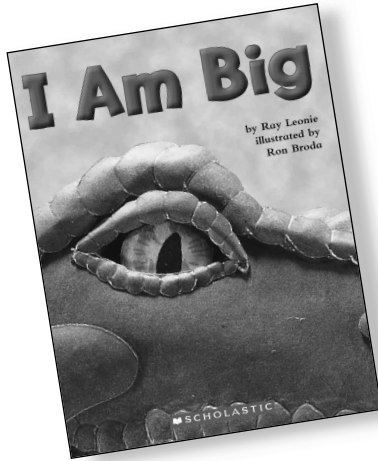


I Am Big



Written by Ray Leonie

Illustrated by Ron Broda

Text Type: Info-fiction: Description — Account

Guided Reading Level: B

Summary: This book describes a dinosaur one physical detail at a time. On the last page, the reader finds out that it is a Tyrannosaurus Rex.

Word Count: 28

High-frequency Words: *am, big, I, is, my*

Text Supports

- ▶ consistent placement of text beneath the illustration
- ▶ repetitive text on all but the last page
- ▶ high-frequency words: *my, is*

Possible Text Challenges

- ▶ body part words: *tail, foot, leg, tooth, mouth, head,*
- ▶ specific dinosaur name: *Tyrannosaurus Rex*
- ▶ pattern change on last page

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ predicting

Working with Words

- ▶ using picture cues to support word solving
- ▶ tracking print and using print concepts (e.g. turning to first page, starting at the first word on the page, pointing to the left page before the right)
- ▶ using a known high-frequency word (e.g., *my, is, I, am*) to support tracking

Assessment Opportunities

Note each student's ability to:

- ▶ analyze picture details
- ▶ predict which animal is being described
- ▶ check pictures for cues to support word solving



BEFORE READING

Using text features

Activating and Building Prior Knowledge

Hold up a copy of the book and read the front and back cover information, including the author and illustrator names. Say, *The author is the person who wrote this book, and the illustrator drew all of the pictures.*

Analyzing/predicting

Ask, *What information has the author given us already to help us predict and answer the question “Who am I?”* Record on a chart the information they know.

Appearance	Food	Habitat	Predictions
big tail big foot			

Ask, *What animal do you predict this might be? Think about the facts we already have.* Record their predictions in the appropriate column.

ESL Note:

To familiarize ESL students with body parts language, use a large drawing of an animal and label the different parts (e.g., tail, leg, mouth) as a group.

Word solving and building

Overcoming Text Challenges

Give each student a copy of the book. Turn to the title page and read this page together. Model matching one-to-one for students. Have students turn to page 5. Ask, *What part of the animal can we see here? That’s right. It is the tooth. What letter does the word tooth start with? That’s right. It starts with a “t.”* Put your finger under the letter. Frame the whole word tooth on your page. Say the word with me—tooth. Have students return to page 2 and put their finger under the first word. Say, *You know that word. You are ready to read the book. Remember that the pictures help you solve tricky words. Check the picture on each page before you begin to read.*

Analyzing

Setting a Purpose

Say, *Let’s read the book to find out what the words and pictures tell us about the kind of animal this is.*



DURING READING

Observe and listen to students as they read the text, noting their use of print concepts and reading strategies and prompting them as needed. For example, *Can you use beginning sounds and the picture to help you solve that word? Was your prediction for ____ right? Can you take that word apart to help you solve it? Does the word sound right in the sentence?*

Note students’ successful use of the reading strategies and any difficulties they encounter.

If students finish before the others have completed the reading, ask them to go back and reread, then share with a partner what kind of animal they have been reading about and at what point they first figured it out.

Teaching Tip: It is important to jot your observations on a Group Monitoring sheet for later analysis and reflection (see the Reading Guide).



AFTER READING

Analyzing/predicting

Say, *Let's look at our predictions. Were we right? Circle the correct predictions. Ask, As you were reading the book, did some of you want to change your prediction? Explain, You may have changed your prediction in your own mind as you read the book. The author and illustrator were giving us more clues about what this animal was. Which clue helped you to know for sure that it was a dinosaur? Discuss with the class the clues provided by the students. Encourage going back into the book to find the information.*

Word solving and building

Have students look at page 8 and invite one or two of them to read it. They may have difficulty with *Tyrannosaurus*. Help them to say the word by using strategies such as finding words they recognize within the word (e.g., *ran, us*) and stretching the word so that they tackle it in parts rather than as a whole.

Point out the observed reading behaviours of good readers, e.g., *I saw you checking the pictures before you started reading each page. I saw you matching one-to-one as you read too. Good for you. That's what good readers do. Some of you paused on the first letter of a tricky word and checked the picture again, thinking what would make sense and look right. Good for you.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

My Dinosaur

Provide students with a copy of the BLM. Have them draw a picture of a dinosaur and encourage them to record some facts about it.

Completing a Chart

Give students the opportunity to fill in the rest of the chart begun in the before reading activity. Have each record one fact they learned or already knew about the Tyrannosaurus Rex. Provide the book for reference.

Class Word Hunt

Tell students they are going on a hunt in the classroom looking for words and objects that start with "t," as in "tooth."



Home Links

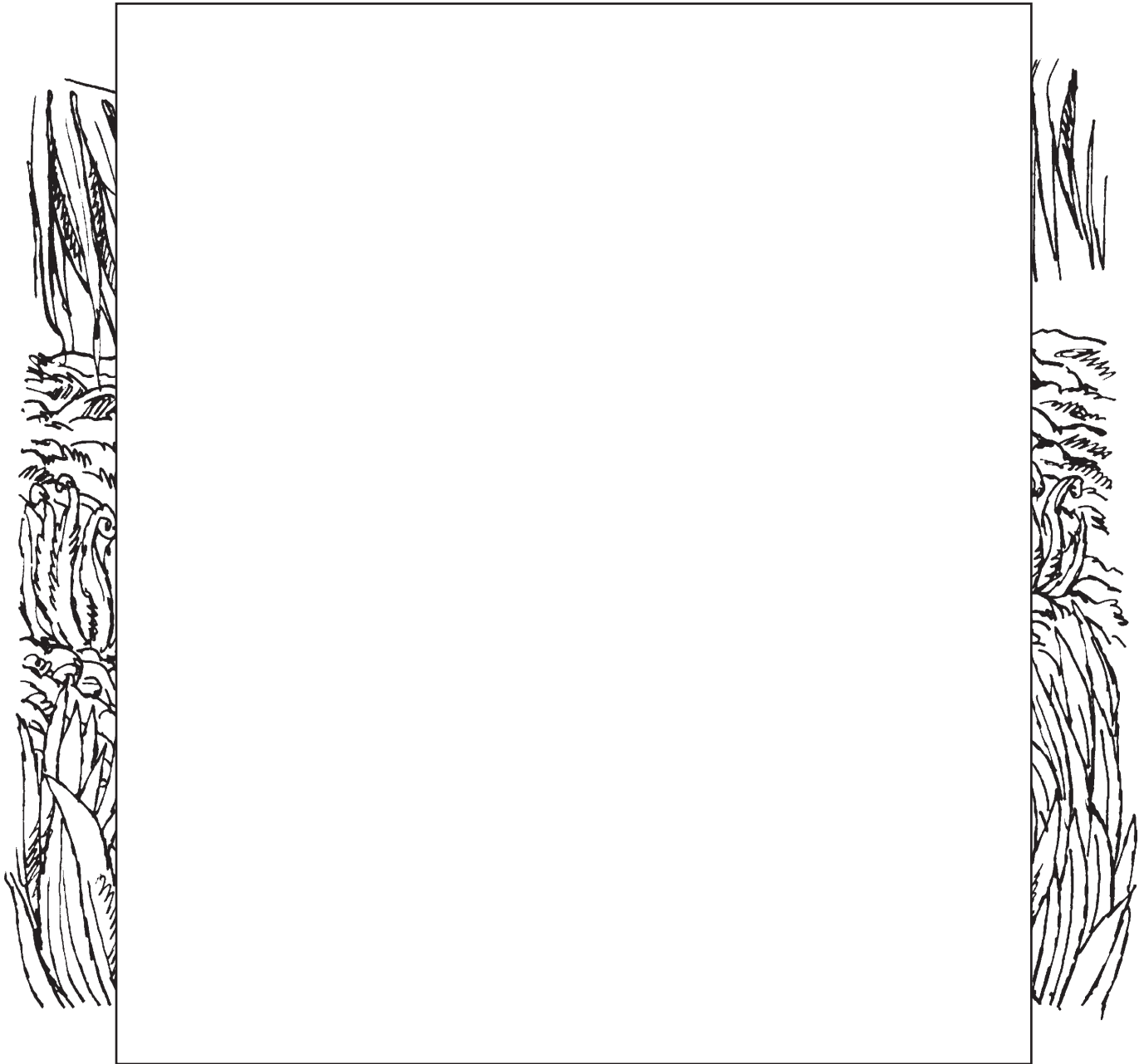
Have students take home a reproducible version of this text. See www.lpey.ca.

Analyzing

Letter knowledge

My Dinosaur

Name: _____

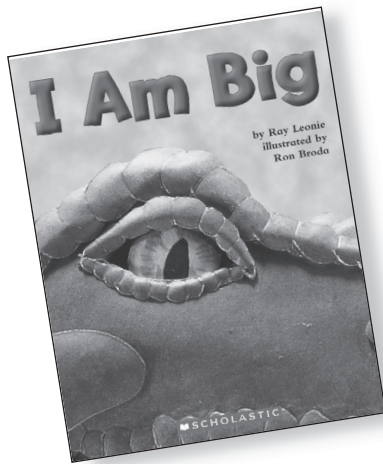


My dinosaur is _____

I Am Big

Written by Ray Leonie

Illustrated by Ron Broda



Text Type: Info-fiction: Description — Account

Summary: This book describes a dinosaur. On the last page, we find out it is a Tyrannosaurus Rex.

For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

Text Features

Print Concepts

- ▶ consistent placement of text
- ▶ repetitive language pattern on all but the last page

First Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ predicting

Working with Words

- ▶ using picture cues to support word solving
- ▶ tracking print and using print concepts (e.g., turning to first page, starting at the first word on the page, pointing to the left page before the right)
- ▶ using a known high-frequency word (e.g., *my*, *is*, *I*, *am*) to support tracking

Assessment Opportunities

Note each student's ability to:

- ▶ track print and match one-to-one
- ▶ analyze picture details
- ▶ predict which animal/dinosaur is being described
- ▶ make connections to personal knowledge of dinosaurs
- ▶ check pictures for cues to support word solving



BEFORE READING

Analyzing/predicting

Activating and Building Prior Knowledge

Display the book for all to see. Read the title, matching one-to-one. Have students carefully analyze the cover illustration and predict what the story is about. Prompt them to pay close attention to the details the illustrator has provided in the picture, e.g., *This animal has big teeth. What do you think it might be?* Record their predictions on a board or paper as the discussion continues. Show students the back cover of the book and read the text, modelling fluent reading. Then ask, *Does this information make you think that you would like to change your prediction(s)?* Record changed predictions in another colour.

ESL Note:

To familiarize ESL students with body parts language, use a large drawing of an animal and label the different parts (e.g., tail, leg, mouth) as a group.

Analyzing

Setting a Purpose

Say, *Let's read the book and see if we can figure out what animal this is.*



DURING READING

Tracking print

Read the title again matching one-to-one. Read the name of the author and illustrator. Turn to the title page and say, *Let's read the title page together.* Model matching and tracking the print. Say, *I am turning to the first page now. What part of the animal can we see in this illustration? That's right, we can see a tail. My finger is under the first word.* If students know the first word *my*, say, *You know this word.* Frame the word and have students say the word. If *is* can be recognized by most, frame it as well and have students say it. Say, *I am ready to read this page.* Read the book, clearly matching one-to-one. Pause on page 5 and ask, *Do we want to change our prediction(s)? Why? Why not?* Encourage students to relate evidence read in the book thus far. If a prediction is changed, note it on the board or chart paper with a different colour.

Building confidence

Encourage students to join in at any time. You may wish to pause slightly after "My" on each page to give students a chance to join in on the next word. They should have little difficulty, after the first page or two, with "My," and "is big."



AFTER READING

Predicting/analyzing

Ask, *Were our predictions right?* Refer back to the list made earlier. Praise students for their predictions and analysis of the picture detail. Be sure to praise any prediction changes noted during the reading of the text based on information read in the book. Say, *This book told us some facts about the appearance of a Tyrannosaurus Rex. The illustrations gave us information too. We learned more facts about T. Rex.*

Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and assisting individual students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Print concepts

Give students opportunities to develop print concepts and to practise tracking print. Note students' ability to do one or more of the following:

- ▶ match one-to-one on a page
- ▶ track print left to right
- ▶ turn pages correctly
- ▶ use picture cues to word solve
- ▶ locate a particular word on the page (e.g., first word, last word, a high-frequency word)

Prompt students as required before, during, and after reading.

Print concepts

Point out the periods on each page. Discuss their function. Point out the question mark on the back cover and discuss its function, either by having a student read the question or by modelling it yourself and asking what students notice about the difference between the way you read that sentence and the way you read one that ended with a period.

Focusing on Comprehension

Predicting/analyzing

Show the illustrations on pages 2, 3, 8, and on the back cover. Have students make predictions about the appearance and habitat of T. Rex based on the detailed information in these illustrations. Fill in the "Appearance" and "Habitat" section of a chart similar to the one below. Record the book information in one colour of marker.

Appearance	Food	Habitat

Making connections: text to world

Encourage students to share facts they already knew about T. Rex. Record these facts on the chart in a different colour of marker.

Continue to fill in the chart, recording book information in one colour and already known facts in the other colour. A combination of pictures and words can be used to show the facts known about T. Rex.

Letter knowledge

Working with Words

Students can look for and/or predict the initial consonants featured in the book: “t,” “f,” “l,” “m,” and “h.”

Teaching Tip: After isolated letter/word activities, go back and reread the letter/word in context.



Home Links

Have students take home a reproducible version of this text to read chorally with family members. See www.lpey.ca.

Making connections:
text to text

Making connections:
text to world

Word solving and building

Rereadings

Provide opportunities for each student to reread the book with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

I Am Small

As a class, draw and describe in writing the various small parts of a very small creature modelling the pattern used in *I Am Big*. It could be a small bird or other small animal or an insect.

Making a Dinosaur Model

Students can make their own dinosaur model out of playdough. Encourage them to show details on its body like those featured in the illustrations. Provide a piece of tag board for students to display and label their dinosaur. Provide the book for reference.

Building Words

Provide students with magnetic or plastic letters or cards. Have them build words that rhyme with *big* (e.g., *dig*, *fig*, *jig*, *pig rig*, *twig*, *wig*). Encourage students to write the words they make on paper or in their word books.