



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: Damp
Street cart
Shelter



Materials Needed

Tap Tap Boom Boom by Elizabeth Bluemle
Chart paper
Marker

Tap Tap Boom Boom

by Elizabeth Bluemle

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Tap Tap Boom Boom*. Three novel words will be introduced today: damp (page 2), street cart (page 4), and shelter (page 13). Write the following at the top of the chart paper: Words We Understand.

BEGIN: Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

ACT: Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *Tap Tap Boom Boom*.

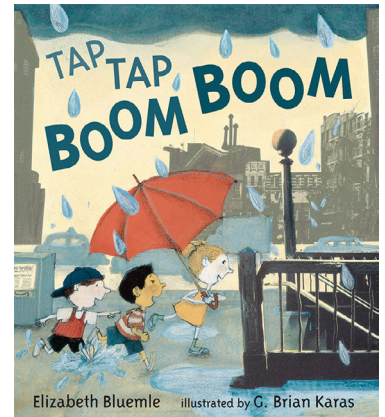
[Point to words as you say them.]

Point to and say the names of the author and illustrator.]

EXPLAIN: Today let's talk about three words that are in our book. One word is damp. **Damp** means something is slightly wet. Another word in our book is street cart. A **street cart** holds food or other things that can be sold to people on or near a street. A street cart has wheels. Another word in our book is shelter. A **shelter** is a safe place, especially during a storm.

ACT: I will write these three words on our chart.

[Point to and say each word as you write it.]



Now we will read our book. We will begin reading right here.

[Point to first text word.]

Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]

ASK: *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (people in a city taking shelter from a storm)
- Who were the main characters in our book? (two boys)
- What happened first? (the boys notice a storm is coming)
- What happened next? (a woman starts trying to sell umbrellas from her street cart)

[Point to and read each word on your chart.]

- What does the word “damp” mean? (slightly wet)
- What is a street cart? (it holds things that can be sold to people on or near a street; a street cart has wheels)
- What is a shelter? (a safe place, especially during a storm)

[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning or again defining the word. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘shelter.’ Remember, a shelter is a safe place during a storm. People used a subway as a shelter.” Point to and describe pictures on pages 2, 4–5, 12–13, and 20–21 that are directly related to the novel words.]

RECAP: Today we read a book about people in a city taking shelter from a thunderstorm. We talked about the words “damp,” “street cart,” and “shelter.”

Scaffolding Tips

Extra support ■ To help children understand the word damp, display a damp sponge or washcloth. Encourage children to feel the damp sponge or washcloth. ■ Remind children where we go for shelter during a tornado drill.

Enrichment ■ People in the city went into the subway for shelter. Encourage children to identify other places that could be a shelter during a storm.

FIRST
READING

Understanding Words *continued*



DAY
1



Center Activity

Provide watercolor paints, paintbrushes, and paper. Encourage children to paint how the sky looked during the storm, and how it looked after the storm, as described in the book.



Family Child Care

Encourage school-age children to “read” *Tap Tap Boom Boom* to younger children in your setting by retelling the story, using the book’s pictures as a guide. Play background noise of a rainstorm to enhance the storytelling.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: Whirls
Betcha
Subway
Congregate
Danger
Splatter

Review: Damp
Street cart
Shelter



Materials Needed

Tap Tap Boom Boom by Elizabeth Bluemle
Words We Understand chart from Day 1
Marker

Tap Tap Boom Boom

by Elizabeth Bluemle

Be Prepared: This is the second of three repeated readings of *Tap Tap Boom Boom*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Tap Tap Boom Boom*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (people in a city taking shelter during a storm)
 - Who were the main characters in our book? (two boys)
 - What happened first? (the boys notice a storm is coming)
 - What happened next? (a woman starts trying to sell umbrellas from her street cart)



EXPLAIN: We are going to read our book again. We will stop to talk about some of the words in our book. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: What do we remember about the words we talked about on Day 1?

[*Remind children of the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*

Example: "We just heard the word 'whirls.' Did everyone hear it? 'Hold tight to your umbrella. Wind whirls helter-skelter.' Whirls means to move quickly around and around. The wind was moving quickly around and around."

Below are the novel words and their definitions for this session:

- **Whirls** (page 9): To move quickly around and around
- **Betcha** (page 10): People sometimes use this word to say they think something will happen
- **Subway** (page 13): A train station in a city that is underground
- **Congregate** (page 14): To come close together
- **Danger** (page 20): Something that is not safe
- **Splatter** (page 28): Small splashes of water or another liquid]

EXPLAIN: We learned six new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "We are learning what the word congregate means. Congregate means to come close together. What do we see in this picture (page 15 or 17) that tells us people are congregating?" (people are standing close to each other)*
- *Define a word without naming it and ask children to identify the word. Example: "What word do we use for something that is not safe?" (danger)*
- *Encourage children to think about a novel word in another context. Example: "In our book, people walked through puddle splatter. The puddle had splashed into small splashes of water. Have people done things that made splatter? What?"]*

ASK: Our book was about people in a city taking shelter from a storm. The two boys in our book ran down the stairs to a subway to be away from danger. Many people joined the boys in the subway to be out of danger from the storm. Are there other things we can do to stay safe from danger?

[Facilitate a discussion of book connections to children's experiences. Examples:

- *"Our book today was about people in a city taking shelter from a storm. Some people used umbrellas to stay dry from the rain. Other people went down into a subway. Have you ever taken shelter from a storm? What did you do to stay dry? What did you do to stay safe?"*
- *"In our book today, the wind moved quickly around and around. What are some things that you have seen whirl? What are some things that you have made whirl?"*
- *"Today we learned about the word betcha. People sometimes use the word*

“betcha” when they think something is going to happen. In our book today, if the people went underground, they would stay dry. Saying, ‘You betcha’ is like saying I am sure it will happen. Have you ever been sure something would happen? Has your parent or grandparent ever said, ‘You betcha,’ because he or she was sure something would happen? What is something you could say, ‘You betcha’ about, because you are sure it will happen?”]

RECAP: We learned more words today when we read *Tap Tap Boom Boom*. Let’s look at our chart to remember the words we are learning to understand.

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]

 Scaffolding Tips

Extra support ■ If children seem uncertain about the word “congregate,” name times in the day that we congregate. Examples: We congregate for lunch at the tables. We congregate near a door when it is time to go outside or come inside.

Enrichment ■ Promote children’s comprehension of the story by inviting them to describe one or more of the ways the author or illustrator lets the reader know a big storm is coming. Children could describe what they see on pages 12 and 13. As you read pages 8 and 9, ask children to close their eyes and picture what the weather might look like. ■ Ask children what characters are seen in the book multiple times. (There are two boys, and a girl with a yellow dress, that are pictured multiple times. The woman selling umbrellas is pictured more than once.)

 Center Activity

Provide eye droppers, paper, and tempera paint for children to make paintings with paint splatter. Encourage children to feel the texture of the paint splatter when the painting is dried.

 Family Child Care

Play music with a rain theme prior to reading *Tap Tap Boom Boom*. Some songs to play are “Rain, Rain, Go Away,” “Raindrops Keep Falling on My Head.” Or use Self-Regulation Week 18, Day 2’s activity plan to play the *It’s Raining, It’s Pouring* game.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

New: Grumbles
Descend
Scatter

Review: Damp
Street cart
Whirls
Betcha
Subway
Shelter
Congregate
Danger
Splatter



Materials Needed

Tap Tap Boom Boom by Elizabeth Bluemle
Words We Understand chart from Days 1 and 3
Marker

Tap Tap Boom Boom

by Elizabeth Bluemle

Be Prepared: This is the third of three repeated readings of *Tap Tap Boom Boom*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Tap Tap Boom Boom*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (people in a city taking shelter from a storm)
 - Who were the main characters in our book? (two boys)
 - What happened first? (the boys notice a storm is coming)
 - What happened next? (a woman tries to sell umbrellas from her street cart)

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about some of the words. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

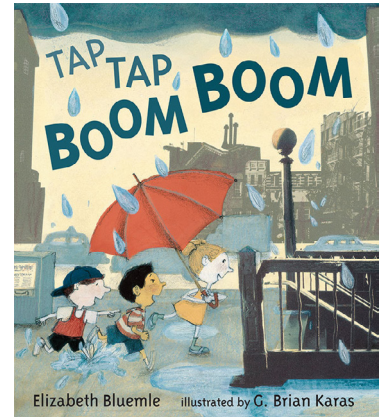
ACT: The author of our book is Elizabeth Bluemle. The illustrator of our book is G. Brian Karas.

[*Point to each name as you identify the author and the illustrator.*]

[*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*]



Pause to briefly define the three words identified for today's session using the following approach:

- Read the sentence with the novel word. Identify the novel word.
- Repeat the sentence in which the word is used.
- Then define the novel word and connect the definition to the book.

Example: "I just read the word 'grumbles.' Did everyone hear it? 'Sky grumbles.' The word 'grumbles' means to complain with noises, and not with understandable words. The sky was making noises that sounded like it was complaining with noises, and not with understandable words."

[Below are the novel words and their definitions for this session:

- **Grumbles** (page 8): Use noises (not understandable words) to complain about something
- **Descend** (page 23): To go down
- **Scatter** (page 28): To move things apart or away from each other]

EXPLAIN: We learned three new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- Ask children to describe a picture related to the word. Example: "Look at this picture of two girls descending the stairs (page 23). What do you see in this picture that would tell you the girls are descending?" (it looks like the girls are walking down the stairs)
- Define a word without naming it and ask children to identify the word. Example: "In our book, the people move apart from one another. What is another word that means to move apart from one another?" (scatter)
- Encourage children to think about a novel word in another context. Example: "In our book, one way the people knew it was going to storm was that the sky grumbled. Sometimes we grumble. We complain about something with noises, and not with understandable words. Are there better ways to show we are not happy when we grumble? What would be a better way, instead of grumbling, to show we are not happy about something?"]

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you

ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking “why” questions about what happened. Examples:

- *“I read in the book, ‘We laugh under cover at thunder and danger.’ Thunder and danger usually make people feel scared. But the people in our book laughed. How do you think they felt? Why?”*
- *The street cart in the beginning of our book is selling umbrellas. Why would it be a good time to sell umbrellas?”*
- *Our book says that people saw a rainbow and then scattered. Why do you think the people scattered? How do you think the people felt after the storm was over? Why?”]*

RECAP: We talked about why some things happened in our book. We also learned more words today. Let’s look at our chart to remember the words we are learning. Each of these words helps us understand our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word’s use in the book if children cannot recall.]



Scaffolding Tips

Extra support ■ Make some grumbling noises when you describe grumbles. Explain that people grumble; skies do not really grumble. ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about how the people knew the storm ended and they could scatter. If appropriate, reread pages 24–28 and describe how people knew the storm was ending.

Enrichment ■ Ask children how we know when a storm is ending. Ask children what they like to do when a storm ends.



Center Activity

Provide musical instruments and encourage children to strike or shake instruments to try to make the tap, tap, boom, boom noises.



Family Child Care

Encourage the school-age children to “read” *Tap Tap Boom Boom* to younger children in your setting by retelling the story, using the book’s pictures as a guide.