

Book Discussion Guide for Pre-K/Early Childhood:
A Repeated, Interactive Read Aloud Plan

Click [here](#) for more details about how to use this book discussion guide.

Text: A Bad Case of Stripes by David Shannon	
Overarching Purpose: Over the 3 read aloud span, students will gain understanding about the text through teacher modeling, questioning, and discussion. This understanding of the text will allow students to orally reconstruct the story with prompting and support in the third read aloud. Reconstructing the story allows students to not only retell the story, but also talk about character emotions and use specifically taught vocabulary to demonstrate understanding.	
1st Read Objective: With modeling, prompting, and support, TSW ask and answer questions about the story.	
2nd Read Objective: With modeling, prompting, and support, TSW ask and answer questions about the story to further their understanding.	
3rd Read Objective: With prompting and support, TSW orally reconstruct the story.	
Standards Alignment	
TN-ELDS (Tennessee Early Learning Developmental Standards)	PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud. PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.

Social Emotional Learning Themes	
<p>In this book, Camilla struggles with being true to herself. She really loves lima beans but no one else does, so she never eats them anymore. She doesn't want to be teased, so she hides how she really feels. Suddenly she wakes up one day covered in rainbow stripes. While she is at school she gets teased by her classmates and is told not to return until she is better. Doctors try to help her but they do not know what to do. Her stripes get worse and worse. Finally, a sweet old lady gives Camilla lima beans to eat and she turns back to normal again. Camilla learned that it is better to be yourself than to try to be something that you are not.</p> <p>Students may identify with this story if they like something that is different from others. This story could lead to a discussion about how we are all unique and it is our differences that make us beautiful. Students will learn how to celebrate who they truly are and love those things that make us all different!</p>	
TN-ELDS Social- Emotional Standard(s):	PD.SPC.SA.2 Appropriately name types of emotions (e.g. happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors. PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture) PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community. PK.SPC.SCA.1 Show empathy and caring for others.

Vocabulary Instruction		
Word <i>In order of appearance</i>	Child-Friendly Definition	Instructional Strategy
fretting	Worried or unsure	The teacher will say, "Camilla was fretting about what outfit to wear to school. She was nervous because it was the first day." The teacher will also have a face or gesture to accompany this word, showing an anxious or worried expression.
embarrassed	feeling silly and or maybe sad because something happened	The teacher will say, "Camilla felt embarrassed because everyone at school was laughing at her stripes but she couldn't stop it from happening." The teacher will hide her face in her hands in embarrassment to accompany this word.
crowd	a large group of people	The teacher will say, "There was a crowd of people outside of Camilla's house because everyone wanted to see the girl who was covered in stripes." If there are too many people in an area, it can feel really crowded. The teacher can have a few friends stand up on the carpet and get really close together, showing a crowd. This word can also be used throughout the day, explaining that there might be a crowd in the hallway or at the car rider line, etc.
swamped	having more things than you can use/hold	The teacher will say, "The doctors gave Camilla so many creams and medicines that she was swamped! She had too many things that she couldn't even use it all!" This word could be used throughout the day to describe many play areas, example, the blocks area is swamped with blocks, or the art table is swamped with markers.

First Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Share the purpose of your read aloud. Introduce Title. Introduce the Character and the problem using illustrations on the front and back cover. Let's read to find out _____.</p> <p><i>Today we are going to read "A Bad Case of Stripes" by David Shannon. This story is about a little girl named Camilla. Camilla really likes to eat lima beans but no one else does. Let's read to find out what happens when Camilla pretends she doesn't like lima beans.</i></p> <p><i>What do you predict the story will be about?</i></p>	<p>Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension. Follow your vocabulary instruction plan, making sure to explain specific planned vocabulary.</p> <p><i>I am wondering why Camilla is thinking so much about what to wear?</i> <i>I'm thinking Camilla doesn't like it when others laugh at her.</i></p> <p><u>Supportive Questioning:</u> <i>Why did the principal not want her to come to school?</i> <i>What happened when Camilla ate the lima beans?</i></p>	<p>Return to the purpose statement shared in the intro. Today we read to find out _____. Ask the students your overarching question.</p> <p>Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives. Expand on student answers when responding and model correct syntax.</p> <p>Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p> <p><i>Today we were reading to find out what happened when Camilla pretended she didn't like something that she actually really did like. Why was Camilla afraid to like Lima Beans? How did she feel when they laughed at her? How did she show how she was feeling?</i></p>

Third Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem. State the purpose for reading.</p> <p><i>Today we are going to read the story together. I will show you the pictures and read some of the words, but today it is your turn to reconstruct the story with details.</i></p> <p><i>What is the problem in this story?</i></p>	<p>Show illustrations and ask students what is happening on that page. Allow students to reconstruct the story. Ask students to predict what will happen on the next page. Emphasize vocabulary using instructional strategies. For some words, extend the meaning into a familiar situation not in the story. Read the entire story or just parts of it based on student ability to retell the text.</p> <p><i>What is happening here? Do you remember what will happen next? How is Camilla feeling?</i></p> <p><i>Camilla spent a lot of time thinking about her clothes I noticed that _____ always likes to match her socks to her shirt. I wonder if Camilla does that too?</i></p> <p><i>Why did Camilla not want to go back to school?</i></p>	<p>Reinforce the purpose to students. “Today you were able to reconstruct this story using key details. You told me _____.”</p> <p>Have students evaluate the book. Ask them what parts they like or do not like and why.</p> <p><i>“Do you think Camilla made a strong choice to be herself?”</i></p> <p>If students have not mastered the retelling objective, return to the scaffolded support questions from the first 2 reads.</p> <p><u>Extension Question*:</u> When students have mastered the retelling objective, ask students to apply this story to their own life.</p> <p><i>If you were Camilla, what would you have done? If you were the other students at school, how would you have acted towards Camilla?</i></p> <p>*This question can be posed as a turn and talk or writing/drawing activity if your students are ready.</p>

<u>Integrating this book in other centers:</u>	
Library	Have this book available for students to read in the library
Art/STEM/Maker's Space	create an art project using different color strips. Allow students to color and cut stripes for their own projects.
Writing	Teacher encourages students to choose something that makes them special and unique to write about. Could bind into a class book, "What Makes Us Special." The teacher should follow developmentally appropriate writing instruction, encouraging students to write based on their developmental level and providing teacher dictation when applicable.
Dramatic Play	put various costume pieces in the area that allow students to change their appearance like the story.
Toys and Games	find/create patterning games and activities
Blocks	Tape eyes, lips, nose, etc, on different blocks and have students use them while building just like in the story when Camilla turned into her room.
Discovery	Learn about the bean life cycle and grow lima beans.
Sensory	Put uncooked lima beans in a sensory table or tub along with letter or number manipulative for students to sort.
Music and Movement	Make shakers using beans and dance to songs from different cultures and music styles to celebrate differences.
Cooking	Cook lima beans and taste them. Chart who likes them and who doesn't.
Puppets	Students can retell the story using puppets. Teacher can encourage students to assume specific roles from the story.

Evaluation Alignment	
ECERS-3 (Early Childhood Environmental Rating Scale, 3rd Edition) Alignment	<ul style="list-style-type: none"> - Language and Literacy: 12. Helping children expand vocabulary - Language and Literacy: 13 Encouraging children to use language - Language and Literacy: 14. Staff use of books with children
TEAM (Tennessee Educator Acceleration Model) Alignment:	<i>This guide can be used to provide evidence for indicators in activities and materials, instructional plans, student work, standards and objectives, presenting instructional content, questioning, thinking, and problem solving.</i>
CLASS (Classroom Assessment Scoring System) Alignment:	<i>This guide can be used to help boost performance on CLASS within the Concept Development dimension (analysis and reasoning, creating, integration, connections to the real world), Quality of Feedback (scaffolding, feedback loops, prompting thought processes, providing information), and language modeling (open-ended questions, repetition and extension, advanced language).</i>

References:

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