

Abuelo and the Three Bears

Enhancing Vocabulary and Comprehension Instruction through the ELITE Read-Aloud Routine

(adapted from Hickman, Pollard-Durodola, & Vaughn, 2004)

Routine Practice and Planning Template

I. Introduce/Preview the story and pre-teach 3-4 vocabulary words	
<p>Selecting vocabulary words to teach:</p> <p><i>Focus on high-utility words that can be used across contexts</i></p>	<p><u>Selected words to teach:</u></p> <p>Arrive, rushed, argue, stubborn</p>
<p>Preview story and vocabulary:</p> <p><i>Highlight text features/visuals and activate students' prior knowledge and experiences; make predictions</i></p> <p><i>Introduce and practice selected vocabulary words; present words in written form</i></p>	<p><u>Plan for previewing read-aloud text (questioning; making predictions):</u></p> <ol style="list-style-type: none"> 1. Show front and back of book 2. Ask students to predict what will happen. 3. TT- Talk about a time when your grandfather or someone in your family has told you a story. <p><u>Student friendly definitions for vocabulary words:</u></p> <ol style="list-style-type: none"> 1. arrive- to get to the place you are going to (mental image- arriving at school) 2. rushed- to move very quickly (kinesthetic) 3. argue- to disagree with each other in a strong way (kinesthetic) 4. stubborn- when someone doesn't like change (mental image- not wanting to come in from outside)
II. Read the passage out loud, focusing on literal and inferential comprehension	

<p>After reading, guide students in discussion of the content of the passage.</p> <p><i>Encourage students to use new vocabulary in discussing the text</i></p> <p><i>Facilitate students literal comprehension (retelling main events) and students' inferential comprehension (draw conclusions, make predictions based on story details and their own experiences).</i></p>	<p><u>Stems for guided discussion questioning:</u></p> <p>#1 probe for literal comprehension: Who are the main characters of the story?</p> <p>#2 probe for literal comprehension: What happens in the beginning of the story?</p> <p>#3 probe for inferential comprehension: How did Papa Bear feel when the beans were too hot to eat? Why do you think he felt angry?</p>
<p>III. Reread passage for, drawing attention on to the three vocabulary words</p>	
<p>Review, reteach, and extend vocabulary knowledge within the context of the story</p> <p><i>Check for students' recognition of new vocabulary</i></p> <p><i>Ask students to expand on word meanings and to create original sentences.</i></p>	<p><u>Sentence frames for scaffolding students' extended use of new vocabulary:</u></p> <p>I rushed to get home because _____.</p> <p>My friend can be stubborn when _____.</p>
<p>IV. Extend Comprehension, focusing on deep processing of vocabulary knowledge</p>	
<p>Create opportunities for students to generalize use of new vocabulary in relation to their own ideas and experiences</p>	<p><u>Question stems and frames for higher order thinking about text and new vocabulary (evaluating, analyzing, creating):</u></p> <p>Think about how Papa Bear was stubborn and tasted the beans even though Mama Bear told him they were too hot. Then, when they were too hot, he was angry and not happy. Think about a time when you have been stubborn and did not listen to your mom or dad. Talk about your experience with a partner using your new vocabulary words.</p>
<p>V. Summarize what was read and any content knowledge that was learned</p>	

<p>Summarize story purpose, main events and ideas.</p>	<p><u>Plan for extended use of new vocabulary throughout the day:</u> Review: <u>Story:</u> Abuelo and the Three Bears by Jerry Tello <u>Events:</u> Emilio is tired of waiting for his cousins so his father tells him a story to help pass the time. The story that Abuelo tells is the story of three bears who lived in the woods, Papa Bear, mama Bear and little Osito. They want to eat frijoles, but they are too hot so they go for a walk so that the frijoles can cool down. <u>Vocabulary words:</u> arrive, rushed, argue, stubborn</p>
<p>Last Day of Read-aloud Cycle: Extend knowledge and use of vocabulary words</p>	
<p>Review challenging words and participate in experiential activities using all of the target words</p>	<p>Do a shared writing of a new short story using the 4-5 hardest vocabulary words of the week.</p>