

Repeated Read Aloud: Activities & Lesson Plan

| Day 1: Activities | Day 1: Lesson Plan | |
|--|---|--|
| <ul style="list-style-type: none"> ✓ Introduce story, characters and/or main problem ✓ Explicitly teach 2-3 words before reading ✓ Use these strategies when reading to teach vocabulary: <ul style="list-style-type: none"> - Point to Illustrations - Use gestures - Use a word in a sentence - Use a synonym ✓ Ask questions to engage children ✓ Summarize the story ✓ Model printing ✓ Use Think-Pair-Share strategy | Vocabulary Words: | |
| | Introduction: | |
| | Questions for: beginning, middle, & end | |
| | Summary I will use: | |
| | Focus of Think-Pair-Share: | |
| | Model print or drawing: | |
| Day 2: Activities | Day 2: Lesson Plan | |
| <ul style="list-style-type: none"> ✓ Explicitly teach 2-3 new word, review previous ✓ Ask questions to build "Strive for 5" about: <ul style="list-style-type: none"> - Characters - Feelings - Beginning-middle-end events - Problem-Solve ✓ Model printing ✓ Use Think-Pair-Share strategy | Vocabulary Words: | |
| | 3 possible close-ended ?s: | |
| | 3 possible open-ended ?s: | |
| | Focus of Think-Pair-Share: | |
| Day 3: Activities | Day 3: Lesson Plan | |
| <ul style="list-style-type: none"> ✓ Explicitly teach <u>2</u> new words, review previous ✓ Ask open-ended questions ✓ Allow children to chime in with words or phrases ✓ Share/ read written text together ✓ Model printing | Vocabulary Words: | |
| | Chime in: | |
| | Shared text: | |
| | Focus of Think-Pair-Share: | |
| Day 4: Activities | Day 4: Lesson Plan | |
| <ul style="list-style-type: none"> ✓ Explicitly teach <u>2</u> new words, review previous ✓ Explicitly teach <u>3</u> concepts of print: <ol style="list-style-type: none"> 1. Show front of book 2. Show the first page of book 3. Show where to start reading 4. Show how to move left to right 5. Show return sweep 6. Show difference between letter and word ✓ Explicitly teach letters, words, and/or sounds: <ol style="list-style-type: none"> 1. Locate and teach about rhyming words 2. Locate and teach about alliterative words 3. Talks about word chunks (ex. -at) 4. Claps out or counts syllables and words 5. Identify letter names or sounds | Vocabulary Words: | |
| | 3 concepts of print to explicitly teach: | |
| | Letters, words and/or sounds to explicitly teach: | |
| | Focus of Think-Pair-Share: | |
| Day 5: Activities | Day 5: Lesson Plan | |
| <ul style="list-style-type: none"> ✓ Play Rapid Automatic Naming with new vocabulary ✓ Dramatize / Pretend / Use storytelling props | | |