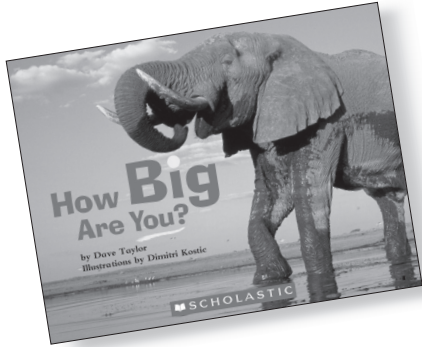


# How Big Are You?



*Written by Dave Taylor*

*Illustrated by Dimitri Kostic*

**Text Type:** Non-fiction: Description — Question and Answer

**Guided Reading Level:** G

**Summary:** The author asks the reader to compare his or her size to known and exotic animals. A blend of photographs, picture comparisons, and illustrations assist students in checking their predictions.

**Word Count:** 136

**High-frequency Words:**

*a, about, an, and, are, as, be, big, can, is, it, its, most, not, on, than, two, yes, you, your*

## Text Features

### Visual Literacy

- ▶ labels
- ▶ inset illustrations

## Text Supports

- ▶ picture comparisons of students and the animals
- ▶ labels on photos and picture comparisons
- ▶ repetitive language patterns on odd pages and similar patterns in the first lines of most even pages

## Possible Text Challenges

- ▶ question mark
- ▶ the words *classrooms, horn, reach, back, tippy-toes, about, dining room, and adults*

## Reading Strategies

### Comprehension

- ▶ predicting
- ▶ making connections: comparing

### Working with Words

- ▶ using photos and illustrations to aid in reading unfamiliar words
- ▶ word solving and building: using beginning sounds and word parts to read unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ make predictions and either confirm or change them based on text information
- ▶ connect to text by making comparisons using prior knowledge and picture cues
- ▶ solve challenging words by using strategies such as picture cues, beginning sounds, and looking at word parts

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### Making connections: comparing

#### **Activating and Building Prior Knowledge**

Discuss the concept of comparing, asking students to give examples comparing themselves to others and to commonly known animals. If students have difficulty comparing, demonstrate your own comparisons, using text vocabulary such as *bigger*, *longer*, and *heavier* to get them started.

**ESL Note:** Demonstrate the concept of comparing sizes by having students stand in pairs. Ask them to compare their heights. Each person identifies him or herself as bigger or smaller. Students can switch partners and repeat the activity.

### Print concepts

#### **Overcoming Text Challenges**

Show and read the title of the book. Direct students' attention to the question mark. Explain that this mark shows that a question is being asked.

### Word solving and building

Hand out copies of the book. Look at the back cover. Read the text and then discuss how to change *big*, *heavy*, *long*, and *tall* into comparing words. (I am *big*, but she is *bigger*, etc.)

### Visual literacy

Point out the picture comparison showing the horse compared to a child. Ask, *Why do you think the illustrator added the box to the page?* Explain that this is a feature often found in informational texts to help people understand a size comparison.

### Predicting

Post a piece of chart paper to record student predictions. Read the title of the book and show students the cover. Ask, *What do you think the author is asking you to compare yourself to?* Print *elephant* on the chart paper. Ask, *Are you as big as an elephant?* Tally students' predictions of "yes" or "no" on the chart. Make an oral summary statement such as, *All (some, none) of you think an elephant is bigger. As you read How Big Are You?, you can check your prediction.*

Show the other animal photos on pages 3, 7, 9, 11, 13, and 15, tallying predictions and making oral summary statements as above. This allows students to refer to their predictions after the reading to either confirm them or make changes.

### Making connections: comparing

#### **Setting a Purpose**

Tell students that as they read this book they are to think about whether they are as big as each of the animals.



## DURING READING

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. 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 that sentence?*

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

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner whether their predictions were accurate.



## AFTER READING

### Predicting

When all students have finished reading the text, refer them back to the chart to check their predictions. Discuss what they found helpful from the text to confirm or change their predictions for each comparison (print, illustrations, photos, and picture comparisons). Revisit specific pages of the text for evidence of how specific cues were helpful.

### Word solving and building

Select some of the challenging words—*classrooms*, *horn*, *reach*, *back*, *tippy-toes*, *about*, *dining room*, and *adults*—or other words that were challenging for students. Ask them what strategies they used to work these out, referring to the text if the strategy involved visual cues.

Model positive reading strategies you observed during the lesson. For example, *I noticed Hannah studying the word bigger to see if there were any parts in the word she knew. She found big and she found the “er” ending. When she blended them together, she could read the word bigger.*

### 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.

### Making connections: comparing

#### **Comparison Booklets**

Provide students with copies of the BLM. Ask them to use the frame sentences to create their own booklet of two or three comparisons. Ensure that students circle the correct words (“No/Yes” and “bigger/smaller”) for their comparisons. Students can paste cut-out photos or draw pictures to illustrate their pages. They can read their completed booklets during independent reading or take them home to share with family members.

#### **Reader's Theatre**

This book can be read as a Reader's Theatre to practise fluency and expression. In pairs, student A reads the even pages and student B reads the odd pages. After practice, students may perform for other groups, reading buddies, or parents.

### High-frequency words

#### **Word Building**


Ask students to build a selection of the book's high-frequency words using magnetic, plastic, or card letters.

# Comparison Booklets

Name: \_\_\_\_\_


Are you as big as a \_\_\_\_\_ ?

No/Yes, a \_\_\_\_\_ is bigger/smaller.

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Are you as big as a \_\_\_\_\_ ?

No/Yes, a \_\_\_\_\_ is bigger/smaller.

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Are you as big as a \_\_\_\_\_ ?

No/Yes, a \_\_\_\_\_ is bigger/smaller.