



Read Aloud: Bigger!

Standards:

ELA.SL.CC.PS.1 - 3;
 ELA.RL.KID.PS.1 - 3
 ELA.RL.CS.PS.1 - 3;
 ELA.RL.IKI.PS.1 - 2
 ELA.RL.LTC.PS.1


Materials:

- *Bigger!*
- vocabulary word picture cards

Vocabulary:

- dreams— what you see when you sleep
- hopes— something you want to happen
- ideas— thoughts
- muscles—body parts that help people do work
- ruler—tool for measuring
- tricycle—a vehicle with three wheels

Preparation: Set up materials.

First Read:

Children will:

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop understanding of main events

Teacher will:

- Read with expression
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

“The title of this book is *Bigger!* It’s a **non-fiction**- true- story about the boy on the cover.”

“Babies are very small when they are born.”

p. 1

“This boy’s daddy uses a **ruler**-- a measuring tool--to see how much he is growing!”

p. 2

“Why do you think children get **messy** when they are learning to feed themselves?”

p. 3

“Look at him now! His **muscles** are becoming **stronger**. He can ride a **tricycle**--a vehicle that has three wheels.”

p. 4

“As he gets bigger, he can play baseball, **sweep** the floor, and cook!”

p. 7

Motion hand for ‘sweeping’.

“He is learning how to **read** and **write** in school.”

p. 9

p. 10

Discussion Questions:

- How is the boy at school similar to or different from you at school?
- How is the boy getting bigger similar to or different from the ducklings in *Make Way For Ducklings*?

Second Read

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

Discussion Questions:

- How is the boy as a baby similar to or different from Baby Louise in *Oonga Boonga*?
- How is the boy playing baseball similar to or different from Peter throwing snowballs in *A Snowy Day*?

Third Read

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

Discussion Question(s):

- How do you think the boy's parents feel about him getting bigger?
- When the boy becomes an adult, do you think his parents will still call him their "little boy"?

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- What do you think the boy will learn to do as he gets bigger?
- What do you think are some of the boy's hopes and dreams?