

Chicka Chicka Boom Boom

by Bill Martin, Jr. and John Archambault

In this lively alphabet rhyme, all the letters of the alphabet race each other up the coconut tree. Will there be enough room? Oh, no—Chicka Chicka Boom Boom!

Create Successful Reading Habits

Academic language is a critical component of vocabulary development, oral language, and developing a student’s ability to read, think, speak, and write about a topic. By guiding students to develop their academic language skills, teachers can mitigate some of the challenges that students encounter when learning to comprehend text.* Students should engage in a variety of activities that purposefully support the development of their academic language. Inferential language instruction can be helpful when learning about figurative language because it supports a student’s ability to think critically, make inferences, connect ideas, and determine the deeper meaning of the text.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

SCIENCE OF READING – EXPLICIT AND SYSTEMATIC INSTRUCTION

Effective reading instruction is systematic, explicit, and scaffolded; it provides multiple examples and opportunities for students to practice the skill or concept being taught.

Systematic instruction is ...

- thoughtfully outlined, builds upon prior learning, and is delivered on a continuum from simple to complex skills.
- broken down into manageable step-by-step chunks that are appropriate to the instructional goals and pacing of instruction.
- a carefully planned scope and sequence of instruction.

The goal of **systematic instruction** is to ensure that whenever students are asked to learn a new skill or concept, they already possess the appropriate knowledge and understanding to efficiently learn the new skill or concept.

Explicit instruction is ...

- making the skill taught obvious to the student.
- scaffolded and typically follows the “I Do, We Do, You Do” instructional routine.
- an instructional routine that gradually shifts the responsibility from the teacher to the student.

The following scaffolding should occur during explicit instruction:

1. **I Do:** The teacher explains and models the skill or concept by showing exactly how to do what was explained. The teacher should provide multiple examples and, when appropriate, nonexamples.
2. **We Do:** The teacher provides guided practice with scaffolding. The teacher monitors and scaffolds instruction by prompting and giving corrective feedback as students practice the skill or concept with the teacher or a peer.
3. **You Do:** The teacher provides independent practice. Students practice the skill or concept independently while the teacher monitors and gives feedback.

STANDARDS ALIGNMENT FLORIDA’S B.E.S.T. STANDARDS

Within the Florida B.E.S.T. Standards for ELA:

- The Foundations benchmarks do not spiral in the same way as those in the other strands.
- The standards contain a Progression of Foundational Skills for print concepts, phonological awareness, phonics and word analysis, and fluency.

It is important to review the Progression of Foundational Skills to understand how the foundational standards you are teaching build upon previous standards and prepare for future standards.

Look for standards alignment in each section of this guide.

WORD WORK – RECOGNIZING RHYMING WORDS

Identifying words that *rhyme* helps to build students' phonemic awareness. When learning about rhyming words, students listen to the sounds within words and identify the part of the word that sounds the same. Start by teaching students that rhyming words sound alike at the end of the word, also known as the *rime* (the vowel sound and all the sounds following the vowel).

Before reading the text, use the example below to have students practice identifying words that do and do not rhyme:

- Say: "Today we are going to practice identifying rhyming words that have the same ending sound (rime). This means that they have the same vowel sound and all the sounds following the vowel. This is called the rime. For example, the words sat and mat *rhyme* because they have the same ending sound (rime) /at/. The words dog and bag do not rhyme. They have different ending sounds (rimes). Dog has the ending sound /og/, and bag has the ending sound /ag/ which are different. Let's practice some words together."
- Say: "Listen and watch my mouth as I say two words that may or may not rhyme. Then I will ask you to put your thumbs up (model this) if the words rhyme or a thumbs down (model this) if the words do not rhyme."
 - Say: "The words are, *fish* (pause), *dish*. Put your thumbs up if the words rhyme or your thumbs down if they do not rhyme."
 - Repeat the prompt if several students have their thumbs down.
 - Say: "You should have your thumbs up because these words rhyme. They have the same ending sound (rime), /ish/."
- Continue practicing with additional examples and nonexamples. (house/mouse, bark/ball)

Have students apply this practice during the read-aloud of *Chicka Chicka Boom Boom*.

ELA.K.F.1.2:
Demonstrate phonological awareness.

- b. Identify and produce alliterative and rhyming words.

ELL and SWD suggestion:

Provide students with pictures of the words that rhyme. Rhyming cards are an easy, hands-on tool that students can use to practice rhyming. The use of pictures can help students make connections to the sounds in the words they hear and speak.

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words can be used for explicit vocabulary instruction. When teaching vocabulary, it is important to create and share student-friendly definitions that are appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge. Here are some examples of Tier 2 vocabulary words from the book:

patched (p. 19) **tangled** (p. 21) **wiggle** (p. 27) **dare** (p. 32)

Chicka Chicka Boom Boom contains several words and phrases that may be unfamiliar to students. Words and phrases like *tangled*, *pileup*, *tag-along*, and *skinned-knee* are important for students to know so they can derive meaning from the story. Help students determine the meaning of unknown words by asking questions they can answer to learn more about the words.

Example questions:

- What do you think the word _____ means? How do you know?
- Are there any words in the story/on the page that confuse you?
- How do the words and pictures help you understand the meaning of the words (vocabulary word)?
- What are some examples of _____?
- Does any part of this word look or sound familiar to you?

ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.

ELL and SWD suggestion:

Using illustrations and gestures can be used to support vocabulary development by helping students internalize word meanings during discussions. Many literacy skills can transfer across languages. Encourage ELL students to think of a word or word phrase in their native language that corresponds to the meaning of the word in English.

READING FOR MEANING – IDENTIFY RHYMING WORDS

- **ELA.K.R.1.4: Identify rhyme in a poem.**
 - **Clarification 1: This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.**
- **ELA.K.F.1.2: Demonstrate phonological awareness.**
 - b. **Identify and produce alliterative and rhyming words.**

Before:

- Tell students that they are going to listen for rhyming words in the story *Chicka Chicka Boom Boom*.
- Ask Students:
 - What do you know about rhyming words?
 - Can you give me an example of two words that rhyme?
 - What kind of tree is on the front cover of this book? What's hanging on the leaves?
 - What do you think this story could be about?

During:

Rhyming Activity:

- Tell students that as you read, they will listen for rhyming words, and then discuss with their partners what rhyming words they heard.
 - Model (p. 1):
 - Read the page.
 - Say, "C and tree rhyme because they have the same ending sound /ee/."
 - Guided Practice (p. 3 - 6):
 - After reading pages three, four, five, and six, ask students to turn and talk with their neighbor about what words they heard that rhyme.
 - Ask students to orally share the two or more words that rhyme on each page.
- Use completion prompts to have students recall the rhyming word used in the story.
 - Reread the page. (p. 13):
 - There are multiple words that rhyme on this page. Tell students that you are going to reread a sentence from the text with rhyming words, and they will fill in the blank with the missing word that rhymes.
 - Say: "Flip flop flee. Everybody running to the coconut _____. What word in the story rhymes with flee and is used to finish this sentence? What word has the same ending sound?"
 - Repeat this process on pages 19 and 21.
- Thumbs-Up Rhyming Activity
 - Tell students that as you read the rest of the story, they will practice identifying rhyming words.
 - Explain that anytime they hear words that rhyme, they will give a thumbs-up. (This is a great way to have students independently practice identifying rhyming words as you check for understanding of the skill.)
 - Use this strategy while reading pages 23 - 30.

Additional During Reading Questions:

- What happens when all the letters run to the top of the coconut tree? (p. 13 - 14)
- Who comes to help all of the letters when they are hurt and tangled on the ground? (p. 15)
- What do you think will happen when letter A dares all of the other letters to beat him to the top of the coconut tree? (p. 32)

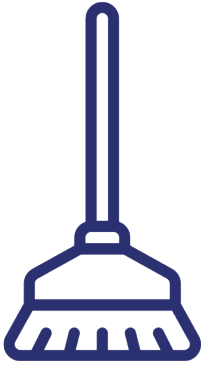
After:

- Students will complete the rhyming activity below by circling the word that rhymes with the picture. Ask the student to identify the picture. Point to each word as you read it to the students. Ask the students, "Which word rhymes with _____?" Tell the students to circle the word that rhymes with _____.

READING FOR MEANING – IDENTIFY RHYMING WORDS



bee top bed



hop room cup



fly sat pit



rock mop look

ELL and SWD suggestion:

Another way students can practice rhyming is by identifying words that do not rhyme. For example, provide students with the words, cat, hat, mop, and bat. Then ask them to tell you which word does not rhyme. This strategy can help students begin to differentiate between the sounds that rhyme and the sounds that do not.