

Lesson 11: Readers Use Their “Inner Voice” to Help Them Understand

Supplies Needed:

- Read aloud book of choice (Think carefully about this. It will need to be a story that evokes emotion and questions...one that will be easy to use to model how to use an “inner voice”.)
- Post-It notes
- Marker (fine tip, dark color)
- Individual student book bags or baskets

Procedure:

- Ask students if they have an idea of what their “inner voice” is. After taking some ideas, share with them that their inner voice is simply their thinking about what is happening around them or about what they are doing.
- Pose some scenarios and ask the students what their inner voice is saying. Possible scenarios:
 - You are playing outside and you see another child bullying someone in your class. What is your inner voice telling you? (That is wrong. I need to help or to tell an adult what is happening.)
 - Your teacher is giving a math lesson, but nothing is making sense. What is your inner voice telling you? (I need to pay attention or I need to raise my hand and ask my teacher to help me understand better.)
 - You are drawing a picture very quickly and not taking your time. It doesn't look like you want it to look and the coloring is outside the lines. What is your inner voice telling you? (I need to slow down and fix it or start over.)
- Share with the students that they will always need to use their inner voice while reading too. They ALWAYS need to “listen” to what the “voice” is telling them about whether they are understanding what is going on in a book and what they should do if they don't.

- Start reading your chosen book aloud to the students. At various points in the story, stop and share your thinking with the students. As you do this, write your thoughts on Post-It notes and place them in the book at the points where you had those thoughts or questions. Ask students how they should handle those situations.
- Here are some possible “inner voice” questions or comments you could use:
 - That word didn’t seem to fit in the sentence/didn’t sound right to me. (Write on a Post-It note and place it in the book at the designated part.) What should I do? (Reread, use my strategies, use clues from the sentence to help me figure it out. What word would makes sense right there in the story?)
 - This part of the story confused me. (Write on Post-It note and place it in the book at the designated part.) What should I do? (Go back and reread.)
 - This part makes me wonder about what will happen to the character in the future. (Write on Post-It note...) What should I do? (Make a prediction and then read on to find out if my prediction is correct.)
 - The character did something that I don’t agree with. (Write on a Post-It note...) What should I do? (Ask myself how I would handle it differently.)
 - The author made a change in the story that was unexpected. (Write on a Post-It note...) What should I do? (Ask myself what I thought was going to happen and if I agree with how the author chose to handle the situation. What would I do differently?)
 - I’m having trouble understanding what the author is saying. (Write on a Post-It note...) What should I do? (Reread and use the author’s words to visualize – make a picture in my head – of what is happening.)
- Give each student three or four Post-It notes and tell them that their task today is to find places in the story where their “inner voice” is telling them they don’t agree with or understand something. They will

need to write their question/observation on the Post-It and place it in the book at the appropriate spot.

- During sharing time, have several students share their Post-It observations/questions. What did their “inner voice” tell them during the part and how did they choose to move ahead in their reading.

Notes: _____
