

**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: *Llama Llama Red Pajama* by Anna Dewdney**

**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.

**1<sup>st</sup> Read Objective:** With modeling, prompting, and support, TSW ask and answer questions about the story.

**2<sup>nd</sup> Read Objective:** With modeling, prompting, and support, TSW ask and answer questions about the story to further their understanding.

**3<sup>rd</sup> Read Objective:** With prompting and support, TSW orally reconstruct the story.

**Standards Alignment**

<b>TN ELDS (Tennessee Early Learning Developmental Standards)</b>	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.
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**Social Emotional Learning Themes**

In this book, Baby Llama is placed in bed by his mother. As Mama Llama returns downstairs, Baby Llama faces feeling alone, scared, and impatient as he waits for Mama to return. Baby Llama begins to fret and get more and more upset and he waits, leading him to throw a fit that scares Mama from downstairs. As she rushes to his side and finds he is well, she discusses with Llama Llama the importance of patience.

Students may identify with this story in many ways, but particularly when practicing patience at home or school. This book opens a great opportunity for discussing better strategies that Llama Llama could have used to help himself wait patiently- like taking deep breaths, counting, telling himself a story, etc. Children can brainstorm strategies to help manage feelings, wait, take turns, and calm down in the future.

<b>TN ELDS Social-Emotional Standard(s):</b>	PK.SPC.SM.1 Express feelings, needs, opinions, and desires and begin to identify causal relationships. PK.SPC.SM.2 Demonstrate ability to modify behavior in different situations using multiple problem-solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.
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<b>Vocabulary</b>		
<b>Word</b> <i>In order of appearance</i>	<b>Child-Friendly Definition</b>	<b>Instructional Strategy</b>
Alone	Being by yourself.	The teacher will say, "Llama Llama feels alone without his mama. This means that he was all by himself in his room." Point out the expression on Llama Llama's face and ask the students how they think that he is feeling about being alone.
Hums	To sing quietly with closed lips.	The teacher will say, "Baby Llama hums a tune. This means that he quietly sings a song to himself with his lips closed." Model this for the children and ask them to join you. Mention that this is a way that people may try to pass time while waiting.
Fret	To worry and get upset.	The teacher will say, "Baby Llama starts to fret. This means that he is getting tired of waiting. He is starting to worry and beginning to get upset." Ask the children, "What do you think he might do next if is beginning to fret now?"
Moan	Long and quiet unhappy sound.	The teacher will say, "Baby Llama starts to moan when he hears Mama answer the phone. He knows that she isn't coming upstairs yet and he is disappointed and unhappy." Model a moan and ask the children to join you.
Pouts	Showing an unhappy expression on your face.	The teacher will say, "Llama Llama is pouting. We can see by looking at his face that he is unhappy. What do you notice about his face? Can you show me a pouting face?" Model a pouting expression for the students and ask them to join you in making this expression.
Wailing	To cry loudly.	The teacher will say, "Llama Llama was weeping and wailing for his Mama. This means that he is crying loudly and calling out for her." Demonstrate the difference between quietly whimpering versus wailing. Ask children to model with you.
Patient	To be able to wait without getting upset.	The teacher will say, "Mama asks Baby Llama to be patient for her. This means for him to wait without getting upset. Can you think of some times that you have to be patient too?" This word should be used throughout the day to compliment children using good strategies for waiting.

### First Read Aloud

*Italicized words are a sample teacher script.*

<b>Book Introduction</b>	<b>Book Reading</b>	<b>After Reading – Discussion</b>
<p>Share the purpose of your read aloud. Introduce Title.</p> <p>Introduce the Character and the problem using illustrations on the front and back cover.</p> <p>Let's read to find out _____.</p> <p><i>"Today we are going to read "Llama Llama Red Pajama" by Anna Dewdney. This story is about Baby Llama having to face some big feelings as he goes to bed alone and waits for his Mama.</i></p> <p><i>Let's read to find what big feelings Baby Llama faces and how he controls them as he waits."</i></p> <p><i>"Looking at the front cover, what do you predict that this 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 wonder if Baby Llama is really thirsty or if he just wants his Mama to come back upstairs."</i></p> <p><i>"Why is Mama not coming right back to Baby Llama? What is she doing?"</i></p> <p><i>"I'm thinking that Baby Llama is getting tired of waiting for his Mama."</i></p> <p><u>Supportive Questioning:</u> <i>"Why did Baby Llama want his Mama to come back?"</i> <i>"How do you think Baby Llama is feeling?"</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 big feelings Baby Llama faced and how he controlled them as he waited.</i> <i>What big feelings did he have? What did he do as he waited? Did he find a safe way to control his feelings?"</i></p>

<b>Second Read Aloud</b> <i>Italicized words are a sample teacher script.</i>		
<b>Book Introduction</b>	<b>Book Reading</b>	<b>After Reading – Discussion</b>
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem.</p> <p>State your purpose: Today we are going to read to _____</p> <p><i>“Do you remember this story? Who is this story about? How does Baby Llama feel? Do you remember what he does?”</i></p> <p><i>“Today we are going to read to learn more about how Mama Llama responds to Baby Llama’s feelings.”</i></p>	<p>While reading, remember to explicitly teach vocabulary.</p> <p>Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension.</p> <p><i>“The story says that Baby Llama was weeping and wailing for his Mama while she was on the phone. This means that he is crying and yelling loudly for her. Can you wail for Mama with me?”</i></p> <p><i>“I’m wondering how Mama feels about this. What does she do when she hears Baby Llama weeping and wailing?”</i></p> <p><i>“I’m wondering why Mama wouldn’t come sooner before Baby Llama got so upset.”</i></p> <p><i>“What did Mama do when she finds that Baby Llama is safe in his bed?”</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. If able, you can ask students questions that go beyond the text.</p> <p>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 learn more about how Mama Llama responded to Baby Llama’s feelings. What did Mama do when Baby Llama began to get upset and weep and wail? How did she react to finding Baby Llama safe in bed? Why do you think she reacted this way?”</i></p> <p><b>Supportive Questions:</b></p> <p><i>“Do you think that Mama was trying to upset Baby Llama?”</i></p> <p><i>“What was Mama doing during the story that kept her from coming upstairs?”</i></p> <p><i>“How do you think Mama Llama felt when Baby Llama was calling for her throughout the story?”</i></p> <p><b>Challenge Questioning:</b></p> <p><i>“What other ways could have Mama reacted to Baby Llama? What else might she have done?”</i></p>

<b>Third Read Aloud</b>		
<i>Italicized words are a sample teacher script.</i>		
<b>Book Introduction</b>	<b>Book Reading</b>	<b>After Reading - Discussion</b>
<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>“Do you remember this story? What is this story about?”</i></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 is your turn to reconstruct the story with details!”</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 Baby Llama feeling? How do you know?”</i></p> <p><i>“Baby Llama hums a tune while he waits for Mama. I noticed that _____ used this strategy and hummed Twinkle Twinkle Little Star while waiting in line for the sink this morning. _____ was being very calm and patient.”</i></p> <p><i>“Why did Baby Llama want Mama to come back upstairs?”</i></p>	<p>Reinforce the purpose to students.</p> <p><i>“Today you were able to reconstruct this story using key details. You told me _____.”</i></p> <p>Have students evaluate the book. Ask them what parts they like or do not like and why.</p> <p>If students have not mastered the retelling objective, return to the scaffolded support questions from the first 2 reads.</p> <p>Extension Question*: When students have mastered the retelling objective, ask students to apply this story to their own life. <i>“When is a time that you have felt like Baby Llama did in this story? If you were Baby Llama, what would you have done?”</i></p> <p>*This question can be posed as a turn and talk or writing/drawing activity if your students are ready.</p>

**Integrating this book in other centers:**

<b>Library</b>	Have this book available for students to read in the library, as well as other Llama Llama Books by Anna Dewdney.
<b>Art/STEM/Maker's Space</b>	Students can design and create pajamas and a stuffed animal of their own using various art materials.
<b>Writing</b>	Teacher encourages the students to retell an experience that relates to the story through writing and drawing. Questioning prompts could be, <i>"Have you ever had to wait and be patient?" "Can you think of a time that you felt the same feelings as Baby Llama? What happened? What did you do?" "What strategies can you use to help you practice waiting patiently?"</i>
<b>Dramatic Play</b>	Students can act out the story using props, such as the phone, sink and dishes, and stuffed animals.
<b>Blocks</b>	Students can construct Llama Llama's house and use small puppets or figures to recreate the story.
<b>Music and Movement</b>	Students can create their own song to hum to help them practice patience like Baby Llama.
<b>Puppets</b>	Students can retell the story using puppets. Teacher can encourage students to assume specific roles from the story.

<b>Evaluation Alignment</b>	
<b>ECERS-3 (Early Childhood Environmental Rating Scale, 3<sup>rd</sup> Edition) Alignment</b>	<ul style="list-style-type: none"> <li>● Language and Literacy: 12. Helping children expand vocabulary</li> <li>● Language and Literacy: 13 Encouraging children to use language</li> <li>● Language and Literacy: 14. Staff use of books with children</li> </ul>
<b>TEAM (Tennessee Educator Acceleration Model) Alignment:</b>	<i>This guide can be used to meet requirements for a level 5 in instructional plans, student work, standards and objectives, presenting instructional content, questioning, thinking, and problem solving.</i>
<b>CLASS (Classroom Assessment Scoring System) Alignment:</b>	<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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