

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

Read-Aloud Text

The Story of Ruby Bridges

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 Story of Ruby Bridges*

Author: Robert Coles

Vocabulary and Stems

Chunk 1: pages 1–13

crop: a plant such as wheat, rice, or fruit that is grown by farmers and used as food

A type of **crop** is _____.

janitor: someone whose job is to look after a school or other large building

A **janitor's** job is to _____.

courage: the quality of being brave when you are in danger, in pain, or in a difficult situation

I would need **courage** to _____.

Chunk 2: pages 14–21

crowd: a large group of people who come together for a specific purpose, such as to watch something or participate in something

There are **crowds** at _____.

approach: move toward or nearer to someone or something

I **approached** the _____.

company: when you are with other people and not alone

My favorite **company** is _____.

Questions

How do Ruby and her family show courage?

Why does Ruby's family support the decision for her to go to the new school?

How would you describe Ruby's character?

How is Mrs. Henry different from the people outside the school?

Example Gist

Ruby came from a poor black family that was ordered by a judge to attend a school with white students. Her parents prayed for her **courage**.

Ruby is **approached** by a **crowd** of angry people each day as she goes to school. No other kids come to the school to keep her **company**. She is relaxed and comfortable with her teacher Mrs. Henry.

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.

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: *The Story of Ruby Bridges*

Author: Robert Coles

Vocabulary and Stems

Chunk 3: pages 22–30

persuade: to make someone decide to do something, especially by telling them why they should do it or asking them many times to do it
*I want to **persuade** my family to ____.*

budge: to move, or to make someone or something move
*Ruby wouldn't **budge** when ____.*

irritated: feeling annoyed and impatient about something
*I feel **irritated** when ____.*

What do you think Mrs. Henry thinks Ruby is saying outside the school?
How does Ruby show forgiveness?

One morning Ruby stopped and wouldn't **budge** as she prayed for the people outside the school. She told her teacher that she prayed each day for forgiveness for the hateful people.

Why is it important to show forgiveness like Ruby does in the story?
Write about a time you showed courage like Ruby.
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

How do Ruby and her family show courage?

Why does Ruby's family support the decision for her to go to the new school?

Vocabulary

crop: a plant such as wheat, rice, or fruit that is grown by farmers and used as food

janitor: someone whose job is to look after a school or other large building

courage: the quality of being brave when you are in danger, in pain, or in a difficult situation

Example Gist

Ruby came from a poor black family that was ordered by a judge to attend a school with white students. Her parents prayed for her **courage**.

Sentence Frames

A type of **crop** is _____.

A **janitor's** job is to _____.

I would need **courage** to _____.

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 would you describe Ruby's character?

How is Mrs. Henry different from the people outside the school?

Vocabulary

crowd: a large group of people who come together for a specific purpose, such as to watch something or participate in something

approach: move toward or nearer to someone or something

company: when you are with other people and not alone

Example Gist

Ruby is **approached** by a **crowd** of angry people each day as she goes to school. No other kids come to the school to keep her **company**. She is relaxed and comfortable with her teacher Mrs. Henry.

Sentence Frames

There are **crowds** at _____.

I **approached** the _____.

My favorite **company** is _____.

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

What do you think Mrs. Henry thinks Ruby is saying outside the school?

How does Ruby show forgiveness?

Vocabulary

persuade: to make someone decide to do something, especially by telling them why they should do it or asking them many times to do it

budge: to move, or to make someone or something move

irritated: feeling annoyed and impatient about something

Example Gist

One morning Ruby stopped and wouldn't **budge** as she prayed for the people outside the school. She told her teacher that she prayed each day for forgiveness for the hateful people.

Sentence Frames

*I want to **persuade** my family to _____.*

*Ruby wouldn't **budge** when _____.*

*I feel **irritated** when _____.*

Lesson Closure

Why is it important to show forgiveness like Ruby does in the story?

Write about a time you showed courage like Ruby.

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

Write about it in your reading response journal.