

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

## Read-Aloud Text

*Crysanthemum*

## Author

Kevin Henkes

## 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: *Crysanthemum*

Author: Kevin Henkes

| Vocabulary and Stems   |  | Questions  | Example Gist  | Lesson Closure  |
|--|--|--|---|---|
| Chunk 1: pages 1–13  |  |  |   |   |
| <b>wilt:</b> to become weak or tired<br>She <b>wilted</b> when ____.                                       |  | How did Crysanthemum's feeling about her name change when she got to school?<br><br>Why do you think the students are giggling when they hear Crysanthemum's name? | Crysanthemum was excited about her name until she went to school and kids made fun of her name because it <b>scarcely</b> fit on her name tag. She <b>wilted</b> .    | What do you predict will happen next in the story?<br>Turn to your partner and tell him or her about your prediction.<br>Write about it in your reading response journal.                       |
| Chunk 2: pages 14–23   |  |  |   |   |
| <b>pleasant:</b> enjoyable or nice and making you feel happy<br>Something that is <b>pleasant</b> is ____. |  | What did her parents do to make her feel better?<br><br>Why was Crysanthemum happy when she dreamed her name was Jane?   | Crysanthemum has a <b>pleasant</b> dream that her name is shorter. When kids keep making fun of her name her parents reassure her that they are just <b>envious</b> . | After previewing the pictures, what do you predict will happen tomorrow?<br>Turn to your partner and tell him or her about your prediction.<br>Write about it in your reading response journal. |

## Lesson Plan

Title: *Crysanthemum*

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### Vocabulary and Stems

#### Chunk 3: pages 24–32

**pluck:** to pull something quickly in order to remove it  
*A flower can be **plucked** from \_\_\_\_.*

**possession:** a thing you own or have with you  
*Some of my **possessions** are \_\_\_\_.*

**route:** a way from one place to another  
*The **route** I take to school is \_\_\_\_.*

### Questions

What does her music teacher do to make her feel better?

How did the kids' feelings toward Crysanthemum change?

Crysanthemum's teacher makes her feel better and changes the other kids' thinking when she points out that her name is almost as long as hers and she names her new baby Crysanthemum.

How did Crysanthemum's thinking about her name change throughout the story?

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

Write about it in your reading response journal.

### Example Gist

### Lesson Closure

## 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

How did Crysanthemum's feeling about her name change when she got to school?

Why do you think the students are giggling when they hear Crysanthemum's name?

## Vocabulary

**wilt:** to become weak or tired

**scarcely:** in a way that almost doesn't happen

## Example Gist

Crysanthemum was excited about her name until she went to school and kids made fun of her name because it **scarcely** fit on her name tag. She **wilted**.

## Sentence Frames

She **wilted** when \_\_\_\_\_.

Her name **scarcely** \_\_\_\_\_.

## 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

What did her parents do to make her feel better?

Why was Crysanthemum happy when she dreamed her name was Jane?

## Vocabulary

**pleasant:** enjoyable or nice and making you feel happy

**envious:** wanting something that someone else has

## Example Gist

Crysanthemum has a **pleasant** dream that her name is shorter. When kids keep making fun of her name her parents reassure her that they are just **envious**.

## Sentence Frames

Something that is **pleasant** is \_\_\_\_\_.

I am **envious** when \_\_\_\_\_.

## 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

What does her music teacher do to make her feel better?

How did the kids' feelings toward Crysanthemum change?

## Vocabulary

**pluck:** to pull something quickly in order to remove it

**possession:** a thing you own or have with you

**route:** a way from one place to another

## Example Gist

Crysanthemum's teacher makes her feel better and changes the other kids' thinking when she points out that her name is almost as long as hers and she names her new baby Crysanthemum.

## Sentence Frames

A flower can be **plucked** from \_\_\_\_\_.

Some of my **possessions** are \_\_\_\_\_.

The **route** I take to school is \_\_\_\_\_.

## Lesson Closure

How did Crysanthemum's thinking about her name change throughout the story?

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

Write about it in your reading response journal.