



I'm Bored

Second Reading: Text & Vocabulary

Emotions are essential in conveying the message contained in this text. So, Mr. Black gives directions on how to read the text by changing font size, using exclamation marks, question marks, and bolding some words. As you read the text, use all of these clues to dramatize the dialogue between the little girl and the potato. Additional clues from the text and the expressions on the characters' faces will tell you the tone and volume to use.

*Read the text before you ask the questions.

*On some pages it may be confusing to tell which character is speaking. The illustrator has used different fonts to indicate a change in speaker. Use different voices for the little girl and the potato.

Pages 1 - 11:

- Review what **bored** means from your First Reading.
- Do you agree with the potato that kids are boring? Discuss.

Pages 12 - 15:

- The little girl tries to prove that kids are not boring! Notice that all the skills demonstrated by the little girl are physical.
- Do you think the skills demonstrated by the little girl are **boring**? Discuss.

Pages 16 - 23:

- On page 16, **imagine**: to form a mental picture of something, to pretend. What are some of your favorite things to **imagine**?
- Do you agree with the potato that what the little girl is **imagining** is **boring**? Discuss.
- On page 18, **ferocious**: savage. Why do you think the little girl describes the lion as **ferocious**?
- On page 19, what does the potato mean by saying, "Snoring"? (so boring that the potato falls asleep)
- Can you think of other things to suggest to the potato that you think would be fun to **imagine**?

Pages 26 - 27:

- Would you rather be a kid or a potato? Discuss.



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Pages 29 - End:

- What do you think the little girl is thinking as she walks away from the potato?
- Why is the potato happy to see the flamingo? (On page 8, the potato says that it likes flamingos.)
- Why do you think the flamingo say that he is bored?