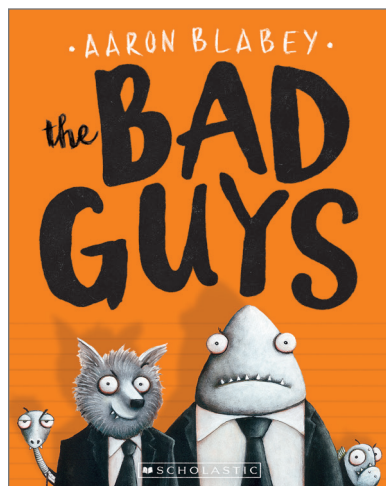


WORLD READ ALOUD DAY

FAMILY EVENT/GRADES 2-3



THE BAD GUYS by Aaron Blabey

SET THE READ ALOUD STAGE

- › Wear a wolf mask or complete wolf costume to add an element of fun realism to the read-aloud.
- › Display plastic or plush animals, such as a wolf, snake, piranha, shark, cat, and a dog around you to represent the story's main characters.
- › Ask parents to be aware of things that attract students' attention while you read.
- › Make sure your audience is comfortably seated and can see you and the book.

READ ALOUD WARM-UP

- › Show the brightly colored orange cover and ask students to tell you what they see. If not mentioned, make sure and point out the four main characters featured on the cover and what animals they are.
- › Read the title and author's name to the students, and ask them what they think this book might be about.
- › Ask, "Do you think the animals shown on the cover seem to be scary or funny, and why or why not? What makes you think that? What do you think the animals shown on the cover are going to do in the story? What makes you think that?"
- › Ask, "How many of you know anything about 'the big bad wolf' or other story time villains, or have read a book featuring one lately?" (See show of hands, recognize a few students, take answers, and allow some responses.)

DURING READ ALOUD

As you read, incorporate these read-aloud strategies:

- › Be sure to read with inflection and enthusiasm. If a sentence sounds scary, funny, or dangerous, change your voice to reflect the situation, from quiet to loud, etc.
- › Since this book only contains eight very short chapters with very few words and lots of cartoon-like artwork, you should have time to read the entire book during the read-aloud.
- › Stop at certain points of the story to ask questions, such as: “Do you think that Mr. Wolf could ever really be a good guy? Do you think that Mr. Wolf will ever be able to convince the other animals that they don’t have to be bad just because others expect them to be? How many of you have ever visited an animal shelter, and is the one in the story like the one you visited? Do you think that the animals become heroes in the story?”

READ ALOUD DISCUSSION

Conduct a brief discussion using some of these suggestions:

- › First ask students, “What would you say to tell someone what this story is about?”
- › Then ask students to recall the sequence of events contained in the story that you read to them. “Why is Mr. Wolf trying to make the other animals believe they can become good guys?” etc.
- › After students have heard the read-aloud, ask them what they think could happen later in the story if there were more chapters.
- › Ask students what they learned about heroism in the first chapter.

READ ALOUD WRAP-UP

Take no more than five minutes to ask students (and adult guests) if they noticed some of the strategies you used that helped bring this book to life. “Some of the things I did in this read-aloud support reading skills in these ways”:

- › Making predictions impacts comprehension and thinking.
- › Introducing new vocabulary helps build understanding and fluency.
- › Asking open-ended questions strengthens language skills.
- › Hearing the flow of words contained in the story builds phonological awareness, sentence-structure skills, and helps children decode words.
- › The sequence of story events strengthens comprehension.
- › Introducing new factual information makes connections to new knowledge.

Visit litworld.org for additional World Read Aloud Day resources and ideas.