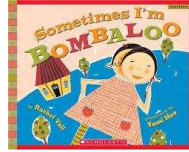




## Sometimes I'm Bombaloo Read Aloud

**Standards:**

ELA.SL.CC.PS.1.a - b  
 ELA.SL.CC.PS.2  
 ELA.SL.CC.PS.3


**Materials:**

- *Sometimes I'm Bombaloo*
- Vocabulary word picture cards

**Vocabulary:**

- Excellent: very good
- patient: waiting without becoming upset
- (self-)control
- fist
- whine: long, high pitched cry
- fierce: strong and violent
- scrunch: squeeze something so it isn't flat or smooth
- Smash: hit very hard
- Frightened: scary
- Relieved: feeling better

**Preparation:** Set up materials.

**First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice. If none of those are possible, by inserting a short definition.
- Give comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.

- Model analytical thinking when appropriate – e.g. “I’m thinking....”

<p>“The title of this book is <i>Sometimes I’m Bombaloo</i>. The author is Rachel Vail. She wrote the story. Yumi Heo is the illustrator, she created the pictures.”</p>	<p><i>Show cover, pointing to the title, author’s, and illustrator’s names.</i></p>
<p>“The story is about a little girl named Katie Honors and what sometimes happens when she has gets angry.”</p>	<p><i>Introduce the main character and the story problem, using the illustrations on the cover</i></p>
<p>“I smile a lot because usually I’m happy, and I give <b>excellent</b> -very good- hugs.”</p>	<p><i>Page 2 smile</i></p>
<p>“Katie has many toys to put away when she is done playing with them. Toys, like this puzzle, take longer to put away since they have so many pieces. Sixty-fourty-eight isn’t a real number, but I think that Katie thinks this is a big number.”</p>	<p><i>Pages 5 &amp; 6</i></p>
<p>“Katy says “please”, the magic word, when she asks her father to pass food.”</p>	<p><i>Page 8</i></p>
<p>“I don’t whine or stamp my feet or growl.....</p>	<p><i>Page 9 act out</i></p>
<p>“You can see by looking at Katie’s face that she is starting to get upset.”</p>	<p><i>Page 10</i></p>
<p>“I show my teeth and make <b>fierce</b> noises.”</p>	<p><i>Page 12 act out</i></p>
<p>“My face <b>scrunches</b> tight like a monster’s.”</p>	<p><i>Page 13 act out</i></p>
<p>“I use my feet and <b>fists</b> instead...”</p>	<p><i>Page 16 make fist</i></p>
<p>“I want to <b>smash</b> stuff.”</p>	<p><i>Page 22 act out</i></p>
<p>“Katie is so angry that she throws all of her neatly folded clothes through the room.”</p>	<p><i>Page 24</i></p>
<p>“And I’m sorry and a little <b>frightened</b>.”</p>	

“Katie feels frightened because she couldn’t control what she was doing when she was so very angry.”

*Page 27 act out*

“I think Katie is feeling **relieved** – better- when her mom hugs her instead of being upset that Katie had smashed things, thrown her clothes all over the place, and hurt her baby brother.”

*Page 29*

### **Discussion Questions(s):**

- Sometimes the feeling of being both mad and sad is known as feeling ‘frustrated.’ Do you think Katie is frustrated? Why?
- Do you sometimes get as angry as Katie? What do you do? How do you feel?

### **Second Read**

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary. Include words that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We read this book once before and we remember the title...”

*Hold up the book, show cover.*

“On this page, Katie is about to lose her **self-control** because her little brother has knocked down the castle she just built. We remember what happened when Katie became **fiercely**

*Take the responses the children give you and read and underline the title again.*

*Pages 9 & 10 Re-orient children to the book.*

mad. She says: "I'm Bombaloo." Let's read the story once more."

"Saying" please" and "thank you" and spreading a napkin across your lap like Katie's mom and dad do in this picture show good table manners."

*Page 8*

"It looks like Katie's brother has fun knocking over Katie's building. He is too little to understand that this upsets Katie."

*Page 9*

"I show my teeth and make **fierce** -strong-noises."

*Page 12*

"Katie's brother looks surprised and frightened because Katie is losing self-control."

*Page 16*

"I think this must be Katie's mother's or father's hand pointing to her bed because Katie is yelling and kicking and throwing things."

*Page 18*

"The illustrator made this page dark to show that Katie took some time-out to think by herself."

*Pages 19 & 20*

"I want to **smash** stuff -hit things very hard-."

*Page 22*

"Katie's mother understands that Katie didn't mean to lose self-control and she understands that Kati is **frightened** and sorry when it over. So instead of being upset, she hugs Katie to make her feel better."

*Page 28*

### **Discussion Questions(s):**

- Katie and her mother clean up the mess that Bombaloo made. Why doesn't the text read 'the mess that Katie made'?"
- Why did Katie's mom help her clean up the mess?
- Why is being Bombaloo scary for Katie?

**Third Read:**

Children will:

- Reconstruct parts of the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s response.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

<p>“We have read this book twice and today we are going to talk about and tell the story together.</p>	<p><i>Hold up the book and show the cover</i> <i>Underline and state the title</i></p> <p><i>Use phrases such as “We remember...” or “What is happening here?” as you point to the action on the pages.</i></p> <p><i>Your comments will be mostly in response to what children say.</i></p> <p><i>Page 2 read</i></p>
<p>“What is happening here?”</p>	<p><i>Pages 3 &amp; 4</i></p>
<p>“We remember....”</p>	<p><i>Pages 4 &amp; 5</i></p>
<p>“And here....”</p>	<p><i>Pages 6 &amp; 7</i></p>
<p>“But then something changes.....”</p>	<p><i>Pages 8 &amp; 9</i></p>
<p>“What happens next?”</p>	<p><i>Ask before turning the page.</i></p>
<p></p>	<p><i>Pages 10, 11, 12, 13 read</i></p>
<p>“We remember.....”</p>	<p><i>Pages 14 &amp; 15</i></p>

<p>“Why is there a hand pointing at Katie’s bed when she is Bombaloo?”</p>	<p><i>Pages 15 &amp; 16</i></p>
<p>“Why is this page all black?”</p>	<p><i>Pages 17 &amp; 18</i></p>
<p>“But when Katie is Bombaloo, she.....”</p>	<p><i>Pages 19 &amp; 20</i></p>
<p>“What is happening when the underpants land on Katie’s head?”</p>	<p><i>Pages 21 &amp; 22 read</i></p>
<p>“We remember.....”</p>	<p><i>Pages 23 &amp; 24</i></p>
<p>“We remember.....”</p>	<p><i>Pages 25 &amp; 26</i></p>
<p></p>	<p><i>Page 27 read</i></p>

**Discussion Questions(s):**

- In Peter’s Chair, Peter, just like Katie, was mad. Why do you think that he ran away instead of smashing things?

**Fourth Read:**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.