

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

Read-Aloud Text

Julius, the Baby of the World

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: *Julius, the Baby of the World*

Author: Kevin Henkes

Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 1: pages 1–11			
insult: to upset someone by saying or doing something they think is rude Insulting someone <i>isn't nice</i> because _____. clever: able to learn and understand things quickly <i>I am clever and do well at _____.</i>	Why do you think Lilly wasn't as excited about Julius once he was born? What idea do you think Lilly has?	Lilly was excited about her brother Julius until he was born and her parents wanted him to be as clever as her. That made her jealous and she began insulting him.	Make a prediction. What do you think you think will happen with Lilly and Julius? Why? Turn to your partner and tell him or her about it. Write about it in your reading response journal.
Chunk 2: pages 12–17			
exist: to be real or alive <i>Lilly pretended her brother didn't exist</i> because _____. admire: to look at something and think how beautiful it is <i>I admire _____.</i>	Why do you think Lilly's parents were not as excited when she acted like Julius? How do you think Lilly's parents are feeling about her?	Lilly's parents admired Julius which made Lilly wish her brother didn't exist .	Make a prediction. What do you think will happen next? Why? Turn to your partner and tell him or her about it. Write about it in your reading response journal.

Lesson Plan

Title: *Julius, the Baby of the World*

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Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 3: pages 18–25 earn: to deserve something because of your actions or because of your hard work <i>I would like to earn _____.</i> uncooperative: not willing to work with or help someone <i>Lilly was uncooperative when _____.</i>	What are some ways Lilly's parents are trying to make her feel loved too? Do you think Lilly should be jealous of Julius? Why or why not?	Lilly was still not treating her brother nicely so her parents told her she earned time in the uncooperative chair as a consequence.	Make a prediction. How do you think the story will end? Why? Turn to your partner and tell him or her about it. Write about it in your reading response journal.
Chunk 4: pages 25–31 spread: a large meal for several guests on a special occasion <i>The spread of food had _____.</i> relatives: members of your family <i>A time I see my relatives is on _____.</i>	What made Lilly change her mind about Julius? Do you think Lilly's cousin was jealous too? Why or why not?	Lilly's relatives came to see Julius and there was a spread of food to celebrate. Lilly was mad when her cousin insulted Julius and it made her love her brother.	Write about a brother, sister, or relative you appreciate and explain why he or she is special to 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

Why do you think Lilly's parents were not as excited when she acted like Julius?

How do you think Lilly's parents are feeling about her?

Vocabulary

insult: to upset someone by saying or doing something they think is rude

clever: able to learn and understand things quickly

Example Gist

Lilly was excited about her brother Julius until he was born and her parents wanted him to be as **clever** as her. That made her jealous and she began **insulting** him.

Sentence Frames

***Insulting** someone isn't nice because ____.*

*I am **clever** and do well at ____.*

Lesson Closure

Make a prediction. What do you think you think will happen with Lilly and Julius? Why?

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

Why do you think Lilly's parents were not as excited when she acted like Julius?

How do you think Lilly's parents are feeling about her?

Vocabulary

exist: to be real or alive

admire: to look at something and think how beautiful it is

Example Gist

Lilly's parents **admired** Julius which made Lilly wish her brother didn't **exist**.

Sentence Frames

*Lilly pretended her brother didn't **exist** because _____.*

*I **admire** _____.*

Lesson Closure

Make a prediction. What do you think will happen next? Why?

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

What are some ways Lilly's parents are trying to make her feel loved too?

Do you think Lilly should be jealous of Julius? Why or why not?

Vocabulary

earn: to deserve something because of your actions or because of your hard work

uncooperative: not willing to work with or help someone

Example Gist

Lilly was still not treating her brother nicely so her parents told her she **earned** time in the **uncooperative** chair as a consequence.

Sentence Frames

*I would like to **earn** _____.*

*Lilly was **uncooperative** when _____.*

Lesson Closure

Make a prediction. How do you think the story will end? Why?

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

What made Lilly change her mind about Julius?

Do you think Lilly's cousin was jealous too? Why or why not?

Vocabulary

spread: a large meal for several guests on a special occasion

relatives: members of your family

Example Gist

Lilly's **relatives** came to see Julius and there was a **spread** of food to celebrate. Lilly was mad when her cousin insulted Julius and it made her love her brother.

Sentence Frames

The **spread** of food had _____.

A time I see my **relatives** is on _____.

Lesson Closure

Write about a brother, sister, or **relative** you appreciate and explain why he or she is special to you.

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

Write about it in your reading response journal.