

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

## Read-Aloud Text

*The Kissing Hand*

## Author

Audrey Penn

## 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: *The Kissing Hand*

Author: Audrey Penn

### Vocabulary and Stems

#### Chunk 1: pages 1–12

**strange:** unusual or surprising  
Something that is **strange** is \_\_\_\_\_.

**secret:** something that you hide or only a few people know about  
A **secret** is \_\_\_\_\_.

#### Chunk 2: pages 13–20

**tiny:** very, very small  
Some **tiny** things are \_\_\_\_\_.

**left:** on the left side  
With my **left hand**, I \_\_\_\_\_.

**lonely:** unhappy because you are alone or do not have anyone to talk to  
Chester was **lonely** because \_\_\_\_\_.

### Questions

What do you think the Kissing Hand is?

How do you know Chester is nervous to go to school?

Do you think the Kissing Hand will really jump off Chester's hand? Why or why not?

Why do you think Chester's mom told him the Kissing Hand would jump off his hand?

### Example Gist

Chester is nervous and sad and doesn't want to leave his mom to go to school. She starts to tell him about a **secret** called the Kissing Hand.

Mrs. Raccoon took Chester's **left** hand and kissed it right in the middle. She told Chester to press his hand against his cheek when he is sad and to remember that she loves him.

### 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.

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: *The Kissing Hand*

Author: Audrey Penn

### Vocabulary and Stems

#### Chunk 3: pages 21–31

**grin**: to smile widely  
I **grin** when \_\_\_\_\_.

**unfold**: if you unfold something that was folded, or if it unfolds, it opens out  
I **unfolded** the \_\_\_\_\_.

**center**: in the middle of something  
The **center** is \_\_\_\_\_.

### Questions

How did Chester's feelings about school change? How do you know?

How did Mrs. Raccoon's feelings about school change? How do you know?

### Example Gist

Chester loved the Kissing Hand and it helped him feel better at school. Chester took his mother's hand, **unfolded** it, and kissed her hand to give her the Kissing Hand too.

### Lesson Closure

Write about a time you were nervous or sad to do something. What made you feel better?

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

What do you think the Kissing Hand is?

How do you know Chester is nervous to go to school?

## Vocabulary

**strange:** unusual or surprising

**secret:** something that you hide or only a few people know about

## Example Gist

Chester is nervous and sad and doesn't want to leave his mom to go to school. She starts to tell him about a **secret** called the Kissing Hand.

## Sentence Frames

Something that is **strange** is \_\_\_\_\_.

A **secret** is \_\_\_\_\_.

## 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

Do you think the Kissing Hand will really jump off Chester's hand? Why or why not?

Why do you think Chester's mom told him the Kissing Hand would jump off his hand?

## Vocabulary

**tiny:** very, very small

**left:** on the left side

**lonely:** unhappy because you are alone or do not have anyone to talk to

## Example Gist

Mrs. Raccoon took Chester's **left** hand and kissed it right in the middle. She told Chester to press his hand against his cheek when he is sad and to remember that she loves him.

## Sentence Frames

Some **tiny** things are \_\_\_\_\_.

With my **left** hand, I \_\_\_\_\_.

Chester was **lonely** because \_\_\_\_\_.

## 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

How did Chester's feelings about school change? How do you know?

How did Mrs. Raccoon's feelings about school change? How do you know?

## Vocabulary

**grin:** to smile widely

**unfold:** if you unfold something that was folded, or if it unfolds, it opens out

**center:** in the middle of something

## Example Gist

Chester loved the Kissing Hand and it helped him feel better at school. Chester took his mother's hand, **unfolded** it, and kissed her hand to give her the Kissing Hand too.

## Sentence Frames

I **grin** when \_\_\_\_\_.

I **unfolded** the \_\_\_\_\_.

The **center** is \_\_\_\_\_.

## Lesson Closure

Write about a time you were nervous or sad to do something. What made you feel better?

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

Write about it in your reading response journal.