

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

## Read-Aloud Text

*Stellaluna*

## Author

Janell Cannon

## 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: *Stellaluna*

Author: Janell Cannon

### Vocabulary and Stems

#### Chunk 1: pages 1–15

**clutch:** to hold something tightly because you do not want to lose it  
I **clutched** \_\_\_\_.

**scent:** a smell that something has  
I like the **scent** of \_\_\_\_.

**clamber:** to climb or move slowly somewhere  
They **clambered** into \_\_\_\_.

Why was Mama Bird worried when she returned back to her nest?  
How is Stellaluna feeling about being with the birds?

Stellaluna fell from her mother's **clutch** and **clambered** into a nest of birds. She began acting like a bird and the birds started acting like bats.

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.

#### Chunk 2: pages 16–33

**anxious:** to be worried about something  
I am **anxious** when \_\_\_\_.

**obey:** to do what someone in authority tells you to do  
I **obey** \_\_\_\_.

**clumsy:** moving or doing things in a careless way  
One time I was **clumsy** was when \_\_\_\_.

How do you know Stellaluna is frustrated when she is trying to act like a bird?  
What do you think Stellaluna and her mom will do now that they have found each other?

Stellaluna promised to **obey** Mama Bird. She was **clumsy** when she acted like a bird. Some bats found her and one of them was her mom.

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.

## Lesson Plan

Title: *Stellaluna*

Author: Janell Cannon

### Vocabulary and Stems

#### Chunk 3: pages 34–45

**limb:** a large branch of a tree  
*Something that sits on the **limb** of a tree is \_\_\_\_\_.*

**perch:** to be in a position on top of something or on the edge of something  
***Perched** on the branch was a \_\_\_\_\_.*

**mystery:** a subject or activity that is very complicated, secret, or difficult to understand and that people want to learn about  
*A **mystery** is \_\_\_\_\_.*

### Questions

What are some characteristics that are the same and different between birds and bats?

What do the birds and Stellaluna learn from each other?

### Example Gist

Stellaluna's mom teaches her how to be a bat. Stellaluna and the birds think their differences are a **mystery** and decide that they are friends no matter what.

### Lesson Closure

Write about a friend you have. What are some ways you are alike and different?

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 was Mama Bird worried when she returned back to her nest?

How is Stellaluna feeling about being with the birds?

## Vocabulary

**clutch**: to hold something tightly because you do not want to lose it

**scent**: a smell that something has

**clamber**: to climb or move slowly somewhere

## Example Gist

Stellaluna fell from her mother's **clutch** and **clambered** into a nest of birds. She began acting like a bird and the birds started acting like bats.

## Sentence Frames

*I **clutched** \_\_\_\_.*

*I like the **scent** of \_\_\_\_.*

*They **clambered** into \_\_\_\_.*

## 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

How do you know Stellaluna is frustrated when she is trying to act like a bird?

What do you think Stellaluna and her mom will do now that they have found each other?

## Vocabulary

**anxious**: to be worried about something

**obey**: to do what someone in authority tells you to do

**clumsy**: moving or doing things in a careless way

## Example Gist

Stellaluna promised to **obey** Mama Bird. She was **clumsy** when she acted like a bird. Some bats found her and one of them was her mom.

## Sentence Frames

I am **anxious** when \_\_\_\_\_.

I **obey** \_\_\_\_\_.

One time I was **clumsy** was when \_\_\_\_\_.

## 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

What are some characteristics that are the same and different between birds and bats?

What do the birds and Stellaluna learn from each other?

### Vocabulary

**limb:** a large branch of a tree

**perch:** to be in a position on top of something or on the edge of something

**mystery:** a subject or activity that is very complicated, secret, or difficult to understand and that people want to learn about

### Example Gist

Stellaluna's mom teaches her how to be a bat. Stellaluna and the birds think their differences are a **mystery** and decide that they are friends no matter what.

### Sentence Frames

Something that sits on the **limb** of a tree is \_\_\_\_\_.

**Perched** on the branch was a \_\_\_\_\_.

A **mystery** is \_\_\_\_\_.

### Lesson Closure

Write about a friend you have. What are some ways you are alike and different?

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

Write about it in your reading response journal.