

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

Read-Aloud Text

Marianthe's Story: Painted Words

Author

Alkili Brandenburg

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: *Marianthe's Story: Painted Words*

Author: Alkili Brandenberg

Vocabulary and Stems

Chunk 1: pages 1–11

language: a system of communication by written or spoken words
*The **language**/s I is speak is/are ____.*
delighted: very pleased and happy
*I am **delighted** when ____.*
sputter: to make short, soft, uneven noises
*Mari hears **sputters** because ____.*

What type of person is Mama?
 How do you know?
 How do you think Mari is feeling?
 Why?

Mari is nervous to go to school because she speaks a different language. Her teacher **welcomes** her and is **delighted** she is in his class.

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.

Chunk 2: pages 12–23

scatter: if someone scatters a lot of things, or if things scatter; they are thrown or dropped over a wide area in an irregular way
*I **scattered** the ____.*
observation: the process of watching something or someone carefully for a period of time
*I make **observations** when ____.*
ignorance: lack of knowledge or information about something
*The boy shows **ignorance** in the story because ____.*

How did Mari communicate in her class?
 How did Mari's classmates make her feel welcome?

Mari struggled to communicate because she spoke a different language. A student made an **observation** that Mari could communicate using art. Most students were helpful, but one acted with **ignorance** towards her

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.

Lesson Plan

Title: *Marianthe's Story: Painted Words*

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Vocabulary and Stems

Chunk 3: pages 24–32

suspicion: a feeling you have that something is true
*Mr. Petrie had a **suspicion** that _____.*

heap: a lot of something
*There was a **heap** of _____.*

galore: in large amounts or numbers
*I would like to have _____ **galore**.*

Questions

How did Mari's feelings about school change from the beginning of the year? How do you know? What character traits of Mari's do you admire? Why?

Example Gist

Mari is learning and now able to describe a picture she drew in words. This motivates the class, Mari, and her mother to be writers.

Lesson Closure

Write about something that was difficult that you worked hard to overcome? What did you do?

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

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 type of person is Mama?

How do you know?

How do you think Mari is feeling?

Why?

Vocabulary

language: a system of communication by written or spoken words

delighted: very pleased and happy

sputter: to make short, soft, uneven noises

Example Gist

Mari is nervous to go to school because she speaks a different language. Her teacher **welcomes** her and is **delighted** she is in his class.

Sentence Frames

The **language/s** I *is speak is/are* _____.

I am **delighted** when _____.

Mari hears **sputters** because _____.

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

How did Mari communicate in her class?

How did Mari's classmates make her feel welcome?

Vocabulary

scatter: if someone scatters a lot of things, or if things scatter, they are thrown or dropped over a wide area in an irregular way

observation: the process of watching something or someone carefully for a period of time

ignorance: lack of knowledge or information about something

Example Gist

Mari struggled to communicate because she spoke a different language. A student made an **observation** that Mari could communicate using art. Most students were helpful, but one acted with **ignorance** towards her

Sentence Frames

*I **scattered** the _____.*

*I make **observations** when _____.*

*The boy shows **ignorance** in the story because _____.*

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

How did Mari's feelings about school change from the beginning of the year? How do you know?

What character traits of Mari's do you admire? Why?

Vocabulary

suspicion: a feeling you have that something is true

heap: a lot of something

galore: in large amounts or numbers

Example Gist

Mari is learning and now able to describe a picture she drew in words. This motivates the class, Mari, and her mother to be writers.

Sentence Frames

Mr. Petrie had a **suspicion** that _____.

There was a **heap** of _____.

I would like to have _____ **galore**.

Lesson Closure

Write about something that was difficult that you worked hard to overcome? What did you do?

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

Write about it in your reading response journal.