

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

Read-Aloud Text
A Bad Case of Stripes

Author
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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: A Bad Case of Stripes

Author: David Shannon

Vocabulary and Stems

Questions

Example Gist

Lesson Closure

Chunk 1: pages 1–11

examine: to look at something carefully because you want to find out more about it

The doctor **examines** _____.

outfit: a set of clothes worn together; especially for a special occasion

My favorite **outfit** is _____.

twitch: if part of someone's body twitches, it makes a small, fast movement

I can **twitch** my _____.

Why do you think the students called Camilla a crayon?

How do you think Camilla is feeling?

Why?

While Camilla was getting ready for school she was

worried about what other kids would

think of her **outfit**.

She screamed when she looked in the

mirror and was

covered with stripes.

She stayed home

so a doctor could

examine her.

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.

Chunk 2: pages 12–19

mumble: to say something too quietly or not clearly enough so that other people cannot understand you

People **mumble** because _____.

expert: someone who has a special skill or special knowledge of a subject because someone taught them

and they practiced a long time

Some types of **experts** are _____.

specialist: someone who knows a lot about a particular subject or is very good at a particular thing

A **specialist** is someone who _____.

Why were the students afraid to be in the same

classroom as

Camilla?

How do you think

Camilla felt when

the specialists and

experts came?

Why?

The kids at school made fun of Camilla

and she was a

distraction so the

principal asked that

she stay home.

Specialists and

experts came to

try to get rid of her

stripes.

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: A Bad Case of Stripes

Author: David Shannon

Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 3: pages 20–27			
<p>cure: a medicine or medical treatment that makes an illness go away</p> <p>A cure is _____.</p> <p>recognize: to know who someone is or what something is</p> <p>People couldn't recognize Camilla because_____.</p> <p>sob: to cry noisily while breathing in short, sudden bursts</p> <p>She began sobbing because _____.</p>	<p>Why did Camilla's mom sob?</p> <p>Do you think the woman at the door will be able to help Camilla?</p> <p>How do you think she will help her?</p>	<p>No one could figure out a cure for Camilla's stripes and people could barely recognize her: Camilla's mom began to sob when things just kept getting worse.</p>	<p>What do you predict will happen in the story tomorrow? Why?</p> <p>Turn to your partner and tell him or her about your prediction.</p> <p>Write about it in your reading response journal.</p>
Chunk 4: pages 28–32			
<p>container: something such as a box or bowl that you use to keep things in</p> <p>A container can hold _____.</p> <p>compare: to examine or judge two or more things to show how they are similar to or different from each other</p> <p>I can compare _____.</p> <p>vanish: to disappear suddenly, especially in a way that someone cannot explain</p> <p>The stripes vanished because _____.</p>	<p>How have Camilla's feelings toward lima beans changed in the story? How do you know?</p> <p>Why do you think the author wrote this story?</p>	<p>A woman came to the door with a container of lima beans. Camilla ate the lima beans and her stripes vanished. She learned she shouldn't worry about what other people think.</p>	<p>Have you ever had a time when you were nervous or embarrassed about something?</p> <p>Turn to your partner and tell him or her about your experience.</p> <p>Write about it in your reading response journal.</p>

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

Why do you think the students called Camilla a crayon?

How do you think Camilla is feeling? Why?

Vocabulary

examine: to look at something carefully because you want to find out more about it

outfit: a set of clothes worn together, especially for a special occasion

twitch: if part of someone's body twitches, it makes a small, fast movement

Example Gist

While Camilla was getting ready for school she was worried about what other kids would think of her **outfit**. She screamed when she looked in the mirror and was covered with stripes. She stayed home so a doctor could **examine** her.

Sentence Frames

The doctor **examines** _____.

My favorite **outfit** is _____.

I can **twitch** my _____.

Lesson Closure

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

Why were the students afraid to be in the same classroom as Camilla?

How do you think Camilla felt when the specialists and experts came? Why?

Vocabulary

mumble: to say something too quietly or not clearly enough so that other people cannot understand you

expert: someone who has a special skill or special knowledge of a subject because someone taught them and they practiced a long time

specialist: someone who knows a lot about a particular subject or is very good at a particular thing

Example Gist

The kids at school made fun of Camilla and she was a distraction so the principal asked that she stay home. **Specialists** and **experts** came to try to get rid of her stripes.

Sentence Frames

People **mumble** because _____.

Some types of **experts** are _____.

A **specialist** is someone who _____.

Lesson Closure

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

Why did Camilla's mom sob?
Do you think the woman at the door will be able to help Camilla?
How do you think she will help her?

Vocabulary

cure: a medicine or medical treatment that makes an illness go away

recognize: to know who someone is or what something is

sob: to cry noisily while breathing in short sudden bursts

Example Gist

No one could figure out a **cure** for Camilla's stripes and people could barely **recognize** her. Camilla's mom began to **sob** when things just kept getting worse.

Sentence Frames

A **cure** is _____.

People couldn't **recognize** Camilla because _____.

She began **sobbing** because _____.

Lesson Closure

What do you predict will happen tomorrow? Why?

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 have Camilla's feelings toward lima beans changed in the story? How do you know? Why do you think the author wrote this story?

Vocabulary

container: something such as a box or bowl that you use to keep things in

compare: to examine or judge two or more things to show how they are similar to or different from each other

vanish: to disappear suddenly, especially in a way that someone cannot explain

Example Gist

A woman came to the door with a **container** of lima beans. Camilla ate the lima beans and her stripes **vanished**. She learned she shouldn't worry about what other people think.

Sentence Frames

A **container** can hold _____.

I can **compare** _____.

The stripes **vanished** because _____.

Lesson Closure

Have you ever had a time when you were nervous or embarrassed about something?

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

Write about it in your reading response journal.