



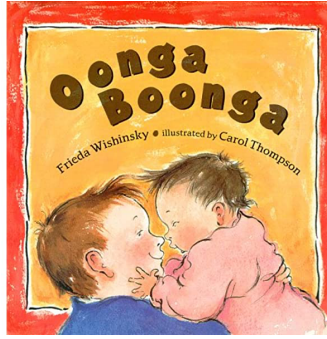
# Read Aloud: *Oonga Boonga*

### Enduring Understanding(s):

- A family is a group of people that care for and support each other.

### Essential Question(s):

- What does it mean to be a member of a family?
- How do families care for each other?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Oonga Boonga</i></li> <li>• vocabulary word picture cards</li> </ul>	<ul style="list-style-type: none"> <li>• <b>faded</b>: become less bright/ lose color</li> <li>• <b>gently</b>: kindly and quietly</li> <li>• <b>harmonica</b>: small rectangular instrument</li> <li>• <b>lullaby</b>: a song that helps a child fall asleep</li> <li>• <b>tears</b>: fluid that comes from eyes</li> <li>• <b>whispered</b>: spoken very quietly</li> <li>• <b>scampered</b>: run quickly and playfully</li> <li>• <b>sobs</b>: crying noisily</li> <li>• <b>unison</b>: together at the same time</li> <li>• <b>wails</b>: a loud, long cry</li> <li>• <b>jig</b>: a lively dance</li> </ul>	

## First Read

### Preparation: *Set up materials*

#### 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

“The title of this book is *Oonga Boonga*. The author is Frieda Wishinsky. She wrote the story. Carol Thompson is the illustrator. She created the pictures.”

**Read the text all the way through, stopping at the notated pages below. Show cover, pointing to the title, author’s and illustrator’s names.**

“Baby Louise is crying so much, the author says, ‘*her tears ran like rivers to the sea.*’ It’s as if she has enough **tears** to make a river, which is a lot of water.”

p. 4

<p>“Baby Louise’s father is being very <b>gentle</b>. He is patting her back softly and carefully. But Baby Louise is still crying. She is <b>wailing</b>-she is crying very loudly. The author writes: <i>‘her wails shook the pictures off the walls!’</i>”</p>	p. 6
<p>“Grandpa played his <b>harmonica</b>. He danced a <b>jig</b>- a lively and fast dance.”</p>	p. 10
<p>“Baby Louise’s whole family said ‘<i>Oonga Boonga</i>’ in <b>unison</b>- all at the same time.”</p>	p. 16
<p>“Baby Louise’s smile <b>faded</b>- it went away little by little, bit by bit”</p>	p.18
<p>“This time, Daniel <b>whispered</b>- said in a very quiet voice- ‘<i>bunka, wunka</i>’ and Baby Louise stopped crying.”</p>	p. 24

**Discussion Question(s):**

- Where did the words in the title of the book come from?
- Why do you think Baby Louise stopped crying when her brother Daniel was nearby?
- Are there any songs or kinds of music that help you feel quiet, calm, and relaxed?

## Second Read

**Children will:**

- recall some main events when asked
- link characters’ basic emotions to their actions
- use their own experiences to understand characters’ feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

“We read this book before, so you know the title is...*Oonga Boonga*. Today we’re going to read it again and remember what happened in the story.”

**Read only a few pages, stopping on the notated pages. Pause before you read the title so that children can chime in. Track the title with your finger as you read it.**

<p>“What did Baby Louise’s mother do to get Baby Louise to stop crying?”</p>	p. 4
<p>“Here, Baby Louise began <b>wailing</b> enough to shake the pictures off the walls. Why does it say that?”</p>	p. 6



“Grandma tried next. What did she try to help Louise? Yes, Grandma tried to give Louise her bottle. What happened?”	p. 8
“Here is Grandpa! What did he do to try and calm Louise?”	p. 10
“The neighbors tried to help, with Mozart and rock and roll. Did their ideas work?”	p. 12
“Finally, someone came home from school. Who was that?”	p.13
“Did Louise stop crying the first time Daniel said ‘Oonga Boonga’?”	p. 14
“Daniel told his mother and father and Grandma and Grandpa what he said to Baby Louise, and they all said ‘Oonga Boonga’ to her, in unison--at the same time.”	p. 16
“After a few minutes, Daniel left. What did Louise do when that happened? That’s right, she cried again.”	p. 18
“What did the grownups do to get her to stop? That’s right, they tried to say ‘Oonga Boonga,’ but it didn’t work; Baby Louise was still crying.”	p. 20
“What happened that helped Baby Louise stop crying?”	p. 24
<p><b>Discussion Question(s):</b></p> <ul style="list-style-type: none"> <li>• What if Daniel had said “Lapta Klapta” instead? Do you think Baby Louise would still have stopped crying? Why or why not?</li> <li>• Why were Louise’s other family members not as successful in calming Baby Louise as Daniel was?</li> </ul>	

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

### Read only a few pages, focusing on the vocabulary words, main events, and characters.

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- Everybody tried to get Baby Louise to stop crying. Why didn't they just let her cry? Why did they try to get her to stop?
- Are there any other reasons why people might try to get a baby to stop crying? (hunger, pain, fear, boredom, missing someone)

## 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.

### Discussion Question(s):

- If you had been Baby Louise's big brother or big sister, what would you have tried to get her to stop crying? What other things might you try?