

# Enhancing Vocabulary and Comprehension Through an Interactive Read-Aloud Routine: Lesson Plans

## Read-Aloud Text

*Alexander and the Terrible, Horrible, No Good, Very Bad Day*

## Author

Judith Viorst

## Lesson Overview

This set of documents is designed to guide teachers in planning weekly interactive read-aloud lessons that support English learners in building vocabulary depth and comprehension skills.

## Materials and Instructions for Teachers

This set of materials includes the following:

- A lesson plan for the read-aloud text
- Printable sticky notes of lesson components for each day of the lesson
- Vocabulary cards with visuals and student-friendly definitions

## How to Use the Materials

Teachers can use the **lesson plan** for guidance on how to divide each text over multiple days, and to plan vocabulary, oral language, and comprehension development activities for each day.

Teachers can use the **sticky note template** to insert components of the lesson plan into the read-aloud text. To use, print one page of the template and then place a regular sized sticky-note in each of the six boxes on the page. Run the template with the sticky-notes through the printer, printing it again. Unpeel the sticky notes from the page and insert them on the appropriate pages of the read-aloud text.

Teachers can print the **vocabulary cards and visuals** for each of the target vocabulary words covered in the lesson. Teachers use these vocabulary cards when presenting and teaching the new words and can post the cards on a classroom word wall.

## Lesson Plan

**Title:** *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

**Author:** Judith Viorst

### Vocabulary and Stems

#### Chunk 1: pages 1–9

**scrunch:** to squeeze into a small space  
*You can be **scrunched** in \_\_\_\_.*

**invisible:** something that cannot be seen  
*Something I would like to be **invisible** is \_\_\_\_.*

What decisions does Alexander make in the morning that start his day off bad?

Why do you think Alexander blames others for what happens to him?

Alexander has a bad morning when a lot of things he does lead bad things to happen to him. He feels sorry for himself and wishes he were in Australia.

What do you predict will happen next in the story?

Turn to your partner and tell him or her about your prediction.

Write about it in your reading response journal.

#### Chunk 2: pages 10–19

**double-decker:** something with two levels  
*I would like a **double-decker** \_\_\_\_.*

**scold:** to criticize someone in an angry way, especially a child when they have done something wrong  
*Kids get **scolded** for \_\_\_\_.*

Look at the pictures. How do you think Alexander is feeling? Why?

Why do you think Alexander says he wants to go to Australia?

Alexander continues to have bad luck and bad things happen to him that make him think he is being picked on.

After previewing the pictures, what do you predict will happen tomorrow?

Turn to your partner and tell him or her about your prediction.

Write about it in your reading response journal.

## Lesson Plan

**Title:** *Alexander and the Terrible, Horrible, No Good, Very Bad Day*

**Author:** Judith Viorst

### Vocabulary and Stems

**Chunk 3:** pages 20–30

**sneakers:** a type of light, soft shoe with a rubber sole  
*I would like **sneakers** with \_\_\_\_\_.*

**drain:** a pipe that carries water or waste liquids away  
*There is a **drain** in \_\_\_\_\_.*

### Questions

How does Alexander's mom try to make him feel better?  
Do you think tomorrow will be a better day for Alexander?  
Why or why not?

### Example Gist

Alexander feels sorry for himself for all of the bad things that keep happening to him. His mom makes him feel better by telling him that everyone has a bad day sometimes.

### Lesson Closure

Write about a time you had difficulty with something or had a bad day. Who helped you?  
Turn to your partner and tell him or her about it.  
Write about it in your reading response journal.

## Previewing Activity

Make a prediction. What do you think the story will be about based on the title and pictures?

Turn to your partner and tell him or her about it.

## Questions

Look at the pictures. How do you think Alexander is feeling? Why?

Why do you think Alexander says he wants to go to Australia?

## Vocabulary

**scrunch:** to squeeze into a small space

**invisible:** something that cannot be seen

## Example Gist

Alexander has a bad morning when a lot of things he does lead bad things to happen to him. He feels sorry for himself and wishes he were in Australia.

## Sentence Frames

You can be **scrunched** in \_\_\_\_\_.

Something I would like to be **invisible** is \_\_\_\_\_.

## Lesson Closure

What do you predict will happen next in the story?

Turn to your partner and tell him or her about your prediction.

Write about it in your reading response journal.

## Previewing Activity

Review the gist from yesterday's reading.

## Questions

Look at the pictures. How do you think Alexander is feeling? Why?

Why do you think Alexander says he wants to go to Australia?

## Vocabulary

**double-decker:** something with two levels

**scold:** to criticize someone in an angry way, especially a child when they have done something wrong

## Example Gist

Alexander continues to have bad luck and bad things happen to him that make him think he is being picked on.

## Sentence Frames

*I would like a **double-decker** \_\_\_\_\_.*

*Kids get **scolded** for \_\_\_\_\_.*

## Lesson Closure

After previewing the pictures, what do you predict will happen tomorrow?

Turn to your partner and tell him or her about your prediction.

Write about it in your reading response journal.

## Previewing Activity

Review the gist from yesterday's reading.

## Questions

How does Alexander's mom try to make him feel better?

Do you think tomorrow will be a better day for Alexander? Why or why not?

## Vocabulary

**sneakers:** a type of light, soft shoe with a rubber sole

**drain:** a pipe that carries water or waste liquids away

## Example Gist

Alexander feels sorry for himself for all of the bad things that keep happening to him. His mom makes him feel better by telling him that everyone has a bad day sometimes.

## Sentence Frames

*I would like **sneakers** with \_\_\_\_\_.*

*There is a **drain** in \_\_\_\_\_.*

## Lesson Closure

Write about a time you had difficulty with something or had a bad day. Who helped you?

Turn to your partner and tell him or her about it.

Write about it in your reading response journal.