

Strand: Matter

Theme: Weight

Purpose for Reading: To develop an understanding of the difference between heavy and light objects.

Comprehension Strategies: Comparing and contrasting, classifying and categorizing, extracting information.

Vocabulary

Dictionary Words: ballet shoes, bird, log, web, weights

Vocabulary Words: bar, beak, bulldozer, clip, feathers, knitting wool, leg, petals, rhinoceros, ribbon, rope, satin, silk, wood

High-Frequency Words: an, are, at, be, but, could, has, he, is, it, its, look, made, not, of, she, them, these, this, to, too, two, very, with

Before Reading

- Read the title and have the students talk about the cover photo.
- Ask the students to predict what things are going to be in the book. Make a table to show their responses under two headings – *Heavy* and *Light*.
- Together, read and discuss the title page. Add the information gathered here to the table if necessary.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students to classify the items as either heavy or light. Add them to the table.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say which items are light and which are heavy. *What makes an item heavy or light?*
- Pages 6–7: Ask the students to look at the photo and discuss what the person is doing. Ask the students what special qualities the weight-lifter might need to be good at his sport.
- Pages 8–9: Ask the students to discuss this photo. Do they think this is going to be a heavy or light page?
- Pages 10–11: Ask the students to look at this photo and describe what they see. *Is this a heavy or light page?* What made them say what they did?
- Pages 12–13: Ask the students to look at the bird and say what makes it fly. *Would a bird be able to fly with heavy wings?*
- Pages 14–15: Ask the students what they can see in this photo. *What is the spider doing?* Have they seen a spider's web before? If so, what was it like?

Read the Book

- Ask the students to return to and read the title.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Ask the students to begin reading the book independently. Remind them to point as they read and check the words they say.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and add any new information to the *Heavy/Light* table.
- Ask the students to compare and contrast the heavy and light things. For example, *Tell me what was the same about the dancer and the weight-lifter. Tell me what was different about them.*
- Ask the students if the things in the book could be grouped in other ways; for example, all the animals, birds, and insects together.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *are* in the text. Write sentences containing *are* on the board. Invite volunteers to come and point to the word *are*. Have them write *are* over and over until they can write it fluently. Add *are* to a high-frequency word chart or word wall.
- Ask the students to suggest words that mean the same as *heavy*. Write them on a list. Ask them to suggest words that mean the same as *light*. Write them on another list.

Oral Language

- Have the students work in pairs, using the books. One student asks questions from the picture dictionary and the other finds the answers in the book; for example, *What is the dancer holding in her hands? Would these be heavy or light?*

Writing

- Ask the students to choose either *heavy* or *light* and write a poem using information gathered from reading the book, the table, and the list.

Creative Extension Activities

- Make a class collage of cutout heavy and light pictures. Paste them under the correct headings.
- Ask the students to act out words that are either light or heavy. *How would your actions be different for light and heavy?*

Independent Follow-Up Activities

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

Name: _____

Write each of these words under the correct heading.

weights

elephant

ballet shoes

bird

wings

feathers

spider web

spider

ribbon

rhinoceros

bulldozer

Heavy	Light

Name: _____

1. Use these words to complete the sentences.

light bird fly heavy

Look at this _____.

Its wings are very _____.

Birds could not _____ with _____ wings.

2. Draw the bird flying.

