

Script for Day 1 Read-Aloud:

Objective: To increase vocabulary and fluency by teaching words in the context of a story.

Materials: Theme related or concept (letters, rhyme, alliteration, feelings...) book. Two to three vocabulary pictures with vocabulary word written in lowercase letters. Other pictures or props may accompany the cards but are not required.

1. Teacher says and defines targeted vocabulary from story before reading the book.

A Vocabulary introduction includes the teacher saying the word, students saying the word, teacher saying the word again and providing a definition that the students repeat. The definitions for vocabulary words are written on the back of the cards so the teacher repeats the same definition each time. The definition may be a phrase from the story (i.e., a red ripe strawberry) that teacher wants children to comprehend. This is an opportunity to both teach students new words and help them comprehend the story. Encourage all students to practice saying each word).

TEACHER: "Let's look at some words that are important to our story. First I'll tell you a word and then we'll all practice saying it." (*Hold up one vocabulary card. Say vocabulary word.*) "Now it's your turn." (direct hand toward children)

CHILDREN: (*Say vocabulary word.*)

TEACHER: "Yes!" (*Give children a short definition of the word i.e., this strawberry is red and ripe*) "Your turn"

CHILDREN: (*Repeat your definition.*)

(*Repeat these lines to introduce all vocabulary words.*)

2. Teacher introduces the book, title, author, illustrator, locates cover of book, and engages students in prediction.

Teacher: "This is the front of the book. The title, or name, of our story today is (*book's title*). The author is the person that wrote the book, the author of this book is _____ and the illustrator is the person that drew the pictures, the illustrator of this book is _____" (*Direct students' attention to the title and pictures on the cover of the book.*) "What do you think this story might be about?"

(*If only one student responds, say, "Who can add on to that?" to allow several children to share their opinion*)

Teacher: "This book is about _____ in the book we _____, let's read and find out _____."

3a. Teacher points out when targeted vocabulary comes up during the story.

(*When targeted vocabulary appears in the text, bring it to students' attention with one of the following cues: point to the picture, use a gesture, use word in a sentence to help define it, use a synonym.*)

3b. Teacher asks students to predict what will happen next midway through the story

Teacher: "What do you think will happen next?"

Child: (*responds*)

Teacher: "What makes you think that?" or "Is there something in the pictures or the words that makes you think that?"

4. Teacher summarizes the story with students.

Teacher: "Let's talk about what happened in the story; *in the beginning?*" (*who/what*) "Middle?" (*main event*) "and end of the story?" (*what happened last*)

(*If children cannot answer this question, model review for them by showing 1 page from the beginning, middle, and end of the book, and summarizing what happened on each page.*)

5. Teacher models and ask children to do Think, Pair, Share

Teacher: "We are going play a game called Think, Pair, Share. I'll show you how to do it then it will be your turn". (*model with another adult, this does not need to be repeated once the children understand how to play*) "When I think of _____" (insert targeted vocabulary, point to brain and think), "then pair", (turn your body knee to knee with partner make eye contact, and say), "I think _____." (other person) "When I think of _____ I think _____." Then clap 3 times to indicate it is time to listen to teacher. "Your turn" (point to the children and explain the directions again; first you think about the word, then you turn to your partner and one person says "when I think of _____ I think _____" (then the other person shares .)

Teacher: "When I think of _____ (insert targeted vocabulary) I think _____."

Children: "When I think _____ (repeat targeted vocabulary) I think _____."

6. Teacher reviews targeted vocabulary, using vocabulary cards, at the end of the story.

TEACHER: "Let's remember the words we learned at the beginning of our story. First I'll say the word and tell you what it means, then we'll all say the word together."

(*After students successfully name each vocabulary word, practice Rapid Automatic Naming.*)

Teacher: "Now I'm going to remember our vocabulary words as fast as I can. Then I want you to name them as fast as you can!" (*Flip through cards and name them rapidly. Repeat for students. If any student responds incorrectly, say, "My turn!", and correctly identify the word. Ask student to repeat word correctly.*)

Script for Day 2 Read-Aloud:

Objective: To increase vocabulary and fluency by teaching words in the context of a story.

Materials: Theme related or concept (letters, rhyme, alliteration, feelings...) book. Two to three vocabulary pictures with vocabulary word written in lowercase letters. Other pictures or props may accompany the cards but are not required.

1. Teacher reviews previous words and says and defines targeted vocabulary from story before reading the book.

A Vocabulary introduction includes the teacher saying the word, students saying the word, teacher saying the word again and providing a definition that the students repeat. The definitions for vocabulary words are written on the back of the cards so the teacher repeats the same definition each time. The definition may be a phrase from the story (i.e., a red ripe strawberry) that teacher wants children to comprehend. This is an opportunity to both teach students new words and help them comprehend the story. Encourage all students to practice saying each word).

TEACHER: "Let's look at some words that are important to our story. First I'll tell you a word and then we'll all practice saying it. (*Hold up one vocabulary card. Say vocabulary word.*) Now it's your turn. (direct hand toward children)

CHILDREN: (*Say vocabulary word.*)

TEACHER: Yes! (*Give children a short definition of the word i.e., this strawberry is red and ripe*) "Your turn"

CHILDREN: (*Repeat your definition.*)

(*Repeat these lines to introduce all vocabulary words.*)

2. Teacher introduces the book, title, author, illustrator, locates cover of book, and engages students in prediction.

Teacher: This is the front of the book. The title, or name, of our story today is (*book's title*). The author is the person that wrote the book, the author of this book is _____ and the illustrator is the person that drew the pictures, the illustrator of this book is _____" (*Direct students' attention to the title and pictures on the cover of the book.*) What do you think this story might be about?

(*If only one student responds, say, "Who can add on to that?" to allow several children to share their opinion*)

Teacher: "*This book is about _____ in the book we _____, let's read and find out _____.*"

3a. Teacher points out when targeted vocabulary comes up during the story.

(*When targeted vocabulary appears in the text, bring it to students' attention with one of the following cues: point to the picture, use a gesture, use word in a sentence to help define it, use a synonym.*)

3b. Teacher asks students to predict what will happen next midway through the story

Teacher: "What do you think will happen next?"

Child: (*responds*)

Teacher: "What makes you think that?" or "Is there something in the pictures or the words that makes you think that?"

4. Teacher reviews the story with students.

Teacher: "Let's talk about what happened in the story; *in the beginning?*" (*who/what*) "*Middle?*" (*main event*) "*and end of the story?*" (*what happened last*)

(*If children cannot answer this question, model review for them by showing 1 page from the beginning, middle, and end of the book, and summarizing what happened on each page.*)

5. Teacher models and ask children to do Think, Pair, Share

Teacher: "We are going play a game called Think, Pair, Share. I'll show you how to do it then it will be your turn." (*model with another adult, this does not need to be repeated once the children understand how to play*) "When I think of (insert targeted vocabulary, point to brain and think), "then pair" (turn your body knee to knee with partner make eye contact, say), "I think _____." (other person) "When I think of _____ I think _____." Then clap 3 times to indicate it is time to listen to teacher. "Your turn." (point to the children and explain the directions again; first you think about the word, then you turn to your partner and one person says' when I think of _____ I think _____ then the other person share's .)

Teacher: "When I think of _____ (insert targeted vocabulary) I think _____."

Children: "When I think _____ (repeat targeted vocabulary) I think _____."

6. Teacher reviews targeted vocabulary, using vocabulary cards, at the end of the story.

TEACHER: "Let's remember the words we learned at the beginning of our story. First I'll say the word and tell you what it means, then we'll all say the word together."

(*After students successfully name each vocabulary word, practice Rapid Automatic Naming.*)

Teacher: "Now I'm going to remember our vocabulary words as fast as I can. Then I want you to name them as fast as you can!" (*Flip through cards and name them rapidly. Repeat for students. If any student responds incorrectly, say, "My turn!" and correctly identify the word. Ask student to repeat word correctly.*)

Script for Day 3-4 Read-Aloud:

Objective: To increase vocabulary and fluency by teaching words in the context of a story.

Materials: Theme related or concept (letters, rhyme, alliteration, feelings...) book. Two to three vocabulary pictures with vocabulary word written in lowercase letters. Other pictures or props may accompany the cards but are not required.

1. Teacher review previous words and says and defines targeted vocabulary from story before reading the book.

TEACHER: "Let's look at some words that are important to our story. First I'll tell you a word and then we'll all practice saying it." (*Hold up one vocabulary card. Say vocabulary word.*) "Now it's your turn." (direct hand toward children)

CHILDREN: (*Say vocabulary word.*)

TEACHER: "Yes!" (*Give children a short definition of the word i.e., this strawberry is red and ripe*) "Your turn"

CHILDREN: (*Repeat your definition.*)

(*Repeat these lines to introduce all vocabulary words.*)

2. Teacher introduces the book, title, author, illustrator, locates cover of book, and engages students in prediction.

Teacher: "This is the front of the book. The title, or name, of our story today is (*book's title*). The author is the person that wrote the book, the author of this book is _____ and the illustrator is the person that drew the pictures, the illustrator of this book is _____." (*Direct students' attention to the title and pictures on the cover of the book.*) "What do you think this story might be about?"

(*If only one student responds, say, "Who can add on to that?" to allow several children to share their opinion*)

Teacher: "This book is about _____ in the book we _____, let's read and find out _____."

3a. Teacher points out when targeted vocabulary comes up during the story.

(*When targeted vocabulary appears in the text, bring it to students' attention with one of the following cues: point to the picture, use a gesture, use word in a sentence to help define it, use a synonym.*)

3b. Teacher asks students to predict what will happen next midway through the story

Teacher: "After reading a page with a targeted word taught that day, teacher says: Tell me about a time when you _____." (insert targeted word)

Child: (*responds*) teacher responds with "who can add on to that?"

4. Teacher reviews the story with students.

Teacher: "Let's talk about what happened in the story; *in the beginning?*" (*who/what*) "Middle?" (*main event*) "and end of the story?" (*what happened last*)

(*If children cannot answer this question, model review for them by showing 1 page from the beginning, middle, and end of the book, and summarizing what happened on each page.*)

5. Teacher models and ask children to do Think, Pair, Share

Teacher: "We are going play a game called Think, Pair, Share. I'll show you how to do it then it will be your turn". (*model with another adult, this does not need to be repeated once the children understand how to play*) "When I think of _____," (insert targeted vocabulary, point to brain and think), "then pair" (turn your body knee to knee with partner make eye contact, say, "I think _____." (other person) "When I think of _____ I think _____." Then clap 3 times to indicate it is time to listen to teacher. "Your turn" (point to the children and explain the directions again); "first you think about the word, then you turn to your partner and one person says "when I think of _____ I think _____ then the other person shares."

Teacher: "When I think of _____ (insert targeted vocabulary) I think _____."

Children: "When I think _____ (repeat targeted vocabulary) I think _____."

6. Teacher chooses a rhyming, or alliteration or letter name or letter sound concept to teach.

Teacher: Rhyme example: "I will say 2 words from our book, you listen, then think (point to head), about the sounds at the end of the word and when I point to you put your thumbs up if they sound the same, if they rhyme or thumbs down if they do not sound the same."

Teacher: Letter example: "I am going to write a word (write a targeted word using auditory script), this word is _____. What is this word?" (track under the word as you say it). "Yes _____. Now I would like someone to come up and find the letter _____." (write the letter _____ on dry erase). The rest of the children can sky write the letter as the child comes up to circle the letter.

7. Teacher reviews targeted vocabulary, using vocabulary cards, at the end of the story.

TEACHER: "Let's remember the words we learned at the beginning of our story. First I'll say the word and tell you what it means, then we'll all say the word together."

(*After students successfully name each vocabulary word, practice Rapid Automatic Naming.*)

Teacher: "Now I'm going to remember our vocabulary words as fast as I can. Then I want you to name them as fast as you can!" (*Flip through cards and name them rapidly. Repeat for students. If any student responds incorrectly, say, "My turn!", and correctly identify the word. Ask student to repeat word correctly.*)

Script for Day 5 Read-Aloud:

Objective: To increase vocabulary and fluency by teaching words in the context of a story.

Materials: Theme related or concept (letters, rhyme, alliteration, feelings...) book. Two to three vocabulary pictures with vocabulary word written in lowercase letters. Other pictures or props may accompany the cards but are not required.

1. Teacher reviews all targeted vocabulary from the book and defines each word.

TEACHER: "Let's remember all the words we learned in our book. First I'll say each word and tell you what it means, then we'll all say the words and definitions together".

2. Teacher asks the children to recall the book, title, author, illustrator, locates cover of book, and engages students in prediction

Teacher: "What do we call this part of the book? Who remembers the title of our book? Who is the illustrator? "

(Teacher can have Day 5 be a dramatic role play of the story or find another way to have children help re-tell the story, or the teacher can read it and find ways to get children to tell as much of the story as possible.)

Teacher: "What do you remember about the book?" then, "Who can add on to that?" *(allow several children to share their opinion)*

3a. Teacher points out when targeted vocabulary comes up during the story.

(When targeted vocabulary appears in the text, bring it to students' attention with one of the following cues: point to the picture, use a gesture, use word in a sentence to help define it, use a synonym.)

3b. Teacher asks students to predict what will happen next midway through the story

Teacher: "What do you think will happen next?"

Child: *(responds)*

Teacher: "What makes you think that? or "Is there something in the pictures or the words that makes you think that?"

4. Teacher reviews the story with students.

Teacher: "Let's talk about what happened in the story; *in the beginning?*" *(who/what)* "Middle?" *(main event)* "and end of the story?" *(what happened last)*

(If children cannot answer this question, model review for them by showing 1 page from the beginning, middle, and end of the book, and summarizing what happened on each page.)

5. Teacher models and ask children to do Think, Pair, Share

Teacher: "When I think of _____ (insert targeted vocabulary) I think _____."

Children: "When I think _____ (repeat targeted vocabulary) I think _____."

6. Teacher transitions out playing Rapid Automatic Naming with vocabulary.

(If children are successful naming each vocabulary word, practice Rapid Automatic Naming.)

Teacher: "Now I'm going to remember our vocabulary words as fast as I can. Then I want you to name them as fast as you can!" *(Flip through cards and name them rapidly. Repeat for students. If any student responds incorrectly, say, "My turn!", and correctly identify the word. Ask student to repeat word correctly.)*