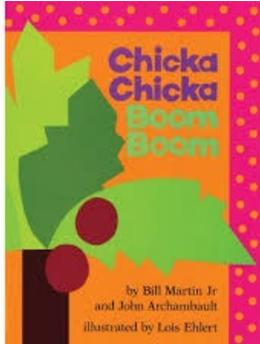


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Equal Possibilities From The Start

BOOK GUIDE SHEET: CHICKA CHICKA BOOM BOOM BY BILL MARTIN



Supporting literacy development & school readiness.

Chicka Chicka Boom Boom is a fun alphabet book. The book follows the lowercase letters as they race up a coconut tree. When the tree gets weighed down, the lowercase letters all fall down and hurt themselves. This book provides opportunities for the children in your care to develop alphabet recognition through the letters in the coconut tree, music and movement through the fun rhymes and rhythm of the book, and early literacy skills through naming the small/big letters and repetition.

INTRODUCING THE BOOK

Sing a story time song!

This increases engagement and builds a routine, so children know what to expect. Try “If You’re Ready,” to the right →

Discuss the book cover before reading.

- This is a good way to ease into the book and converse. Ask children if they know what picture that is on the front cover. *What colors do you see?*

Introduce characters and concepts beforehand.

- *Have you ever seen a coconut tree? What’s your favorite letter in the alphabet? Is it morning or nighttime?*

“If you’re ready”
(Tune: If you’re happy and you know it)
*If you’re ready for a story, take a seat
If you’re ready for a story, take a seat
Clap your hands and stomp your feet
Make your hands all nice and neat
If you’re ready for a story, take a seat*

READING THE BOOK

Use the illustrations to discuss:

- Colors: **Brown** coconuts **green** tree, **red** lowercase letters, **blue** uppercase letters, etc.
- Shapes and sizes: **Round** coconuts, **square** letters, **pointy** leaf
- Numbers: *How many coconuts do you see? How many letters are on each page?*
- Relationships: The lowercase letters fall, and the uppercase letters climbed up to help.

Invite children to relate parts of the story to their own experiences.

- *Where do you see coconuts? Do you eat coconut?*
- *Have you ever raced with someone? Do you have friends you play with?*
- *Have you ever fallen? Where do you see trees?*

Have the children reason things out, predict, and make choices.

- *What do you think this book is going to be about?*
- *What is happening to the tree as the letters climb the tree?*
- *Why did the letters fall? Why did the uppercase letters come running?*
- *Can you find the _____? Where is the color _____?*

Engage everyone
Remember to engage the youngest children in your care by directing comments at them using their names and verbalizing their actions and the activity as much as possible

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Break up the reading and increase engagement by providing opportunities for group movement.

- Encourage the children to stand around in a circle and act out the *Chicka Chicka Boom Boom* story. *Can we fall like the letters?*
- *Let's pretend to climb up the tree like the Uppercase letters. Are you ready to sing the ABC song?*

STORY TIME TIPS

- **Go slow.** Pause for 5-10 seconds after reading each page to give children time to think and discuss.
- **Routine is important.** Story time should be in the schedule every day to establish a predictable routine and incorporate as much direct literacy work as possible!
- **Keep it manageable.** Attention spans of the children in your care will vary and it's okay for a child to lose focus for a bit. Designate a maximum of 15 minutes for reading the story, and 15 minutes for an extension activity.
- **Share illustrations.** Pictures are often the most accessible part of books for young children. Make sure all children can see the illustrations—this is easiest if you sit with them and move the book around after reading each page.
- **Create conversation.** Story time is a great opportunity to increase verbal interaction. It's okay to allow the children to comment on the story or other things that come up—listen and respond to spark interest!
- **HAVE FUN!** Read with expression and animation. The best way to engage all children and support their motivation to read is to show them you enjoy it too.

Managing the group

If comments from the group become unmanageable, use a stuffed animal or similar object to aid with turn-taking; whoever has the object can talk.

WHAT TO EXPECT

	Babies (Birth to 1)	Toddlers (1 to 3)	Preschoolers (3 to 5)
They will:	<ul style="list-style-type: none"> • Respond to movements, sounds, and gestures • Babble, imitate sounds, produce words • Make gestures and sounds to communicate 	<ul style="list-style-type: none"> • Ask a lot of questions about names for things, cause and effect, etc. • Desire independence • Enjoy answering your questions, following simple directions, and discussing a lot! 	<ul style="list-style-type: none"> • Recognize letters and numbers • Understand social-emotional cues like taking turns and helping others • Ask questions about the meaning of words or concepts
You can:	<ul style="list-style-type: none"> • Direct comments to them using their names, noises, and gestures • Respond to and extend their attempts to communicate • Point to and name objects in the book or around them 	<ul style="list-style-type: none"> • Help them make connections to their own experiences • Provide opportunities to experiment with real and nonsense words • Allow them to label what they see in the book and around them 	<ul style="list-style-type: none"> • Provide opportunities to hear and use songs, rhymes, conversation • Ask them to be special helpers for the younger children • Use complex language and provide explanations
With all children in your care: Use a lot of <u>vocabulary</u>, <u>ask questions</u>, and <u>start conversations</u>!			

This book targets the following FCCERS sections: Science/ Healthy Eating, Math, Music/ Movement