

WORLD READ ALOUD DAY

FAMILY EVENT/GRADES 4-6



GHOSTS by Raina Telgemeier

SET THE READ ALOUD STAGE

- › Graphic novels are almost like “reading a movie.” Show a two-minute video of an age-appropriate cartoon, i.e. Wallace and Gromit, Rocky and Bullwinkle.
- › Show how the book is designed with panels, speech bubbles, and sound effects. Ask a student to join you and create the sounds on page 13. This exemplifies the active reading involved with a graphic novel. If a document camera is available, this is an excellent way to project the details.
- › Make sure that all students and guests are comfortably seated and can see you and the book cover as you read to them.

READ ALOUD WARM-UP

- › Show the book cover and ask the students to tell you what they see. Ask them what is unusual about the cover treatment, especially the title. Make sure that they clearly see Catrina and Maya, the main characters. Ask if the book cover is scary, funny, serious, mysterious, attention grabbing, etc., and then ask them why.
- › Read the title *Ghosts* to the students, and ask them what they think the story is about. Tell them the author’s name.

DURING READ ALOUD

As you read, incorporate these read-aloud strategies:

- › Since this is a 240-page graphic novel, reading a few pages scattered throughout the story is a great way to inspire the students. This novel doesn't have chapters. It contains four sections that are during months of the year (August, September, October, late October). Reading a few pages from each time period will be effective as different characters are introduced and the plot constantly changes.
- › Make sure and read with inflection. Occasionally adopt a different voice that the students will enjoy hearing when the character speaking is older or younger, alive or a ghost!

READ ALOUD DISCUSSION

Conduct a brief discussion using some of these suggestions:

- › After completing the reading of the first chapter, ask students "What would you say to tell someone what this story is about?"
- › Ask students to recall the sequence of events revealed in the first chapter. "Why did Cat's family move to northern California? Why does Cat seem to be in a bad mood most of the time? Why doesn't Cat want to make new friends? How can Maya remain so positive and always show a cheerful attitude? How should you act when a family member is ill? What do you think is the reason the ghosts appear in the story?"
- › If there is time, ask students to tell you facts they know about Halloween and Día de los Muertos, or "Day of the Dead."

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.
- › Retelling the sequence of the first section's events strengthens comprehension.
- › Introducing new factual information makes connections to new knowledge.

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