



Interactive Read-Aloud Lesson Plan: Stick and Stone



Target Age: Pre-K / Kindergarten

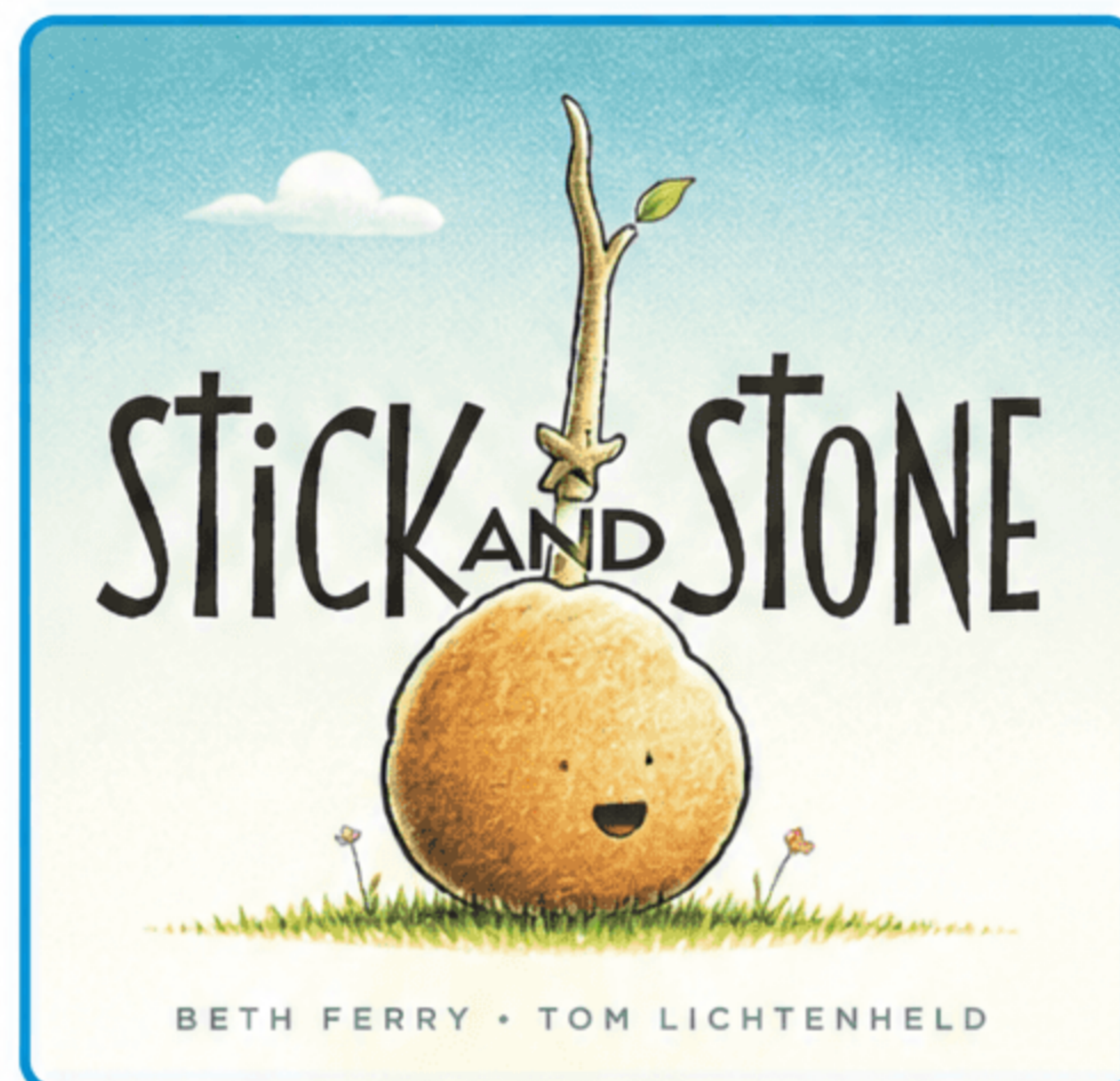


CLASS Focus Area:

Instructional Support & Social-Emotional Development



Book: Stick and Stone by Beth Ferry
(Illustrated by Tom Lichtenheld)



Pre-Reading (Building the Scaffold)

- **Introduce the Concept:** "Today we are going to read a story about two friends named Stick and Stone. We will think about what it means to be a good friend and how we can stick up for each other when someone is being unkind."
- **Vocabulary Preview:** Introduce the phrase **Stick up for**.
"When you stick up for someone, it means you help or defend a friend when someone else is being mean to them. Have you ever helped a friend before?"
- **First-Look Prediction:** Show the cover: "Look at Stick and Stone standing side-by-side. Stick looks like a number 1 and Stone looks like a number 0. What do you think these two might do together? How do you think they become friends?"



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 **Opportunity 1: When Pinecone teases Stone and Stick steps in.**
 - **Concept Development:** "Why do you think Pinecone was picking on Stone? How did Stone feel before Stick came along?"
 - **Language Modeling:** "What does it mean to 'stick up' for someone? How did Stick show he was a brave friend?"
 - **Quality of Feedback (Scaffolding) Dialogue:**
 - **Teacher:** "What did Stick say to Pinecone?"
 - **Child:** "He told him to stop."
 - **Teacher:** "That's right! Stick said 'Vanish!' to tell Pinecone to go away. Stick used his voice to protect Stone. How do you think Stone felt when Stick defended him?"
 - **Real-World Connection:** "Has anyone ever stood up for you when someone wasn't being nice? How did that make you feel inside?"
- ② **Opportunity 2: When Stick and Stone are exploring and playing together.**
 - **Concept Development:** "How can you tell that Stick and Stone are good friends now? What clues do you see in the pictures?"
 - **Language Modeling:** "Describe what Stick and Stone are doing together on this page. What are some fun things you like to do with your friends?"
 - **Quality of Feedback (Scaffolding) Dialogue:**
 - **Teacher:** "What are Stick and Stone doing on the playground?"
 - **Child:** "Going down the slide!"
 - **Teacher:** "Yes! They are going down the slide together and playing. Playing together helps friendship grow stronger. What is a game you like to share with a classmate?"
 - **Real-World Connection:** "What makes someone a good playmate or friend in our classroom?"

③ Opportunity 3: When the storm blows Stick away and he gets stuck in the mud.

- **Concept Development:** "Stick is in trouble! Why is it harder for Stick during a windstorm than it is for Stone?"
- **Language Modeling:** "Look at Stone rolling down the hill to rescue Stick. How would you describe Stone's actions right now?"
- **Quality of Feedback (Scaffolding) Dialogue:**
 - **Teacher:** "How did Stone save Stick from the puddle?"
 - **Child:** "He rolled into the water."
 - **Teacher:** "He rolled right in and made a big splash! Stone was heavy enough to push Stick out of the mud. Stone helped Stick just like Stick helped him earlier."
- **Real-World Connection:** "When a friend is having a tough time or feeling stuck, what is something small you can do to help them out?"

④ Opportunity 4: When Pinecone comes back and says, "Sorry I needled you."

- **Concept Development:** "Pinecone says he is sorry. Why is it important to apologize when we make a mistake or hurt someone's feelings?"
- **Language Modeling:** "Pinecone says he 'needled' them. Needles are prickly, like Pinecone! What does it mean when someone says sorry?"
- **Quality of Feedback (Scaffolding) Dialogue:**
 - **Teacher:** "Did Stick and Stone accept Pinecone's apology?"
 - **Child:** "Yes, they let him play."
 - **Teacher:** "They forgave Pinecone and let him join in. Now all three of them can be friends."
- **Real-World Connection:** "How does it feel when someone says 'I'm sorry' after making a mistake?"



Post-Reading (Connecting & Creating)

- **Brainstorming (Creating):** "Let's brainstorm ways we can 'stick up' for our classmates or be a solid friend like Stone. What are some kind words or actions we can use every day?"
- **Prompting Thought Processes:** "At the beginning of the book, Stick was a '1' and Stone was a '0' and they were alone. At the end, they were together as a '10.' Why are they better together than apart?"
- **Wrap-Up Language Modeling:** "When Stick defended Stone, he showed true loyalty. Let's say that word together: loyalty. Loyalty means being a friend you can always count on!"



Classroom Tips for CLASS Success



5-Second Rule: After asking a open-ended question, wait at least 5 seconds before calling on a child or rephrasing to allow time for processing.



Repeat and Extend: When a child gives a short answer, repeat it back and add one rich descriptor or new vocabulary word (e.g., Child: "He rolled." -> Teacher: "Yes, heavy Stone rolled courageously down the hill!").

