

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

Read-Aloud Text

Marianthe's Story: Spoken Memories

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: *Marianthe's Story: Spoken Memories*

Author: Ailiki Brandenberg

Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 1: pages 1–13			
<p>mourn: to feel very sad and to miss someone after they have died People mourn _____.</p> <p>famine: a situation in which a large number of people have little or no food for a long time and many people die A famine is _____.</p> <p>village: a very small town in the countryside Something you might find in a village is _____.</p>	<p>Why did Mama and Papa say Mari's birth date was the happiest day of their lives? Look at the pictures in the story. Why do you think some are in color and some are in black and white?</p>	<p>Mari shared her story of her village, being born, and the struggles her family faced in class during Life-Story Time.</p>	<p>What do you predict will happen next in the story? Turn to your partner and tell him or her about it. Write about it in your reading response journal.</p>
Chunk 2: pages 14–21			
<p>haul: to pull something heavy with a continuous steady movement You can haul _____.</p> <p>harvest: the time when crops are gathered from the fields or the act of gathering them Something that can be harvested is _____.</p> <p>gossip: information that is passed from one person to another about other people's behavior and private lives; it is often unkind and not true It is not nice to gossip because _____.</p>	<p>What type of people are Mari's parents? How do you know? Why did the family want to leave their village?</p>	<p>Mari's twin brothers were born and her family decided they wanted to leave the village so the children could get an education. The dad left first to set things up for the family.</p>	<p>After previewing the pictures, what do you predict will happen tomorrow? Turn to your partner and tell him or her about it. Write about it in your reading response journal.</p>

Lesson Plan

Title: *Marianthe's Story: Spoken Memories*

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Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 3: pages 22–30 journey: a time spent travelling from one place to another <i>I would like to go on a journey to _____.</i> recognize: to know who someone is or what something is <i>In the story, she recognized _____.</i> band: a group of people <i>I saw a band of people at _____.</i>	How did Mari's life change from the beginning of the story? What type of person is Mr. Petrie? How do you know?	Mari started school in her village. They were soon ready to make the long journey to her Papa and new school. Her teacher was thankful that they made the trip and she joined his class.	Mr. Petrie creates a welcoming classroom environment. Describe a teacher or adult who has helped you. What did that person do? 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 did Mama and Papa say Mari's birth date was the happiest day of their lives?

Look at the pictures in the story. Why do you think some are in color and some are in black and white?

Vocabulary

mourn: to feel very sad and to miss someone after they have died

famine: a situation in which a large number of people have little or no food for a long time and many people die

village: a very small town in the countryside

Example Gist

Mari shared her story of her **village**, being born, and the struggles her family faced in class during Life-Story Time.

Sentence Frames

People **mourn** _____.

A **famine** is _____.

Something you might find in a **village** is _____.

Lesson Closure

What do you predict will happen next in the story?

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 type of people are Mari's parents? How do you know?

Why did the family want to leave their village?

Vocabulary

haul: to pull something heavy with a continuous steady movement

harvest: the time when crops are gathered from the fields or the act of gathering them

gossip: information that is passed from one person to another about other people's behavior and private lives; it is often unkind and not true

Example Gist

Mari's twin brothers were born and her family decided they wanted to leave the village so the children could get an education. The dad left first to set things up for the family.

Sentence Frames

You can **haul** _____.

Something that can be **harvested** is _____.

It is not nice to **gossip** because _____.

Lesson Closure

After previewing the pictures, what do you predict will happen tomorrow?

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

How did Mari's life change from the beginning of the story?

What type of person is Mr. Petrie? How do you know?

Vocabulary

journey: a time spent travelling from one place to another

recognize: to know who someone is or what something is

band: a group of people

Example Gist

Mari started school in her village. They were soon ready to make the long **journey** to her Papa and new school. Her teacher was thankful that they made the trip and she joined his class.

Sentence Frames

*I would like to go on a **journey** to _____.*

*In the story, she **recognized** _____.*

*I saw a **band** of people at _____.*

Lesson Closure

Mr. Petrie creates a welcoming classroom environment. Describe a teacher or adult who has helped you. What did that person do?

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

Write about it in your reading response journal.