

Interactive Read-Aloud Lesson Plan

Book: Bored by Felicita Sala

 **Target Age:** Pre-K / Kindergarten

 **CLASS Focus:** Instructional Support & Social-Emotional Development



PRE-READING (BUILDING THE SCAFFOLD)



Introduce the Concept

"Today we are going to read a story about a girl named Rita who feels super, super bored. We will talk about what boredom feels like in our bodies and how using our big imaginations can turn a slow day into an exciting adventure!"



Vocabulary Preview

Introduce the word **imagination**.

"Your **imagination** is your mind's ability to create pictures, stories, and ideas that aren't happening right now in front of you. When you use your imagination, you can go anywhere or do anything!"



First-Look Prediction

Show the cover: "Look at how Rita is flopped over her chair. What do you notice about her body? How do you think she is feeling right now, and what do you think she might do next?"

DURING READING (DEEPENING THE CONCEPTS)

Goal: Avoid just reading the text. Use strategic opportunities to deepen thinking, build language, and make connections.

Note: Select one or two opportunities per reading session.

1

When Rita is flopping over the furniture and trying strange movements to cure her boredom.

- **Concept Development:** "Look at how Rita's body is draped over the chair and floor. Why does being bored make our bodies feel so heavy and floppy?"
- **Language Modeling:** "Rita tried jumping in front of the mirror to surprise herself, but it didn't work. Tell me about a time you felt so bored that you didn't know what to do."
- **Quality of Feedback (Scaffolding) Dialogue:**
 -  **Teacher:** "What did Rita do to try to stop being bored?"
 -  **Child:** "She stretched on the bed."
 -  **Teacher:** "Yes! She stretched her arms and legs all over the room and tried silly movements. But those halfhearted attempts didn't work. What else could someone do when they feel stuck?"
- **Real-World Connection:** "How does your body feel when you have to wait for a long time with nothing to do?"

2

When Rita begins to wonder about all the other bored people in the world.

- **Concept Development:** "Rita started asking questions in her mind. How did asking 'What if?' help change her feeling from bored to curious?"
- **Language Modeling:** "Rita is starting to build a daydream. What is a daydream, and how is it different from sleeping dream?"
- **Quality of Feedback (Scaffolding) Dialogue:**
 -  **Teacher:** "What did Rita wonder about?"
 -  **Child:** "Other bored people."
 -  **Teacher:** "Exactly! She wondered if other people were bored too, and then she imagined them all getting onto a big bus together. Sitting still gave her brain time to start thinking of creative ideas."
- **Real-World Connection:** "When you sit quietly and close your eyes, what fun places can you pretend to visit?"

3

When the imaginary bored people float away to "Bored Island" and start inventing and exploring.

- **Concept Development:** "Look at all the wild things happening on Bored Island! How did feeling bored lead these characters to discover new things, like talking to whales or searching for treasure?"
- **Language Modeling:** "Describe some of the silly and creative adventures happening in Rita's imagination right now."
- **Quality of Feedback (Scaffolding) Dialogue:**
 -  **Teacher:** "What are the people doing on Bored Island?"
 -  **Child:** "Making music and digging."
 -  **Teacher:** "Yes! They turned their yawns into yodels and started digging underground tunnels! They transformed their boring feelings into wild inventions."
- **Real-World Connection:** "If you created your own imaginary island where anything could happen, what would you put on it?"

4

When Rita's mother calls her down for dinner.

- **Concept Development:** "At first, Rita was complaining that she had nothing to do. Why does she complain now that she is too busy to eat dinner?"
- **Language Modeling:** "Rita went from feeling completely bored to being deeply busy with her thoughts. How did her mindset change from the beginning of the book to the end?"
- **Quality of Feedback (Scaffolding) Dialogue:**
 -  **Teacher:** "Does Rita still want help finding something to do?"
 -  **Child:** "No, she's busy."
 -  **Teacher:** "Right! She doesn't want to be interrupted because her mind is full of exciting ideas. Letting her brain rest helped her unlock her creativity."
- **Real-World Connection:** "What is something fun you created or invented when you thought you had nothing to play with?"

POST-READING (CONNECTING & CREATING)



Brainstorming (Creating)

"Let's brainstorm a list of 'Boredom Solutions'! What are some creative things we can do with our minds or hands the next time we feel bored in the classroom or at home?"



Prompting Thought Processes

"Why is being bored actually a good thing sometimes? What can happen when we give our brains time to wander?"



Wrap-Up Language Modeling

"Rita used her **creativity** to spark a big adventure. Let's say that word together: **creativity**. Creativity means using your imagination to invent new ideas!"

CLASSROOM TIPS FOR CLASS SUCCESS



5-Second Rule

After asking a question, wait at least 5 seconds before calling on a child or rephrasing to give ample time for processing complex or imaginative thoughts.



Repeat and Extend

When a child gives a short answer, repeat it back and add a rich descriptor or expanding idea (e.g., Child: "They flew." -> Teacher: "Yes, they swelled up like big balloons and floated all the way into the sky!").