:** CCSS.ELA-LITERACY.RL.K.1, RL.1.1, RL.2.1 (Ask and answer questions about key details)
 - **Speaking & Listening:** CCSS.ELA-LITERACY.SL.K.2, SL.2.2 (Retell or recount key ideas)
 - **Language:** CCSS.ELA-LITERACY.L.K.5 (Explore word relationships and nuances)
 - 21st Century Skills: Communication, collaboration, empathy
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SECTION 2: STEP-BY-STEP IMPLEMENTATION

Pre-Reading Preparation

1. **Set Up Your Space:** Arrange the class in a semi-circle or storytelling rug to allow for eye contact and group participation. Have props or puppets ready, if used.
2. **Preview the Book:** Choose a text with repetition, clear voice, or moments for dramatic interpretation. Identify spots for pausing, asking questions, and inviting student interaction.
3. **Gather Materials:** Whiteboard or anchor chart for vocabulary and predictions. Optional: sound makers or visual cues.
4. **Prepare Students:** Explain that this is a special kind of read-aloud—they get to help tell the story with voices, faces, and thoughts!

During Reading Activities

1. **Opening Hook:** Ask, “Have you ever had a story told to you that made you laugh, shout, or act it out?” Let a few share.
2. **Interactive Reading:** Use intonation, hand gestures, and dramatic pacing. Pause at key lines and invite students to:
 3. Predict what happens next
 4. Make a sound effect (clap, stomp, snap)
 5. Repeat a rhythmic line or phrase
 6. Act out an emotion or action
7. **Student Participation:** Let students lead lines, create movement, or suggest dialogue.
8. **Comprehension Checks:** Ask questions like “Why do you think the character did that?” or “How would you feel in that moment?”

Post-Reading Extension

1. **Core Activity: Story Soundtrack or Retell**
 2. Option 1: Create a “soundtrack” by assigning different sounds to story moments and replaying key events.
 3. Option 2: In small groups, students retell the story using voices and gestures.
 4. **Wrap-Up Discussion:** Ask, “What part did YOU bring to the story today?” or “Did the story feel different because we acted it out?”
 5. **Assessment Opportunities:** Observe and document student responses, oral participation, and ability to answer or pose questions.
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SECTION 3: COMMON CORE STANDARDS ALIGNMENT

Primary Standards Addressed:

- **Reading:** RL.K.1, RL.1.1, RL.2.1 (Ask and answer questions about details)
- **Speaking & Listening:** SL.K.2, SL.1.2, SL.2.2 (Retell or recount key ideas with relevant details)
- **Language:** L.K.5, L.1.5 (Understanding word relationships and nuance)

Cross-Curricular Connections:

- Drama & Theater: Expressive performance
- SEL: Empathy, self-regulation, and perspective-taking
- Music: Rhythm and tempo awareness

Evidence of Mastery:

- Participation in read-aloud expression
 - Ability to retell or respond to story elements
 - Observational notes and informal checks
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SECTION 4: DIFFERENTIATION STRATEGIES

For English Language Learners (ELLs):

- Use gestures and visuals to support comprehension
- Repeat key lines and act them out
- Encourage nonverbal participation (e.g., sound effects)

For Students with Special Needs:

- Provide visual schedule or story sequence cards
- Use assistive technology or communication boards
- Offer alternative participation (pointing, clapping, drawing)

For Advanced Learners:

- Lead a portion of the story using dramatic expression
- Create a “reader’s theater” version with roles
- Reflect on author’s choices around language and tone

For Struggling Readers:

- Preview vocabulary with picture supports
 - Let them act instead of read
 - Offer sentence stems or gestures for responses
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SECTION 5: LEVELING GUIDE

Scaling Down for Younger Students (K–2)

- Focus on repetition, rhythm, and emotion
- Use visual cues or puppets to support understanding
- Keep questions concrete (“What is the dog doing?”)

Scaling Up for Older Students (3–5)

- Explore character motivation or tone
 - Ask open-ended questions requiring inference
 - Allow small-group reader’s theater or story remixes
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SECTION 6: EXTENSION ACTIVITIES

Same-Day Extensions:

- Draw a favorite scene and label what was said or felt

- Vote on “Most Expressive Moment” of the read-aloud

Week-Long Extensions:

- Script and rehearse a dramatic retelling
- Create a class video or audio book with student narration

Cross-Curricular Extensions:

- Music: Add instruments to act out story rhythm
 - Art: Storyboard the book’s key events with visuals
 - SEL: Write about how students felt while acting it out
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SECTION 7: PARENT INVOLVEMENT & HOME SUPPORT**Take-Home Information:**

- Explain dialogic reading as storytelling with student voices
- Suggest three simple read-aloud questions for families

Home Extension Activities:

- Act out bedtime stories using funny voices or props
- Record students retelling a story to share at home

Communication Tools:

- Newsletter blurb: “We’re reading with our whole selves!”
 - Parent handout: tips for engaging read-aloud at home
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SECTION 8: ASSESSMENT & DOCUMENTATION**Formative Assessment Ideas:**

- Observe oral participation, gestures, and engagement
- Ask students to predict or summarize mid-story
- Self-reflection: “What did I do well as a reader today?”

Summative Assessment Options:

- Retelling rubric (sequencing, expression, participation)
- Partner interviews: retell story to a peer and answer questions
- Create a visual response (comic, storyboard)

Documentation Tools:

- Checklists of student engagement types
 - Video/photo snapshots of participation
 - Reflections collected through writing or drawing
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SECTION 9: TROUBLESHOOTING & TIPS**Common Challenges:**

- Students shouting over one another
- Disengagement if pacing slows down

Adam's Pro Tips:

- Pre-plan high-participation moments in the text
- Use physical movement breaks mid-story ("stand up if you think...!")
- Give shy students smaller roles like sound effects or facial expressions

Resource Alternatives:

- Use flannel boards or digital storytelling apps
- Substitute unfamiliar words with accessible synonyms
- Pick familiar books first, then level up to new ones

Everybody Say It With Me! A Call and Response Reading Lesson Guide

Featured Book: *Jam, Too?* by JaNay Brown-Wood, or any book with repetition and sound words (e.g., *Brown Bear, Brown Bear, Pete the Cat, Chicka Chicka Boom Boom*)

Primary Subject: Reading/Language Arts & Speaking/Listening

Grade Level Range: K–5 (with adaptations)

Estimated Time: 25–35 minutes

Materials Needed: - A high-rhythm, high-response picture book - Optional: instruments (egg shakers, rhythm sticks), sound-effect cards - Chart paper or board for echo phrases and vocabulary

SECTION 1: QUICK OVERVIEW

What This Activity Does:

This technique transforms a read-aloud into an energetic, all-student experience. Students repeat key lines, mimic sounds, and match the story's rhythm. Call and response builds fluency, oral expression, and confidence—while reinforcing cultural storytelling traditions.

Learning Objectives: - Students will actively participate in a shared reading using repetition and rhythm. - Students will develop oral fluency and expressive vocabulary. - Students will demonstrate understanding of story structure through sound-based participation.

At-a-Glance Standards: - **Reading Foundations:** CCSS.ELA-LITERACY.RF.K.2.A (Recognize and produce rhyming words) - **Speaking & Listening:** CCSS.ELA-LITERACY.SL.K.6 (Speak audibly and express ideas clearly) - **Language:** CCSS.ELA-LITERACY.L.1.5 (Word nuances and relationships) - 21st Century Skills: Listening, participation, rhythm fluency, cultural appreciation

SECTION 2: STEP-BY-STEP IMPLEMENTATION

Pre-Reading Preparation 1. **Set Up Your Space:** Circle or rug seating. Have instruments or visual cards ready. 2. **Preview the Book:** Choose a text with repeated phrases or onomatopoeia. Decide on your call lines and when students will respond. 3. **Practice the Pattern:** Before reading, teach the echo or rhythmic response lines. Model expressively. 4. **Prepare Students:** Explain this will be a noisy, fun read where everyone joins in!

During Reading Activities 1. **Opening Hook:** Ask, “Have you ever read a book that you couldn’t help but shout along with?” Share an example. 2. **Call-and-Response Reading:** Use theatrical voice and rhythm. Students repeat words, sounds, or lines on cue (e.g., “I say JAM, you say TOO!”) 3. **Student Participation:** Layer in claps, snaps, or stomps. Let students suggest sound effects. 4. **Comprehension Checks:** Ask: “What do you think the next sound will be?” or “What pattern do you notice?”

Post-Reading Extension 1. **Core Activity: Build Your Own Response Story** - In pairs, students write or draw a 3-line chant using a repeated sound or phrase. - Practice performing their chant aloud to the group. 2. **Wrap-Up Discussion:** Ask, “What made this reading different from our usual ones?” 3. **Assessment Opportunities:** Track participation, vocal clarity, and rhythm recognition.

SECTION 3: COMMON CORE STANDARDS ALIGNMENT

Primary Standards Addressed: - RF.K.2.A (Rhyming and sound recognition) - SL.K.6 (Speaking clearly and expressively) - L.1.5 (Figurative and expressive language)

Cross-Curricular Connections: - Music: Tempo, percussion, beat-making - SEL: Confidence, group belonging, expressive freedom - Social Studies: Cultural oral traditions and call-and-response roots

Evidence of Mastery: - All students participate vocally or physically - Recognition of rhythmic/linguistic patterns - Creation of original sound-response lines

SECTION 4: DIFFERENTIATION STRATEGIES

For English Language Learners (ELLs): - Use call phrases with matching visuals - Model response with gestures and slow repetition

For Students with Special Needs: - Allow use of percussion or nonverbal response tools - Provide visual cards or signs for repeated words

For Advanced Learners: - Identify and explain repetition or rhythm in the story - Lead the group in creating a new chant

For Students with Speech Difficulties: - Use hand motions, claps, or signs as responses - Offer alternative echo words or partner support

SECTION 5: LEVELING GUIDE

Scaling Down for Younger Students (K-2) - Keep response lines short and predictable - Use only one or two echo phrases per book - Focus on sound and movement over content

Scaling Up for Older Students (3-5) - Have students design original chants using rhyme/sound - Explore rhythm and cultural origins of call-and-response - Add writing component to reflect on performance

SECTION 6: EXTENSION ACTIVITIES

Same-Day Extensions: - Play "Echo Sound Bingo" using sound words from the book - Challenge students to lead a class chant

Week-Long Extensions: - Create a classroom call-and-response book - Invite a storyteller or musician to demonstrate traditions

Cross-Curricular Extensions: - Music: Record chants with percussion accompaniment - Writing: Turn a chant into a four-line poem - Social Studies: Explore cultures with rich oral traditions

SECTION 7: PARENT INVOLVEMENT & HOME SUPPORT

Take-Home Information: - Send a note about call-and-response reading with sample phrases - Encourage parents to share songs or rhymes from their culture

Home Extension Activities: - Practice “sound echo” games in the car - Let students perform a chant for family members

Communication Tools: - Newsletter quote: “Ask your child what they chanted today!” - Optional take-home sheet for recording family chants

SECTION 8: ASSESSMENT & DOCUMENTATION

Formative Assessment Ideas: - Participation checklists for verbal and nonverbal response - Track rhythm accuracy and following cues

Summative Assessment Options: - Create and perform an original chant - Complete a pattern recognition or rhyming sheet

Documentation Tools: - Audio or video clips of chant performance - Visual rubrics for oral participation and rhythm

SECTION 9: TROUBLESHOOTING & TIPS

Common Challenges: - Students shouting off-beat - Losing rhythm flow during reading

Adam’s Pro Tips: - Practice the chant pattern like a song before starting - Use hand gestures or visual cues to guide the tempo - Embrace the silliness—it’s part of the magic!

Resource Alternatives: - Use a call-and-response chant from a familiar song - Choose books with built-in repetition to ease into the structure

Mix It Up! A Fractured Fairy Tale Exploration Lesson Guide

Featured Book: *Mahogany: A Little Red Riding Hood Tale* by JaNay Brown-Wood, or other fractured tales such as *The True Story of the Three Little Pigs* by Jon Scieszka, *Little Red Gliding Hood* by Tara Lazar, and *Ninja Red Riding Hood* by Corey Rosen Schwartz

Primary Subject: Reading/Language Arts & Writing

Grade Level Range: 1–5 (with adaptations)

Estimated Time: Two 30–40 minute class periods

Materials Needed: - One classic fairy tale (e.g., *Little Red Riding Hood*) - 2–3 fractured versions for comparison - Venn diagram or compare/contrast chart templates - Story mapping graphic organizers - Paper, pencils, and/or devices for writing

SECTION 1: QUICK OVERVIEW

What This Activity Does:

This writing and reading lesson encourages students to explore and deconstruct familiar fairy tales, then remix them with new cultural elements, characters, or settings. It supports deep comprehension, critical thinking, and creativity through meaningful personal connections.

Learning Objectives: - Students will compare and contrast multiple versions of the same story. - Students will identify key story elements and how they change in fractured tales. - Students will write their own original fractured fairy tale.

At-a-Glance Standards: - **Reading:** CCSS.ELA-LITERACY.RL.2.9 (Compare/contrast two or more versions of a story) - **Writing:** CCSS.ELA-LITERACY.W.2.3 (Narratives with sequenced events and details) - **Speaking & Listening:** CCSS.ELA-LITERACY.SL.2.1 (Collaborative discussions) - 21st Century Skills: Cultural awareness, creativity, narrative structure, text analysis

SECTION 2: STEP-BY-STEP IMPLEMENTATION

Pre-Writing Preparation

1. **Set Up Your Space:** Arrange students in small groups with copies of traditional and fractured tales.
2. **Select Texts:** Use a traditional version of a fairy tale and 2–3 fractured versions with clear differences in voice, setting, or theme.
3. **Preview Vocabulary:** Define key terms like “fractured,” “adaptation,” and “perspective.”
4. **Prepare Students:** Explain that they will become authors who reimagine fairy tales in new and exciting ways.

Day One: Reading & Discussion

1. **Opening Hook:** Ask, “What would happen if Little Red Riding Hood had a skateboard? Or if she was a robot?”
2. **Read & Compare:** Read one traditional version of a fairy tale aloud. Then read one or more fractured versions. Pause to discuss major differences.
3. **Graphic Organizer Activity:** Complete a class Venn diagram or compare/contrast chart noting characters, setting, conflict, and resolution.
4. **Wrap-Up Discussion:** “Why do you think the author changed this part? How does it affect the story?”

Day Two: Create Your Own Fractured Tale 1. **Brainstorming Session:** Prompt students to think about their own cultural background, hobbies, or modern-day twists (e.g., What if Cinderella was an astronaut?). 2. **Planning with Graphic Organizer:** Use story maps to outline their version's characters, setting, problem, and solution. 3. **Writing Time:** Students write their own fractured fairy tale. 4. **Wrap-Up Discussion:** Share drafts with partners or small groups. 5. **Assessment Opportunities:** Collect Venn diagrams and final drafts. Observe discussions and peer feedback.

SECTION 3: COMMON CORE STANDARDS ALIGNMENT

Primary Standards Addressed: - RL.2.9 (Compare and contrast versions of the same story) - W.2.3 (Write narratives with a sequence of events) - SL.2.1 (Participate in collaborative discussions)

Cross-Curricular Connections: - SEL: Identity, voice, and cultural appreciation - Social Studies: Traditions and folklore from various cultures - Visual Arts: Illustrating stories and covers

Evidence of Mastery: - Complete story comparison charts - Original story drafts with clear structure - Oral sharing with reflective discussion

SECTION 4: DIFFERENTIATION STRATEGIES

For English Language Learners (ELLs): - Offer bilingual versions of traditional tales if available - Use story starters or sentence stems for writing - Encourage use of home culture or familiar traditions

For Students with Special Needs: - Provide visual sequencing cards and writing templates - Use dictation tools or scribe support - Allow oral storytelling as an alternative to full written draft

For Advanced Learners: - Analyze the author's purpose in changing key story elements - Write a fractured tale using irony or genre mash-up (fairy tale + sci-fi) - Lead peer workshops and give feedback

For Struggling Writers: - Use comic strips or picture prompts for prewriting - Offer scaffolded planning with fill-in-the-blank organizers - Allow for shorter story retellings with focused changes

SECTION 5: LEVELING GUIDE

Scaling Down for Younger Students (K-2) - Use simplified fairy tales and picture-based Venn diagrams - Retell a familiar story by changing just one thing (e.g., the setting) - Focus on verbal storytelling with a drawing component

Scaling Up for Older Students (3-5) - Compare 3-4 versions using multiple literary elements - Incorporate dialogue and paragraph structure into drafts - Reflect on cultural significance of original vs. fractured tales

SECTION 6: EXTENSION ACTIVITIES

Same-Day Extensions: - Act out a scene from a fractured tale - Design a new book cover and back blurb

Week-Long Extensions: - Create a digital or audio version of their fractured tale - Research the origin of a classic fairy tale and present findings

Cross-Curricular Extensions: - Art: Design costumes or set pieces for a tale - Technology: Use Book Creator or Google Slides to publish stories - Social Studies: Explore folk tales from students' cultures

SECTION 7: PARENT INVOLVEMENT & HOME SUPPORT

Take-Home Information: - Explain what a fractured fairy tale is and how it builds literacy - Suggest classic and fractured tales to read at home

Home Extension Activities: - Encourage families to co-write a family fairy tale - Interview a family member about stories or cultural traditions

Communication Tools: - Newsletter blurb: "We're rewriting the fairy tales we thought we knew!" - Share student stories during parent nights or via classroom blog

SECTION 8: ASSESSMENT & DOCUMENTATION

Formative Assessment Ideas: - Track student ideas during compare/contrast discussion - Monitor progress with story maps and drafts

Summative Assessment Options: - Creative writing rubric assessing character, structure, and originality - Oral presentation rubric for storytelling and clarity - Peer review checklists for feedback sessions

Documentation Tools: - Collect student artifacts (charts, maps, stories) - Take photos or videos of storytelling sessions - Optional: Share recordings or storybooks digitally

SECTION 9: TROUBLESHOOTING & TIPS

Common Challenges: - Confusion about which story version is "real" - Overcomplicating the rewrite with too many changes

Adam's Pro Tips: - Anchor all versions to the core structure (beginning, middle, end) - Use humor or silly examples to make the concept accessible - Start with just one change, then expand

Resource Alternatives: - Use online fairy tale libraries for diverse versions - Simplify with a group-written fractured tale before going solo

Fractured Fairy Tale Story Map

Instructions: Use this map to plan your own fractured fairy tale.
Fill in each section with details from your story idea.

Main Character(s):

Setting:

Problem:

Events (Beginning, Middle, End):

Solution/Ending:

Cultural Twist or New Element:

Fractured Fairy Tale Comparison Chart

Instructions: Choose a traditional fairy tale and a fractured version.
Use the Venn diagram below to compare and contrast story elements like characters, setting, and plot.

