

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

Read-Aloud Text

The Name Jar

Author

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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 Name Jar*

Author: Yangsook Choi

Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 1: pages 1–14			
<p>strange: unusual or surprising Something strange is _____.</p> <p>character: a letter, mark, or sign used in writing, printing, or on a computer I use characters to _____.</p> <p>blush: to become red in the face, usually because you are embarrassed People blush when _____.</p>	<p>Have you ever felt nervous or excited like Unhei? Explain.</p> <p>Why do you think her grandmother gave her the pouch?</p>	<p>Unhei moved from Korea and was nervous to go to school. Her grandmother gave her a pouch that had a wooden block with characters on it. Everything looked strange to her. She blushed when the kids on the bus made fun of her name. A friend brought her into class and the teacher welcomed her.</p>	<p>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.</p>
Chunk 2: pages 15–22			
<p>counter: the place where you pay or are served in a shop, bank, or restaurant I went to the counter at the _____.</p> <p>unfold: if you unfold something that was folded, or if it unfolds, it opens out She unfolded the _____.</p> <p>wrinkle: to make the skin of your face form into lines or folds I wrinkled my _____.</p>	<p>What type of man was at the checkout counter? How do you know?</p> <p>What did Ralph give to Unhei? How did it make her feel? How do you know?</p>	<p>Unhei told her mom she wanted an American name. Her mom told her that her name was special and that a master helped them pick it. She went to school and found a glass jar full of names on her desk. Her friend Nate said she could pick any name she wanted. She unfolded the papers to read the names.</p>	<p>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.</p>

Lesson Plan

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Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 3: pages 23–30 pouch: a small leather, cloth, or plastic bag that you can keep things in <i>The pouch had _____.</i> signature: what you write when you sign your name <i>People put their signature on _____.</i> letter: a written or printed message that you usually put in an envelope and send in the mail <i>I would like to write a letter to _____.</i>	How are the students making Unhei feel welcome? How do you think Unhei felt when she got the letter from her grandmother? Why?	Unhei opened her pouch to show Joey a stamp that made her signature in Korean. Her friends continued to add names to her name jar. She received a special letter from her grandma. She went back to the store to visit Mr. Kim and ran into her friend Joey.	What do you predict will happen in the story tomorrow? Why? Turn to your partner and tell him or her about your prediction. Write about it in your reading response journal.
Chunk 4: pages 31–37			
customer: someone who buys goods or services from a shop <i>We are customers at _____.</i> single: only one <i>I have a single _____.</i> souvenir: an object that you buy or keep to remind yourself of a special occasion or a place you have visited <i>A type of souvenir is _____.</i>	How did Unhei's feelings change about her name in the story? How do you know? What are some things that happened in the story that helped Unhei feel more welcome?	The name jar was missing and there was only one single piece of paper on Unhei's desk. She told the class she picked her name, wrote it in English and Korean for them, and told them it means grace. Joey took the jar so she would pick her own name and also gave himself a Korean name that means <i>friend</i> .	When is a time when someone was a good friend to you or you were a good friend to someone else? 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

Have you ever felt nervous or excited like Unhei? Explain.

Why do you think her grandmother gave her the pouch?

Vocabulary

strange: unusual or surprising

character: a letter, mark, or sign used in writing or printing

blush: to become red in the face, usually because you are embarrassed

Example Gist

Unhei moved from Korea and was nervous to go to school. Her grandmother gave her a pouch that had a wooden block with **characters** on it. Everything looked **strange** to her. She blushed when the kids on the bus made fun of her name. A friend brought her into class and the teacher welcomed her.

Sentence Frames

Something **strange** is _____.

I use **characters** to _____.

People **blush** when _____.

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

What type of man was at the checkout counter? How do you know?

What did Ralph give to Unhei? How did it make her feel? How do you know?

Vocabulary

counter: the place where you pay or are served in a shop, bank, or restaurant

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

wrinkle: to make the skin of your face form into lines or folds

Example Gist

Unhei told her mom she wanted an American name. Her mom told her that her name was special and a master helped them pick it. She went to school and found a glass jar full of names on her desk. Her friend Nate said she could pick any name she wanted. She **unfolded** the papers to read the names.

Sentence Frames

I went to the **counter** at the _____.

She **unfolded** the _____.

I **wrinkled** my _____.

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 are the students making Unhei feel welcome?

How do you think Unhei felt when she got the letter from her grandmother? Why?

Vocabulary

pouch: a small leather, cloth, or plastic bag that you can keep things in

signature: what you write when you sign your name

letter: a written or printed message that you usually put in an envelope and send in the mail

Example Gist

Unhei opened her **pouch** to show Joey a stamp that made her **signature** in Korean. Her friends continued to add names to her name jar. She received a special **letter** from her grandma. She went back to the store to visit Mr. Kim and ran into her friend Joey.

Sentence Frames

The **pouch** had _____.

People put their **signature** on _____.

I would like to write a **letter** to _____.

Lesson Closure

What do you predict will happen in the story tomorrow? Why?

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 Unhei's feelings change about her name in the story?

How do you know?

What are some things that happened in the story that helped Unhei feel more welcome?

Vocabulary

customer: someone who buys goods or services from a shop

single: only one

souvenir: an object that you buy or keep to remind yourself of a special occasion or a place you have visited

Example Gist

The name jar was missing and there was only one single piece of paper on Unhei's desk. She told the class she picked her name, wrote it in English and Korean for them, and told them it means grace. Joey took the jar so she would pick her own name and also gave himself a Korean name that means *friend*.

Sentence Frames

We are **customers** at _____.

I have a **single** _____.

A type of **souvenir** is _____.

Lesson Closure

When is a time when someone was a good friend to you or you were a good friend to someone else?

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

Write about it in your reading response journal.