



# Read Aloud: *Sometimes I'm Bombaloo*

**Enduring Understanding(s):**

- A family is a group of people that care for and support each other.
- Conflict happens in families, and they work together to resolve them.

**Essential Question(s):**

- What does it mean to be a member of a community?
- Why is collaboration and working together important?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Sometimes I'm Bombaloo</i></li> <li>• vocabulary word picture cards</li> </ul>	<ul style="list-style-type: none"> <li>• <b>patient:</b> waiting without becoming upset</li> <li>• <b>self-control:</b> ability to control oneself</li> <li>• <b>fist:</b> the hand closed</li> <li>• <b>whine:</b> sound such as a cry/to complain</li> <li>• <b>fierce:</b> strong and violent</li> <li>• <b>scrunch:</b> squeeze something so it is not flat or smooth</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 <i>Sometimes I'm Bombaloo</i> . The author is Rachel Vail. She wrote the story. Yumi Heo is the illustrator; she created the pictures.”	<b>Show book, pointing to author's and illustrator's names.</b>
“The story is about a little girl named Katie Honors and what sometimes happens when she gets angry.”	
“Katie can do lots of different things.”	<b>p. 6</b>
“What do you think is the magic word that Katie remembers to use?”	<b>p. 7</b> <b>Briefly discuss why “please” would be the “magic word.”</b>
“How does Katie use <b>self-control</b> when her baby brother knocks down her castle?” “Katie doesn't <b>whine</b> or <b>stomp</b> her feet.”	<b>pp. 9-10</b> <b>Children respond.</b>

“Other times, Katie is not so <b>patient</b> and loses her temper.”	p. 12
“Katie’s mask is <b>fierce</b> like a monster’s face. What do you notice?”	pp. 13-14 Point out the other masks. Children respond.
“How is Katie feeling on this page? How can you tell?”	pp. 19-20 Children respond. p. 29 Close the read.
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>• Why did Katie lose her patience?</li> <li>• Sometimes the feeling of being both mad and sad is called ‘frustrated’. Do you think Katie is frustrated? Why?</li> <li>• Why does Katie’s mother hug her at the end of the story?</li> </ul>	

## 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... <i>Sometimes I’m Bombaloo.</i> ”	<b>Underline the title with a finger.</b>
“Katie is <b>patiently</b> building a castle. Her baby brother is smiling, but Katie is not. Why?”	pp. 9-10 Children respond.
“Katie’s face ‘ <b>scrunches</b> tight like a monster’s’ and she makes a <b>fist</b> . Do you think she is really turning into a <b>fierce</b> monster? How do you know?”	p. 14 Children respond.
“Why is there is ‘some pointing at my bed’ when Katie is Bombaloo?”	p. 18 Children respond.
“I have to go take some time for myself...’ has a darker illustration than the more colorful ones. Why do you think the illustrator did that?”	pp. 19-20 Children respond.
“Katie smiling again. What happened that made her smile?”	p. 26 Children respond.
“Katie and her family ‘clean up the mess that Bombaloo made.’ Why doesn’t it say, ‘the mess that Katie made’?”	p. 29 Children respond.

### Discussion Question(s):

- Why is being Bombaloo scary for Katie?
- What are some ways she “makes up” with her baby brother?
- How are Katie’s emotions similar to or different from Peter’s in *Peter’s Chair*?



## 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

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):

- Why does Katie describe being upset as ‘sometimes I’m Bombaloo’?
- How do you think Katie’s baby brother/mother felt when she turned into Bombaloo?
- What do you think happens when Katie’s brother gets upset?

## 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):

- Have you ever been ‘Bombaloo’? What happened?
- What are some ways to deal with being frustrated?
- Why does Katie have more self-control than her baby brother?