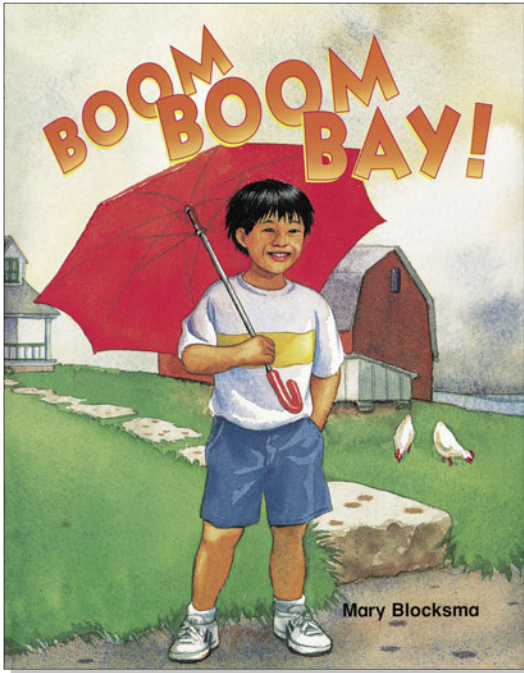



Boom Boom Bay!



Leveling Systems
Avenues: ● Beginning
DRA: 8
Fountas and Pinnell: E
Lexile: BR

Children can chime in with the noisy refrain in this rhyming story about rainy day sounds. Onomatopoeia and repetition make this book fun to read. Questions and exclamations throughout the book will also give children practice reading with expression. *16 pages, 130 words*

In This Guided Reading Lesson:

| Background and Vocabulary | Read the Book | Respond to the Book |
|---|--|---|
| <p>Weather Words: hail listen rain thunder umbrella</p> | <p style="text-align: center;">  Use Visuals </p> | <p>Sound Effects: Dramatic Reading</p> <p>Sound Study: Create Sound Words</p> |

Build Background

Storm Sounds Create the sound of an approaching storm in your classroom. Have children follow your lead:

- Make a blowing sound: **Oooooo!** Then say: **I hear the wind.**
- Tap your fingers on a desk or table—slowly and lightly at first, then faster and harder. Say: **It’s starting to rain.**
- Slap your hands on a desk or table. Say: **Now it’s raining hard!**
- Stamp your feet and clap your hands as you say: **Can you hear thunder?**
- Reverse the order of these actions and say: **Now the storm is going away.**

Build Vocabulary

Weather Commands Introduce the weather words:

- *hail*: explain that it is frozen rain
- *listen*: cup your ear
- *rain*: draw raindrops
- *thunder*: draw a lightning bolt, then make a crashing sound
- *umbrella*: draw an umbrella

Next, play a game in which children respond to weather word commands. For example, say:

- ▶ **It’s raining! Put up your umbrella.**
- ▶ **I hear thunder! Listen. It’s very loud! Cover your ears.**
- ▶ **Hail is falling. Cover your head!**

Invite volunteers to make commands while the rest of the group acts them out.

Key Vocabulary

hail
listen
rain
thunder
umbrella

1 Preview the Book

Cover This story is a poem. Some of the words rhyme. Other words tell about noises on a rainy day.

Pages 2–3 It’s a wet day. **Rain** is falling. **Listen** while I read pages 2 and 3. What rhyming words do you hear? (*day/say/bay*) Sometimes there’s **thunder** when it rains. Thunder is a loud sound. It can sound like a big boom!

Pages 4–5 Look at the last line on page 4. The words in quotation marks show the sound that the rain makes.

Pages 6–7 Why does the boy have a red **umbrella**? (to stay dry) Find the words in quotation marks on page 6. What sound does rain on the umbrella make? (pop-pop)

Pages 8–9 Good readers use pictures to help them understand words in a story. I’m not sure what **hail** is. I see little white balls falling from the sky. They’re bouncing off the roof, so they must be hard. I think hail is little balls of ice. The boy is standing in the building so he doesn’t get hurt by the hard, frozen water.

Pages 10–11 The pails catch rain that drips onto the porch. What sound does rain in the pails make? (tink-tink)

Pages 12–13 How can you find out what kind of water makes the whoosh sound? (look at the picture) I see that it’s not raindrops, water on an umbrella, or water in a pail. It’s water from a gutter. Look at the thunder words—they’re bigger now. What does that mean? (the thunder is louder now)

Pages 14–15 Why do you think the boy went inside? (because the storm is stronger) Let’s read all the rainy day sounds.

Page 16 These words are big! How do you think the thunder sounds now?



2 Read the Book

Independent Reading Have children read the book silently or to a partner. Observe as each child reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach children as they read.
- **Spotlight Strategy: Use Visuals** Children may have difficulty understanding the meanings of new vocabulary words (pages 4: *rainy*; 6: *umbrella*; 10: *pail*). Remind them to use visuals to help them understand the meanings of these new words.

3 Respond to the Book

Sound Effects Have children perform a dramatic reading of the book using classroom objects or their own vocalizations to create sound effects. For example, children can drop paper clips to make the sound of hail, bang on a table to make the thunder sound, and vocalize the sound of rushing water.

Sound Study Display a T Chart. In the left column, list the weather words in the book. Invite volunteers to name the sound associated with each type of weather. Record their responses in the right column.

Then have children listen to sounds in the classroom, such as someone walking, writing on the chalkboard, or opening and closing a door. Record the source of the sounds in the left column. Have children listen to the sounds, and create words to describe them. Record the new sound words in the right column.

Materials

- T Chart from *Picture It! Big Book*, page 20

Answers will vary. Sample response:

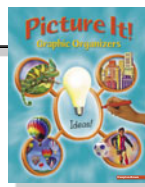
T Chart

Boom Boom Bay!

| Where the Sound Comes From | The Sound |
|----------------------------|---------------|
| thunder | boom-boom-bay |
| rain | pit-a-pat |
| umbrella | pop-pop |
| hail | tack-a-tack |
| pail | tink-tink |
| water | whoosh |
| someone walking | clump, clump |
| writing on board | shree, shree |
| opening door | creeeek |

Use only a black dry-erase marker.

20



Picture It! Big Book, page 20

from Boom Boom Bay!

| Take a Running Record | | Number of Errors | Number of Self-Corrections |
|-----------------------|--|------------------|----------------------------|
| page | | | |
| 2 | Listen to the rainy day. What does the thunder say? | | |
| 3 | The thunder goes, "Boom-boom! Boom-boom! Boom-boom-bay!" | | |
| 4 | Listen to the rainy day. What does the rain say? "Pit-a-pat! Pit-a-pat!" | | |
| 5 | And the thunder goes, BOOM-BOOM-BAY! | | |
| 6 | Listen to the rainy day. What does my umbrella say? "Pop-pop! Pop-pop!" | | |
| 7 | And the thunder goes, BOOM-BOOM-BAY! | | |
| 8 | Listen to the rainy day. What does the hail say? "Tack-a-tack! Tack-a-tack!" | | |
| 9 | And the thunder goes, BOOM BOOM BAY! | | |
| | | Total | Total |

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

(69 words - _____) ÷ 69 words = _____ %
total errors

Determine Instructional Needs

| | |
|---|--|
| <p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text | <p>Student needs more coaching in</p> <p>_____</p> <p>_____</p> |
|---|--|

Good Reader Guide

Use these strategies to coach students as they read independently.

| Text | Student Miscue | Coaching Strategies |
|--|---|--|
| <p>The rocket is going very fast.</p> | <p>The rocket is gro... going very fast.</p> <p>Hesitates or self-corrects after a miscue</p> | <ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on. |
| <p>The shuttle orbits the Earth.</p> | <p>The shuttle...?</p> <p>"Freezes" when faced with an unfamiliar or long word</p> | <ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on. |
| <p>No one has been to Mars.</p> | <p>Nobody has been to Mars.</p> <p>Substitutes an incorrect word that makes sense</p> | <ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct. |
| <p>There is no liquid water on the Moon.</p> | <p>There is no little water on the Moon.</p> <p>Substitutes an incorrect word that does not make sense</p> | <ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread. |

Good Reader Guide

Use these strategies to coach students as they read independently.

| Text | Student Miscue | Coaching Strategies |
|---|---|--|
| <p>Craters look like dark circles when you look up at the Moon.</p> | <p>Craters look like dark when you look up at the Moon.</p> <p>Skips important words</p> | <ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line. |
| <p>There are mountains on the Moon.</p> | <p>There...are mountains...on...the... Moon</p> <p>Reads slowly, word-by-word, without comprehension</p> | <ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience. |
| <p>That's one small step for man, one giant leap for mankind.</p> | <p>That's one small / step for / man, one / giant leap for / mankind</p> <p>Reads aloud with poor phrasing</p> | <ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression. |
| <p>The Moon is full tonight.</p> | <p>TheMoonisfulltonight</p> <p>Reads quickly, without comprehension</p> | <ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies. |
| <p>The Moon is Earth's only natural satellite.</p> | <p>?</p> <p>Gets stuck; is unable to use any strategies</p> | <ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words. |