



# Read Aloud Transcript

Language Arts IB Module 26: Letter Xx

## Chicka Chicka Boom Boom

By: Bill Martin, Jr., and John Archambault

Book ISBN #: 0-671-67949-X

### Objectives:

- Students will practice making predictions.
- Students will identify rhyming words.
- Students will identify letters.
- Students will demonstrate comprehension through answering questions.
- Students will match letters to sounds.
- Students will identify if a letter is a vowel or a consonant.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>This week wraps up your learning of all the letters in the alphabet! After this week, you will have learned them all. The story that we will read today is about all the letters of the alphabet. It's a silly story about the letters climbing a coconut tree. The letters are the characters in the story, so you already know the characters. Who can tell me all the characters in this story? (Hint: You can tell me the alphabet!)</i>
Pause to call on a student to tell you the alphabet. Say:	<i>Great job saying the alphabet! The title of our story is Chicka Chicka Boom Boom. We will hear the title in the story at a certain point. Let's practice making a prediction, or a guess, about what will happen in the story. Who can think what might happen in the story when we hear the title?</i>

Call on a few students to hear their ideas. Then say:	<i>Those are great ideas! We will see if any of them are correct when we read! We will also find rhyming words in the story. Words that rhyme have the same ending, like tall and ball. They both say "all" at the end. When you hear rhyming words in the story, I want you to pull gently on your ear to let me know you heard it! Give me a thumbs up if you got it!</i>
Pause to see that the children are understanding what they will do during the reading. Say:	<i>Okay! Let's get reading. The title of our book is Chicka Chicka Boom Boom. There are two authors Bill Martin, Jr., and John Archambault. What did Bill and John do?</i>
Pause and call on a student to answer. Say:	<i>They wrote the words! Usually there is just one author of a story, but when there are two authors, we know they worked together to write the book. The illustrator is Lois Ehlert. What did Lois do?</i>
Call on a student to answer. Say:	<i>She drew the pictures! She uses some neat creativity with some of the illustrations of the letters on certain pages. Keep your eye out for that! Now let's read and see if any of your predictions were correct about the title!</i>

During Reading	
Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember to listen for those rhyming words and tug on your ear when you hear them!</i>

Read the first page. Check for students tugging on their ears. Say:	<i>What rhyming words did you hear?</i>
Call on a student. Say:	<i>The letter C rhymes with tree! Did you know you could rhyme with letter names! As we read, see if you can identify each letter's name when you see it on the page. Let's keep reading.</i>
Read pages 3-4. Check for students to tug on their ears. Say:	<i>D, E, and G all rhyme with tree! What other rhyme do you hear?</i>
Call on a student to answer. Say:	<i>Boom and room both end with "oom." Are you saying the names of the letters in your head as we look at each page? Let's say these letters together!</i>
Point to the letters in alphabetical order or in random order to practice letter identification. Encourage all the students to say the letter names. Say:	<i>You are learning your letters! Great job! Keep saying those letter names in your head when you see new letters on the page! It's not too often that you know the characters' names before they are introduced in the story!</i>
Continue reading until page 10, pointing to the letter pictures as you read the names and watching for students to recognize rhyming words. Say:	<i>Why did the authors say "Oh, no?" What is going to happen next?</i>
Call on a few students to hear their ideas. Say:	<i>You could be right! Let's read to find out.</i>
Call on a few students to hear their ideas. Say:	<i>All the letters fell out of the tree! Look at how some of them are upside down and sideways. That was quite a fall! Did you hear the title on this page?</i>

Encourage all the students to answer, yes. Say:	<i>Boom is the sound something makes when it falls. Our title makes a bit more sense now! What do you think will happen now that all the letters fell out of the tree?</i>
Call on a few students to hear their ideas. Say:	<i>Those are great predictions. Let's see what happens next.</i>
Read pages 13-14. Say:	<i>What happened after the letters fell?</i>
Call on a student to answer. Say:	<i>Yes, their family came running to give hugs, and they dusted themselves off. Did you notice anything about the letters that are giving hugs?</i>
Call on a student to answer. Say:	<i>Right! The uppercase letters are hugging their lowercase letters! Let's see what happens next.</i>
Read pages 15-18. Say:	<i>The letters all have injuries from their fall! The illustrations show some of the bumps and bruises. What happened to d, e, f, and g?</i>
Call on a few students to share the injuries. If students are struggling to remember what happened, turn their attention to the illustration to help them. If they still are not recalling, read the text on page 17 again, and then ask the question again. Say:	<i>D has a skinned knee, e has a stubbed toe, f is patched up with a band aid, and g is out of breath. That was quite a fall! Let's see if all the letters have injuries.</i>
Read pages 18-19. Point to the letters that are injured. Say:	<i>Look at the illustrations! Do you see the creativity the illustrator used to show the injuries? And the injuries even rhyme! J and K are about to "cry," and I is knotted up like a "tie!" What is happening with h and i?</i>

Call on a student. Say:	<i>Yes, h and i are tangled up. I wonder if ALL the letters have injuries! Let's keep reading. Remember to listen for those rhyming words!</i>
Read pages 20-23. Say:	<i>What happened to some of these letters?</i>
Call on a few students to answer. Say:	<p><i>M is looped, N is stooped down, O is twisted, P has a black eye, and T has a loose tooth!</i></p> <p><i>I never would have thought to add a tooth to a letter! I love the creativity of the authors and illustrator! This shows you that you can make anything the character of a story! Let's see how the story ends!</i></p>
Read pages 24-29. Keep an eye on the students to see that they are hearing the rhymes.	<i>What does the letter a want to do?</i>
Call on a student to answer. Say:	<i>Instead of going to bed, letter a wants to go back up the coconut tree! That's the end of the story. We don't know what happens next, but we can use our imagination to decide what we think could happen. Do you think the other letters will chase letter a up the tree, or will they stay in bed?</i>
Call on a few students to hear their ideas. Say:	<i>With a book that ends like this, we can decide what we want to happen next! This was a fun book about letters! Let's keep working with letters!</i>

## After Reading

Directions	Teacher Script
<p>After finishing the story, complete the Chicka Chicka Boom Boom consonant and vowel T- chart interactive activity with the students. They will be sorting pictures of words that begin with consonants and vowels. Say to the students:</p>	<p><i>You have learned all the letters that we read about in this book! We practiced the letter names as we read the book, and now we are going to practice the letter sounds together with an interactive activity. In this activity, we are going to listen for consonant sounds and vowel sounds. Vowels are the letters a, e, i, o, and u. They are the letters that we have learned can make two sounds: the short sound and the long sound. Can you tell me the short vowel sounds? A says _____, e says _____, i says _____, o says _____, and u says _____. (Cup your hand over your ear for each blank to encourage all the students to respond.) You got it! Those are the vowel sounds. If a word begins with a vowel sound, we will put it on the vowel side. If a word begins with a consonant sound, we will put it on the consonant side!</i></p>
<p>Pull up the PowerPoint interactive activity. Say:</p>	<p><i>Here's our T-Chart. We have the consonant side on the left and the vowel side on the right. Let's look at the first picture. It's an elephant. Listen to the beginning sound "eeeeee-lephant." Is that a vowel sound or a consonant sound?</i></p>
<p>Call on a student to answer. Say:</p>	<p><i>Right! Elephant starts with the vowel sound, e, e, e.</i></p>

Move the elephant to the vowel side. Continue with each picture until they are all sorted. The pictures across the top are elephant, toothbrush (or tooth), waterfall, apples, fish, spaghetti, igloo, (2nd row) pizza, octopus, up.

*Great job listening for the beginning sounds and sorting the words by consonant and vowel sounds! Now that you have learned all the letters of the alphabet, you can sort any word by beginning sounds!*