

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

## Read-Aloud Text

*In My Family*

## Author

Carmen Lomas Garza

## 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: *In My Family*

Author: Carmen Lomas Garza

Vocabulary and Stems		Questions	Example Gist	Lesson Closure
Chunk 1: pages 1–11				
<p><b>protect:</b> to keep someone or something safe from harm, damage, or illness <i>Something that protects us from the weather is ____.</i></p> <p><b>surface:</b> a flat area on the top of a cupboard, table, desk, etc., that you might use for cooking or working on <i>A surface I use is ____.</i></p> <p><b>comforting:</b> making you feel less worried, unhappy, or upset <i>It is comforting when ____.</i></p>	<p>Why do you think her brother wasn't worried about being stung by the fire ants?</p> <p>Do you think family is important to the author? Why?</p>	<p>The author uses her art to remember and describe her experiences with horned toads, cleaning nopalitos, making empanadas, and attending her sister's birthday party.</p>	<p>What are some other things we might learn or you would be interested in learning about the author tomorrow?</p> <p>Turn to your partner and tell him or her about it. Write about it in your reading response journal.</p>	
Chunk 2: pages 12–21				
<p><b>communicate:</b> to express your thoughts and feelings clearly so that other people understand them <i>We communicate by ____.</i></p> <p><b>injury:</b> a wound or damage to part of your body caused by an accident or attack <i>If I have an injury, I can ____.</i></p> <p><b>astonished:</b> to be very surprised about something <i>I was astonished when ____.</i></p>	<p>How do you think the author and her family felt when her brothers put flour in the cascarones?</p> <p>How did the healer help the author's sister and mother?</p>	<p>The author shared her memories about Easter eggs, her father's <b>injury</b>, how the healer helped her mother and sister <b>communicate</b>, and a special story her grandmother liked to tell.</p>	<p>What was something new you learned about the author today? Do you have any similar memories?</p> <p>Turn to your partner and tell him or her about it. Write about it in your reading response journal.</p>	

## Lesson Plan

Title: *In My Family*

Author: Carmen Lomas Garza

### Vocabulary and Stems

#### Chunk 3: pages 22–31

**image:** in the same form or shape as someone or something else

An **image** can be made with \_\_\_\_\_.

**fringe:** a decorative edge of hanging threads on a curtain, piece of clothing, etc.

There can be **fringe** on \_\_\_\_\_.

**opportunity:** a chance to do something  
I would like an **opportunity** to \_\_\_\_\_.

### Questions

How did the author use her paintings in the book?  
Do you think she is proud of the experiences she had? Why?

### Example Gist

She shared family memories about a miracle, an afternoon at her grandmother's house, a wedding, and a dance she attended that all showed her connection with her family.

### Lesson Closure

The author shared her special memories and traditions through her art and writing. What are some special traditions and/or memories you have? Draw an illustration and write about it.

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

Why do you think her brother wasn't worried about being stung by the fire ants?

Do you think family is important to the author? Why?

## Vocabulary

**protect:** to keep someone or something safe from harm, damage, or illness

**surface:** a flat area on the top of a cupboard, table, desk, etc., that you might use for cooking or working on

**comforting:** making you feel less worried, unhappy, or upset

## Example Gist

The author uses her art to remember and describe her experiences with horned toads, cleaning nopalitos, making empanadas, and attending her sister's birthday party.

## Sentence Frames

Something that **protects** us from the weather is \_\_\_\_\_.

A **surface** I use is \_\_\_\_\_.

It is **comforting** when \_\_\_\_\_.

## Lesson Closure

What are some other things we might learn or you would be interested in learning about the author tomorrow?

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

Write about it in your reading response journal.

## Previewing Activity

Review the gist from yesterday's reading.

## Questions

How do you think the author and her family felt when her brothers put flour in the cascarones?

How did the healer help the author's sister and mother?

## Vocabulary

**communicate**: to express your thoughts and feelings clearly so that other people understand them

**injury**: a wound or damage to part of your body caused by an accident or attack

**astonished**: to be very surprised about something

## Example Gist

The author shared her memories about Easter eggs, her father's **injury**, how the healer helped her mother and sister **communicate**, and a special story her grandmother liked to tell.

## Sentence Frames

We **communicate** by \_\_\_\_\_.

If I have an **injury**, I can \_\_\_\_\_.

I was **astonished** when \_\_\_\_\_.

## Lesson Closure

What was something new you learned about the author today? Do you have any similar memories?

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

Write about it in your reading response journal.

## Previewing Activity

Review the gist from yesterday's reading.

## Questions

How did the author use her paintings in the book?

Do you think she is proud of the experiences she had? Why?

## Vocabulary

**image:** in the same form or shape as someone or something else

**fringe:** a decorative edge of hanging threads on a curtain, piece of clothing, etc.

**opportunity:** a chance to do something

## Example Gist

She shared family memories about a miracle, an afternoon at her grandmother's house, a wedding, and a dance she attended that all showed her connection with her family.

## Sentence Frames

An **image** can be made with \_\_\_\_\_.

There can be **fringe** on \_\_\_\_\_.

I would like an **opportunity** to \_\_\_\_\_.

## Lesson Closure

The author shared her special memories and traditions through her art and writing. What are some special traditions and/or memories you have? Draw an illustration and write about it.

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

Write about it in your reading response journal.