

Interactive Readaloud Lessons

First Day: 30 Minutes

Set the stage for learning: Students will be seated on the floor in the whole group instruction area. **“Kindergarteners let’s look at the skills we are going to practice today. We are going to retell (tell a story again) and include the key details (important parts of the story).”** (RL.K.2)

Why are we going to retell a story? Prompt students to answer: **So we can tell the story again.**

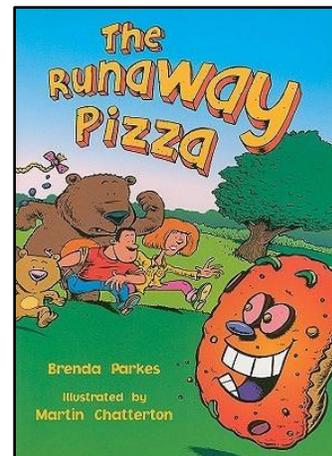
Why are we going to include key details? Prompt the students to answer: **So we can tell the important parts.**

If your family has ordered a take-out pizza from Domino’s, Pizza Hut, Papa John’s, etc., give me a thumb up. Give me thumb up if your mom or dad went and picked the pizza up and brought it home. Give me thumb up if a delivery person from the pizza place brought the pizza to your house. Turn to a partner and share what happens once your family opens up the box of hot and delicious pizza. Share out a few ideas whole group.

Introduce the cover of the book. Students identify what they see on the front cover and think about what might happen in the story. Turn to a partner and share their predictions. Today, we are going to read a story about a husband and wife who order a take-out pizza. I want you to think about what happens when your family opens up a box of pizza and compare your experience to what happens in the story. (RL.K.10)

Read the title and names of the author and illustrator. Ask the students to identify who they are and what role they each have in telling the story (RL.K.6). Identify the genre (fantasy) and provide students with a definition of fantasy (a genre of fiction that has magic or things that cannot really happen). Look at the cover of the book. Do you see things that cannot really happen and are fantasy? (RL.K.5)

The vocabulary words I will explicitly preteach are *roll*, *catch*, and *dinner*. I chose these words because they are central to the main events of the story and repeated throughout the story. The Runaway Pizza keeps rolling away from everyone so they cannot catch him and eat him for dinner. I will also use TPR for the three words. The story has a repetitive refrain that the Runaway Pizza says. The students will join in and recite, “Look at me roll. Look at me go. You’ll never catch me. NO! NO! NO!” When saying the word roll, the students will roll their hands in a circular motion (similar to the one in Patty Cake). When saying the word catch, the students



will grasp their hands as if they are trying to catch the air in front of them. Lastly, when the students hear the word dinner, they will pat and rub their stomachs. I will write the three words on a sentence strip and place them in a pocket chart along with a picture clue that helps illustrate the meanings of the words.

I will set the purpose for reading (RL.K.10) by providing a Read to Find Out Question: What happens when the husband and wife open their box of pizza? I will post the question on a sentence strip in the pocket chart. I will recall the comprehension skill we will be focusing on, which is the sequence of events or the order that events happen in a story. We will be using sequence words first, next, then, and last to put the important parts of a story in the order it happens. This will help us retell stories.

Do a picture walk through the pages of the book (do not read the last one) and discuss what the students see on the pages. Focus on asking questions that relate to *who*, *what*, *when*, *where*, *why*, and the prediction question, *How do you think the story will end?* Turn and share your prediction with a partner.

Read the story aloud with enthusiasm. Use the TPR modeled when reading/hearing the words *roll*, *catch*, and *dinner*. Model using sequencing words as I read and do think-alouds. While reading, ask students to compare and confirm or disprove earlier predictions. As we review some “tell” vocabulary words, explain their meaning in the context of the story (RL.K.4). The “tell” words will be porridge, tuffet, curds and whey, and plums.

At the next to last page, students turn to their partner and share their earlier response from the picture walk or revise their response. Share out a few predictions whole group and explain reasoning. Read the final page and confirm or modify predictions.

Using character pictures and a pocket chart, students help me sequence the events from the story by verbalizing the order in which the characters appeared. I prompt students to use sequencing words such as first, next, then, and last. Revisit the Read to Find Out Question and confirm that we were able to identify and answer what happened once the husband and wife opened their box of pizza. (RL.K.1)

To close the first lesson, ask the students to compare what happens when their family opens a box of hot and delicious pizza to what happened to the husband and wife, revisiting our initial conversation. (RL.K.2)

At the end of the lesson, I asked the students to close their eyes and give me a thumb up if they felt like they could retell the story on their own and without any help, a thumb down if they were confused and didn't think they could retell the story, and a sideways thumb if they were catching on, but still needed some help. Out of the 21 students, three gave me a thumb up, two gave me a thumb down, and 16 gave me a sideways thumb.

Second Day: 30 Minutes

Set the stage for learning: Students will be seated on the floor in the whole group instruction area. **Kindergarteners today we are going to reread *The Runaway Pizza*. Rereading is fun and important. Good readers read a book several times to enjoy it and better understand it. Why are we going to reread our story? Prompt students to answer: so we can enjoy it and better understand it. Rereading the story will also help us retell the story. Who remembers from yesterday what retell means? We are going to retell (tell a story again) and include the key details (important parts of the story).**" (RL.K.2)

Let's look at our pocket chart and review our Read to Find out Question: What happens when the husband and wife open their box of pizza? Let's review and read the sequence words together. Point to and read the words first, next, then, and last. With a partner, I want you to practice retelling the story. You can use the character pictures and sequence words to help you. Do a fish bowl and model for students using a child as my partner. The person with the longer hair (I) will go first. Students will then retell in pairs, as I monitor for understanding.

Read the title and the names of the author and illustrator asking, "Who can tell me what the author does?" "Now, who can tell me what the illustrator does?" (RL.K.6) "What genre is this book?" "How do we know this story is fantasy?" "What did you see or hear in the story that supports this?" Moving on to read the title page, go through and identify everything I see on that page, providing students with more vocabulary words.

Review the three vocabulary words from the story – *roll*, *catch*, and *dinner*. Show the vocabulary words/picture clues that have been added to the pocket chart. Have students turn to a partner and do the TPR for each word. Students discuss what the words mean with their partner. Share out whole group.

Reread the selection. Model inferencing for unknown vocabulary such as porridge on page 6, tuffet, curds, and whey on page 8, and plum on page 10 using both picture clues and context.

After reading the refrain, we encounter the vocabulary words *roll* and *catch* from the first lesson. Ask the students to think of something that rolls using the sentence frame, "A soda can rolls down the sidewalk" and share it with a partner. Share out some ideas. Ask the students

to think of something they can catch using the sentence frame, “I can catch my dog when he runs in the street” and share it with a partner. Share out some ideas. After reading page 15, review the meaning of the word *dinner*. Ask students to complete the sentence frame, “For dinner, I like to eat spaghetti and meatballs” and share it with a partner. Share out some ideas. (SL.K.1)

On page 14, we encounter the word *splat*. “Why did the author use boldface and a different font?” “Why did the author use an exclamation point?” “Looking at the pictures on pages 14 and 15, how do you infer the pizza is feeling right now?” “How do you infer the other characters are feeling?”

At the conclusion of the story, ask the students how they think the wolf and his pups felt at the end of the book and to explain their reasoning. Refer to the illustration and text to support their reasoning. Think about how the Runaway Pizza felt at the end of the story. Students will return to their seats to draw a picture to illustrate how the pizza feels.

In small groups, the students share their pictures and discuss how they think the pizza felt at the end of the story, and explain their reasoning. The students will demonstrate listening and speaking skills, engage in instructional conversation, and infer how the pizza feels based on their own opinions. (SL.K.4-6)

Third Day: 30 Minutes

Set the stage for learning: Students will be seated on the floor in the whole group instruction area. **Kindergarteners, we have been retelling stories and including the key details the past two days.” (RL.K.2) why are we going to retell a story?** Prompt students to answer: **So we can tell the story again. Why are we going to include key details?** Prompt the students to answer: **So we can tell the important parts.**

I want you to turn to your partner and practice retelling the story, *The Runaway Pizza*, and be sure to include the key details or important parts. I will provide much less scaffolding this third day, however, the book, character cards, and sequence cards will be visible for students to use. The person with the shorter hair will go first today. Students will then retell in pairs, adding as many details as possible, as I monitor for understanding. When finished, call an exemplary pair to the front of the room to model their retelling for the class. (RL.K.2, RL.K.7)

Review the title, author, and illustrator and their roles in the story. (RL.K.6)

Discuss the high frequency words (HFW) from the classroom word wall that are in *The Runaway Pizza* book. Read over the HFW that have been printed on sentence strips. Provide each student with a high frequency word (HFW) from the story, written on a sentence strip (said, to, the, and, do, when, they, on, it, he, off, but, at, me, in, of, all, she, go, then, with, for). Have students tell their word to a partner to ensure each child correctly know his or her HFW. The sentence strips also contain a strip of highlighter tape so students can “highlight” their word in the actual text. We echo read the story and the students repeat what I read. As we read/hear a HFW, students put their assigned sentence strip in the pocket chart and highlight the word in the text with the highlighter tape. (RF.K.3c)

As we read aloud, pause every few pages to ask higher level questions about the story. How has the pizza’s attitude changed from the beginning of the story?” “How do you know?” “What words or pictures from the text support your inference?” Turn to a partner and share your thoughts. Share out whole group.

As we finish up the story, have students retell the story once again, identifying the sequence of events and using sequencing words (RL.K.2). Students will work in small groups to use a combination of drawing and writing to sequence the story on sheets of 18x24 chart paper (RL.K.7). Students will include key details in their drawing and writing. Each group will orally present their retelling to the class. (SL.K.4-6)

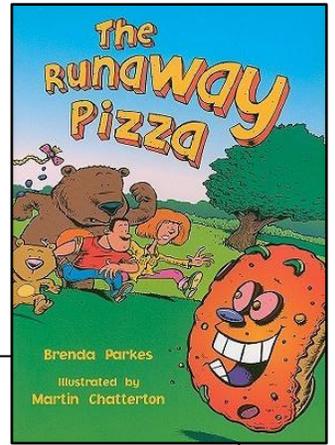
After the presentations, ask the students to close their eyes and give me a thumb up if they felt like they could retell the story on their own and without any help, a thumb down if they were confused and didn’t think they could retell the story, and a sideways thumb if they were catching on, but still needed some help.

As a literacy station activity, students will use a pocket chart to sequence the characters from the story, use sequence words, and orally retell *The Runaway Pizza*. At a different literacy station, students can reread the story and match the HFW cards with the actual HFW in the text. Students can highlight the HFW in the text with the highlighter tape.

The Gingerbread Man, *The Runaway Pancake*, and *The Runaway Tortilla* can also be enjoyed in whole or small group settings to teach RL.K.9 and practice RL.K.2.

Name _____

The Runaway Pizza



How does the pizza feel at the end
of the story?