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Please enjoy this complimentary excerpt from Shake Up Shared Reading, Grades PreK-3, by Maria Walther.

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# Read-Aloud Experiences at a Glance

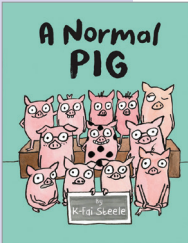
## Read-Aloud Experience Title:

To assist you in intentionally selecting picture books for your read-aloud experiences, I've categorized each read-aloud title by strategy and learning target. A complete list of titles and learning targets appears in the Learning Target Chart found on the companion website ([resources.corwin.com/shakeupsharedreading](https://resources.corwin.com/shakeupsharedreading)). It's nearly impossible to put a well-crafted picture book neatly into one category. My hope is to give you a starting point knowing that you'll let your students and their responses to the books be your guide.

**Book Title:** The 50 titles featured in this resource were selected to represent a range of recently published books and spotlight those written and illustrated by people who are from underrepresented and/or marginalized backgrounds.

**About the Book:** Here I include a teacher-focused summary of any insights I've learned about the author, illustrator, or behind-the-scenes tidbits about the creation or design of the book.

**Learning Targets:** This section will help you zero in on what you are aiming for students to be able to know and do as a result of the experience.



**A Normal PIG**  
K-Fla Steele


**Read-Aloud Experience: Be Who You Are**

**Book Title:** *A Normal Pig* (Steele, 2019)

**About the Book:** Pip the pig is satisfied being her normal self until a new pig joins the class. After the new pig teases Pip about her lunch and her artwork, she comes home upset and lashes out at her family. Pip's wise mom senses the problem and suggests a family trip to a museum in the city. There, Pip realizes that being "normal" doesn't mean being the same as everyone else.

To find a book like this one, look for the following:

- Characters developing self-awareness
- Stories with themes that will resonate with your learners



**Learning Targets:**

- I notice the words and actions of characters in a book.
- I think about how my words and actions make me who I am.

**Comprehension Conversation**

**Before Reading**

**Notice the Cover Illustration**

What do you suppose the pigs on the cover are doing? [Taking a class picture.] What else do you notice? Which pig would you say is the "normal" pig? [Listen to students' thoughts.] There are some hints on the book casing, the endpapers, and the title page that might make you rethink your first answer. [Glance at those book parts, and then discuss any new insights students have gleaned from the illustrations.]

**Set a Purpose:** The title of this book is *A Normal Pig*. While enjoying this story together, we're going to ponder the meaning of the word *normal*.

**During Reading**

- *Then one day, a new pig came to school* page: What changed on this page? How do you think the new pig's comments made Pip feel?
- *When her parents asked her what was wrong* page: Is it Pip's parents' fault she's upset? Notice what she is drawing. [A house.] Why do you suppose she's drawing a house? [Maybe because the new pig made fun of her unique house drawing in art class.]
- *At the playground, all the pigs looked so different* page: Why do you think Pip's mom wanted to take her to the city? When you compare the kids on the city playground to the ones on Pip's school playground, what do you notice? [Flip back to the first page to compare. Listen and respond to students' insights about rich diversity found in the city park compared to that found on Pip's school playground.]
- *When they got home, Pip was feeling better* page: Which events do you think caused Pip to change her mind about wanting a "normal" lunch? Think and talk about this question with a friend.

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## Comprehension Conversation

### Before Reading

#### Notice the Cover Illustration:

Take a moment to glance at the book cover that appears with each read-aloud experience. In this part, I guide you in previewing the book. This preview might include noticing the artistic and design techniques used on the book jacket and, if applicable, on the book casing (the hard cover underneath the paper book jacket), pondering the connection between front and back cover, discussing the title, and exploring other ideas to build excitement and invite wonder.

**Set a Purpose:** View the purpose statement like an invitation to your listeners to inquire and investigate something in the book. The purpose statement will align with the learning target(s).

#### Bracketed Text

The text that appears in brackets includes teaching tips and other insights that are directed at you, the teacher, rather than the students.

### During Reading

Because most picture books don't have page numbers, I use the first few words on the top of the left-hand page to point you in the right direction. As to not disrupt the flow of your read aloud, I've included only a handful of questions at critical key points. In my opinion, asking too many questions distracts your listeners. It is better to let the author and illustrator magic do the job!

**After Reading**

- Can you infer that the author, K-Fai [Kay-Fy] Steele, was trying to teach you about the word *normal*? If someone asks you what the word *normal* means, what would you say?
- Let's go back to the museum page to translate what the pigs are saying in their own languages. [The author provides translations on the copyright page.]

**Extend the Experience**

- On this blank sheet of paper, draw or write any big ideas or lessons you learned from listening to this story.
- Remember the page when Pip was thinking about all of the things she could do when she grew up. Divide a piece of paper into half, and write or draw about two things you want to do when you grow up. For an extra challenge, flip to the back and share two other possibilities.

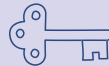
**Similar Titles**

- **Avocado Asks: What Am I? (Abe, 2020)**

**About the Book:** A little girl points at Avocado and asks, "Is an avocado a fruit or a vegetable?" This sends Avocado on a journey of self-discovery. Just when Avocado is feeling lost and alone, Tomato helps Avocado celebrate being a unique individual. This book pairs nicely with *Ogilvy* (Underwood, 2019a).

- **Fred Gets Dressed (Brown, 2021)**

**About the Book:** Fred bounds through his house "naked and wild and free" until he comes to his parents' closet. When the clothes on his dad's side don't quite work, he has better luck with one of his mom's outfits. After he adds some lipstick (on his cheek), his parents find him and, without judgment or hesitation, join in the dress-up fun.

**Key Vocabulary and Kid-Friendly Definitions:**

- *respond*: to answer or react in some way
- *usual*: the most common way

online resources

View the author talking about *A Normal Pig* resources.corwin.com/shakeupshreading

**After Reading**

The concluding questions and conversation starters bring the experience full circle by drawing students' attention back to the purpose of the read aloud (other than simply for fun!). Their intention is to prompt students to apply what they've learned from this book to their lives, their learning, or their own writing.

**Key Vocabulary and Kid-Friendly**

**Definitions:** When highlighting vocabulary during a read aloud, it is helpful to provide kid-friendly definitions. In this feature, you will find key words along with a definition to share with your learners.

**Extend the Experience:** The extension will differ based on where the text and conversation naturally lead. For consistency and to assist you with your planning, they will follow this pattern: the first extension will align with the learning target and purpose statement, and the second extension will vary (for a brief explanation, see page 13.)

**Similar Titles:**

I scoured my independent bookstore and public library shelves to find related titles with comparable themes that lead students to similar read-aloud conversations. You might choose to read these titles to reinforce learning targets, compare and contrast with the featured title, or continue the conversation with a small group of students. Note that when a text set is featured, the similar titles section does not appear.