



## REPEATED READ ALOUD: DAY 2

### INTERVENTION SCRIPT



#### Objective:

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



#### Materials:

Theme-related or concept (letters, rhyme, alliteration, feelings, etc.) book.

Three pictures of targeted vocabulary words with vocabulary word written in lowercase letters on the front and brief definition on the back plus three picture cards from Day 1. Props may also be used but are not required.



#### Vocabulary Introduction:

Teacher begins Read Aloud by reviewing words from Day 1 and introducing and defining three new vocabulary words carefully chosen from the story.



#### Book Introduction:

Teacher reviews the title, author, and illustrator, and asks children to recall what the book is about.

#### Vocabulary Introduction:

TEACHER: "Yesterday we learned three new words from our story. Let's look at those again."

TEACHER: "This word is (word). (Word) means (short definition). Your turn! Say, (word)." [Continue on in this way until all words from Day 1 have been reviewed.]

TEACHER: "Today we're going to learn three new words that are important to our story. First I'll tell you the word and then we'll all practice saying it."

TEACHER: "First it's my turn. This is a (word). Your turn! Say, (word)." [Point hand toward the children to indicate that it is their turn.]

CHILDREN: (word)

TEACHER: "Yes! This word is (word). (Word) means (short definition). Your turn! Say, (short definition)." [Point hand toward the children to indicate that it is their turn.]

CHILDREN: (short definition)

TEACHER: "That's right! This is a (word) and it means (short definition)." [Repeat these lines for each vocabulary word until all have been taught and practiced. If necessary, remind children that this is a group activity and that responses should be in unison. If some children are not responding, say, "Your turn!" to the children.]

TEACHER: "We are going to find all of these words in our story today."

#### Book Introduction:

TEACHER: "Remember, the title of the book is \_\_\_\_\_. An author is a person who writes the words of a book. The author of this book is \_\_\_\_\_. An illustrator is a person who creates the pictures for a book. The illustrator of this book is \_\_\_\_\_."

TEACHER: "What do you remember about this book? Who can add on to that?" ►



## REPEATED READ ALOUD: DAY 2

### INTERVENTION SCRIPT (CONTINUED)



#### Highlighting Vocabulary:

Teacher highlights targeted vocabulary as it appears in the story using one of the following strategies: point to the picture, use a gesture, use word in a sentence, use a synonym.

#### Highlighting Vocabulary:

TEACHER: “Here’s one of the new words we learned today! Remember that this is the word (vocabulary word), which means (definition).” [Use word in a sentence.]

#### Problems and Feelings:

TEACHER: “(Character) has a problem in our book. What is (character’s) problem? Have you ever had that problem?”

TEACHER: “When (list something that happens), how do you think (character) feels? How do you know that? How would you feel if you had that problem?”



#### Problems and Feelings:

Teacher asks children questions related to the problems that occur in the book and the feelings that the characters may have.

#### Summary:

TEACHER: “Let’s review what happened in our story today. In the beginning of our book.... In the middle.... At the end....”



#### Summary:

Teacher and children summarize what happened in the story by looking at pages from the beginning, middle, and end of the book.

#### Vocabulary Review and Rapid Automatic Naming:

TEACHER: “Let’s review the words we learned yesterday and today. First I’ll say the word and tell you what it means, and then we’ll all say the word together.”

TEACHER: “This word is (word). (Word) means (short definition). Your turn! Say, (word).” [Continue on in this way until all of the words from Days 1 and 2 have been reviewed.]



#### Vocabulary Review and Rapid Automatic Naming (RAN):

Teacher reviews vocabulary words from Days 1 and 2 and builds fluency through RAN.

TEACHER: “Now I’m going to say our vocabulary words as fast as I can. Then I want you to name them as fast as you can!” [Flip through vocabulary cards and name them rapidly. Repeat for students.] ►



## REPEATED READ ALOUD: DAY 2

### INTERVENTION SCRIPT (CONTINUED)



#### Think, Pair, Share:

Teacher helps children build comprehension and conversation skills through Think, Pair, Share. Teacher will choose which question to use for Think, Pair, Share based on Child Reflection Guide for Repeated Read Aloud.

#### Think, Pair, Share:

TEACHER: “We are going to play a game called Think, Pair, Share. I’ll show you how to do it and then it will be your turn.” [Model with another adult or student. Modeling does not need to be repeated once the children understand how to play.]

TEACHER: “First I’m going to turn to my friend and we’re going to sit knee to knee and eye to eye.”

TEACHER: “Next I’m going to think about the question, which is, ‘When I think of (vocabulary word), I think of \_\_\_\_.’” [Point to brain.]

TEACHER: “Then I will look at my partner and share my answer with them.” [Model sharing answer with partner.]

TEACHER: “Your turn!” [Point to the children and explain the directions again.]

TEACHER: “Our question for today is: When I think of (vocabulary word), I think of \_\_\_\_\_. Ready? Think, pair, share!”

CHILDREN: “When I think of (vocabulary word), I think of \_\_\_\_\_.”

*When it looks as if children are almost finished sharing, teacher counts down using her fingers saying:*

TEACHER: “Three: You’re finishing your sentence.  
Two: You’re turning your bodies back this way.  
One: You’re ready to listen.”

**3**

YOU’RE FINISHING YOUR SENTENCE.

**2**

YOU’RE TURNING YOUR BODY BACK THIS WAY.

**1**

YOU’RE READY TO LISTEN.