

Strand: Matter

Theme: Size

Purpose for Reading: To understand size in relation to animals.

Comprehension Strategies: Making connections to text and world, asking and answering questions.

Vocabulary

Dictionary Words: bear, elephant, horse, leopard, lion, rhinoceros

High-Frequency Words: a, am, big, I

Before Reading

- Ask the students to answer the question, *What is big?* List their answers on the board or on chart paper. Now ask the students to say which animals are big.
- Read the title and have the students look at the cover photo. Ask them what they think the book is about. Read the title page together. Ask the students to think of a question they think will be answered in the book. Use a think-aloud demonstration to show the students how to do this. Then have them practise. If necessary, prompt them to come up with questions, such as *Which animals are big?*

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Invite them to look at each photo and answer the question, *Do you know the name of this animal?* Invite volunteers to name any animal they can. Read the rest of the picture dictionary entries with the students. Help them with the pronunciation of *rhinoceros* if necessary.

Take a Photo Walk

- Pages 4–5: Ask the students to look at the photo and read the label. Ask them to describe the lion. Introduce the word *mane* if the students don't already know it.
- Pages 6–7: Have the students look at this photo and predict what the label may say. Introduce the words *tusk* and *trunk* if the students don't already know them.
- Pages 8–9: Invite the students to predict the dictionary word. Ask them to point to the horse's mane.
- Pages 10–11: Have the students look at the photo and read the dictionary word. Ask them what the bear is covered with. Supply the word *fur* if the students don't know it.
- Pages 12–13: Read the dictionary word together. Introduce the word *horn* if the students don't already know it.
- Pages 14–15: Ask the students to compare this photo with the photo of the lion on page 5. *What is the same and different about the lion and the leopard?*

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point to the words as they read.
- Ask the students to continue reading the book

independently. Remind the students to check the photos as they read and to make sure they match one spoken word and one written word. Provide support where necessary.

After Reading

Comprehension

- Discuss the size of the animals with the students. Prompt the discussion with questions, such as *Are all these animals bigger than you? Which animal do you think is the biggest? Which animal is the tallest? Which animal is the heaviest?* Have the students come to a consensus about the relative sizes of the animals in the book. List the animals from biggest to smallest.
- Have the students return to the photos. Ask them to choose a photo and formulate a question about the animal that they would like to have answered. Provide another think-aloud demonstration if necessary. Invite volunteers to share their question with the group. Invite other group members to answer the question.
- Discuss other big animals that the students know, e.g. giraffe and hippopotamus. Ask the students where these animals would fit on the list of biggest to smallest. Invite the students to suggest why the author did not include these animals.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *big* in the text as many times as they can, reading the word each time. Have the students practise writing *big* until they can write it fluently. Add *big* to a high-frequency word chart or word wall.
- Have the students brainstorm other words they know that have the same meaning as *big*, e.g. *large*, *huge*, *tall*, *enormous*.

Oral Language

- Have the students take turns with a partner to ask and answer questions about big animals. For example, one student says, *I'm thinking of a big animal with a trunk. What is it?*

Writing

- Have the students choose one animal from the book to write about. Ask them to draw the picture first and then use the sentence frame to write.
I am a _____. I am a big animal.

Creative Extension Activities

- Play a guess-the-animal game. Invite volunteers to mime being one of the animals. Other students guess which animal it is.
- Give the students the caption, *I am little. The elephant is big*. Ask the students to paint a picture to correspond with the caption. Copy the caption under the painting.
- Find animal stories and poems in the school library. Read the stories and poems and identify which animals are big.
- Make big animal masks. Wear the masks to reread the book to the class.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Draw the part of the book you like best.



Write the sentence that matches your picture.

Name: _____

Use the book to help you find the names of the animals.

Draw the biggest animal.

b _ _ _

e _ _ _ _ _

h _ _ _ _

le _ _ _ _ _

li _ _

r _ _ _ _ _ _ _ _

