



# Interactive Read Aloud

with CLASS® Concepts

# Welcome to Teachstone's Interactive Reading Guide with CLASS<sup>®</sup> Concepts

## How to use the guide:

This guide is meant to help you enhance the experience of reading with children. The ideas in the guide will help you make the most of story time, supporting children's learning and engaging with them in a meaningful way.

When planning for story time, begin by reading the book. Then, read this guide. Choose the ideas you think will be most helpful based on what you know about the children you are reading to. It is not recommended that you use all of the ideas in the guide at once, as this may disrupt the flow of the story.

## What is CLASS<sup>®</sup>?:

CLASS stands for the Classroom Assessment Scoring System. Developed in 2008 at the University of Virginia, it is a research-driven tool used to improve how teachers interact with children every day to cultivate supportive, structured, and engaging classroom experiences.

The CLASS framework is divided into three domains: Emotional Support, Classroom Organization, and Instructional Support. Each domain is subdivided into several dimensions. This guide offers suggestions on using strategies from each of the CLASS dimensions listed below.

### Emotional Support:

Positive Climate (PC)

Teacher Sensitivity (TS)

Regard for Student Perspectives (RSP)

### Classroom Organization:

Behavior Management (BM)

Productivity (P)

Instructional Learning Formats (ILF)

### Instructional Support:

Concept Development (CD)

Quality of Feedback (QF)

Language Modeling (LM)

## COVER PAGE

The title of this book is “Beautiful.” What does the word “beautiful” mean to you? What do you think being beautiful looks and sounds like? Look at the picture on the front cover. It has many pictures of beautiful girls on it. What are some beautiful things you notice about the girls on the front cover? (RSP, LM)

## PICTURE WALK:

Before we read the words in this book, let’s look at the pictures that the illustrator drew to help tell her story. This is just like the pictures you draw to illustrate your stories. As we flip through the book and look at the pictures, what do you think this story is going to tell us about all the many ways we are beautiful? What are some interesting things you notice about the pictures in this book? I can’t wait to hear your thoughts! (RSP, PC, LM)

## DEDICATION PAGE:

This book is dedicated to several girls. What do you think it means to “dedicate” a book to someone? Dedicating a book to someone is a way of saying you were thinking of them when they wrote it and they are very special to you. What do you think it means to be someone’s “inspiration”? When someone is your inspiration that means they give you the ideas and confidence to do something. If you were writing a book about being beautiful, who would you dedicate it to? Who would be your inspiration when drawing the pictures? Maybe when we finish reading this book we can draw pictures of us doing fun things that makes us feel beautiful and strong and confident and we can dedicate our drawings to someone who helps to make us feel that way. (RSP, CD, LM)

## THE PERFECT LOOK:

What do you think the author means when she says, “Beautiful girls have the perfect look”? What might “the perfect look” mean? Let’s look at the pictures to get some ideas. What do you notice about the drawings of girls with “the perfect look”? Yes, they get dressed up, they get messy, they hang out with friends, they climb fences and wear cool sunglasses. You know what I see when I look at all of you? I see that each of you has the perfect look, too! We all are good friends, we like to play together and we definitely know how to get messy and have fun together! (PC, LM, RSP)

## MOVE GRACEFULLY:

What do you see the girls in these pictures doing? What sports are they playing? What is interesting to you about how these girls are moving gracefully in the pictures? Sometimes people might think that some sports are only for certain people. But we know that’s not true, right? Children can play any kind of sports they want to. Maybe there is a sport or a game you like that your friend has never tried before. How can you help your friend try something new? Let’s turn to a partner and share our ideas! (RSP, CD, LM)

## SMART STYLE:

I wonder what it means to have a “smart style?” Do any of you have any ideas? What do you see in the pictures that might give you a clue? What kind of things do kids with a smart style do? What is your smart style? What’s something you could do in center time or on the playground today to enjoy your smart style? I can’t wait to see what you all do today to show me! (RSP, CD, LM)

## MIRROR:

What do you think is happening with this mirror? Have you ever looked in a mirror like this before? Where do we see mirrors like this? A funhouse at a carnival, fair, or festival is one example. These special mirrors are really fun to look into because they distort what people look like in the mirror. When you stand in front of the mirror, they stretch parts of you and squish other parts close together. I think it would be fun to do this with playdough faces. Maybe later today some of you might want to make some faces out of playdough with me and then we could stretch and squish parts of it to look like the image in a funhouse mirror. Wouldn't that be fun?! I'm excited to see what kinds of silly faces we create together! (PC, RSP, CD, LM)

## COMPLIMENTS:

What do we know about compliments? What do they sound like? How does it feel to get a compliment? How does it feel to give a compliment to a friend? Let's brainstorm all of the compliment words we can think of. (Write a list of children's words.) Let's practice giving compliments to our friends. I'll play some fun music for a minute and you can practice moving "gracefully" around the classroom. Remember graceful movers don't touch other people or other things as they move. When I stop the music I want you to find a friend standing near you and give them a nice compliment that will make them smile and feel good. (Repeat out loud some of the compliments given around the room. Then play the compliment game a few more times for kids to move around again and form new pairs.) I heard such beautiful compliments just like in our story. How do you think it would make us feel if we tried to give compliments every day? Let's do it! (PC, RSP, CD, LM)

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Learn more about how CLASS® can help your program improve teacher-child interactions at [www.teachstone.com](http://www.teachstone.com) or give us a call at 877-401-8007.