HOW TALL IS IT?

You can use Poster 2 with this storybook.

Story Synopsis

The whole kingdom is celebrating King Dewey's birthday when the king's cousin sends him the tallest giraffe in the world. The king wants to know just how tall the tallest giraffe is, so he offers a pile of gold to anyone who can figure it out. The jugglers try to measure by making a pyramid. It doesn't work. Others also try and fail. Finally, the king's children tie a measuring tape to the trunk of a tree. When the giraffe goes to eat the leaves, the children know how tall the giraffe is and win the gold.

LITERACY ELEMENTS

common and proper nouns: e.g., giraffe, King Dewey
adjectives: e.g., huge, wonderful, tallest
capital letters for names: e.g., Prince Louie

MATH CONNECTIONS

MEASUREMENT
estimating, measuring, and recording length

WORDS TO DISCOVER

King
Queen
pyramid
compound words: e.g., everyone, anyone, basketball

ESL CONSIDERATIONS

Order concrete objects by height and by mass to model the comparative language (tallest, heaviest).

Overall Learning Opportunities

Students will:
- solve problems related to their day-to-day environment using concrete experiences of measurement and estimation

Students will:
- read a variety of simple written materials for different purposes
- express clear reponses to written materials, relating the ideas in them to their own knowledge and experience
- read independently, using reading strategies appropriate for Grade 2

ACTIVITY MENU

Shared Reading, pages 32–33

Investigation: Comparing Measures, page 34

Guided Reading, pages 35–36

As a Group, pages 37–38
- *Measuring Height:* practising measuring using standard and non-standard units
- *How Tall Are You?:* using metres and centimetres to record measures
- *How Tall Is It?:* creating a class mural
- *We've Always Wanted to Know:* creating a list of things children are curious about

Home Connections, page 39
- *BLM 13:* estimating measures in the home and checking estimates

Independent Work, pages 40–44
- *BLM 14:* accessing data to use when measuring
- *BLM 15:* making estimates, measuring, and recording results
- *BLM 16:* estimating and recording a variety of measures
- *BLM 17:* finding information in the story
- *BLM 18:* exploring ways to develop interesting questions

Shared Reading

LEARNING OPPORTUNITIES

Students will:

- discuss some aspects of the story
- express their thoughts and feelings about ideas in a piece of writing

YOU WILL NEED

- chart paper

OBSERVING FOR ASSESSMENT

Does the student:

- follow your first reading?
- participate in the second reading?
- read in unison with the others?

Getting Ready to Read

Print the title of the book on chart paper. Ask:

➤ When you think of something that's tall, what do you think of?

As children call out their responses, make a list on the chart paper.

Put an asterisk beside any animals that were suggested and invite the children to identify what the asterisked words have in common. Say:

➤ This story is about a tall animal. Are there any other tall animals that I should add to our list?

Again, record the children's responses. Say:

➤ A giraffe **is** a tall animal. How tall is it?

➤ If there were a giraffe standing here in our classroom, how could we find out how tall it is?

As the children suggest ways, talk about how practical and feasible the ideas are.

Explore the cover art together and ask:

➤ What do you see? What's happening?

➤ Does this picture give you any clues about the story we're going to read? Tell us about that.

➤ When you combine the title of the story with the picture on the cover, what do you already know about the story?

First Reading

Read the story from beginning to end, sweeping your hand under each line of text as you read it. Read with enthusiasm so your voice captures the excitement of the occasion of the birthday party. Stop to point out any details in the pictures that can help the children understand the storyline. For example, on page 5, you could talk about the relative sizes of the people and the giraffe and how that could be a clue as to the height of the giraffe.

Returning to the Story

Engage children in talking about the story by asking open-ended questions, such as:

➤ Why did you enjoy/not enjoy this story?

➤ What made this story fun to read?

➤ Where do you think the authors got the idea for the story?

➤ What did you learn from this story?

Ask children questions to help them recall specific details, such as:

➤ What was the setting of the story (where the story took place)?

➤ How did King Dewey know that this was the tallest giraffe in the world?

➤ Who was the main character in the story? Why do you think that?

➤ On page 15, we can see the giraffe and the very tall pile of gold. Which do you think weighs more? How would you find out?

Shared Reading

TEACHING tip

Before *Second Reading*, walk the children through the book to find the parts they'll be reading (the dialogue) and mark each with a sticky note. Give the children an opportunity to practise reading their parts aloud. Encourage lots of expression.

Second Reading

To prepare the children for the second reading, turn to page 2. Say:

➤ Look at the picture. How do you know this is a happy occasion?

➤ How does the picture help us to know how to read the story?

Read the story again, a little more slowly than the first time. Invite children to join in when a character speaks, that is, to read the words in quotation marks. To highlight the joyous mood of the story, emphasize words such as "huge" on page 2 and "wonderful" on page 3.

Extending the Reading Experience

Say:

➤ The story leaves us with the question of how much the heaviest elephant in the world weighs. What's your guess?

Record the children's guesses. Then search out the average weight of an elephant in various resource materials (Internet, school library). Check the chart to see who had the closest guess.

Comparing Measures

LEARNING OPPORTUNITIES

Students will:

- demonstrate an understanding of some standard units of measure: length and distance
- use the terms centimetre and metre in measurement and describe the relationship between the two
- record the results of measurement activities in a variety of ways

YOU WILL NEED

- metre sticks, measuring tapes, rulers
- scissors and string or adding-machine tape

OBSERVING FOR ASSESSMENT

Visit students as they create their models. Can the student:

- describe the process of measuring?
- tell about the model using the correct terminology?
- create a model that reflects the measure?

TEACHING tip Provide reference books or access to a computer so that children can research other animal measurements. They can use the information as a basis for other models.

Reading the Story

Read the story, then review the techniques that different groups in the story used to try measuring the giraffe. Ask children to recall why the different approaches did not work. Ask:

➤ Can you think of another way to measure a giraffe?

Discuss the merits of each suggestion.

Starting the Investigation

Display a metre stick and a ruler. Spend time discussing how the metre stick is at the same time one metre and 100 centimetres. With the class, examine the ruler to see how many centimetres long it is. Ask:

➤ Would you choose to use metres or centimetres to measure the height of a giraffe? Why?

➤ What other animal's height might you measure using metres?

➤ What other animal's height might you measure using centimetres?

Record responses and model the way in which metres and centimetres are recorded as m and cm.

Working on the Problem

Provide children with copies of **Blackline Master 14.** Together, review the different animal heights and lengths. Have children work in pairs or small groups. Provide them with rulers, metre sticks, scissors, and string. Explain that they should begin by choosing one of the animals. They will then make a model of the animal by cutting a piece of string to the length indicated on the sheet. Next, they will find things in the room that are approximately the same length as their string.

BLM Page 40

They should record their findings in a format similar to the following:

"An elephant is about 3.5 m tall. That is about the same length as the carpet. It is taller than the bookshelf."

Sharing Solutions

Have children hold up their models and tell about the objects they compared to their models. To stimulate discussion, ask questions such as these:

➤ How did you cut the string to make it 6 m long?

➤ What were some of the tricky parts when making your model?

➤ What did you compare your model to? How did you do it? What did you find out?

Extension

Remind children that, at the end of this story, the queen receives the world's heaviest elephant. Children can work independently or with a partner to think of a method for weighing an elephant. Encourage them to draw their ideas or write a set of directions.

Guided Reading

LEARNING OPPORTUNITIES

Students will:

- discuss some aspects of the story
- express their thoughts and feelings about ideas in a piece of writing
- use a variety of reading strategies to understand a piece of writing

YOU WILL NEED

- chart paper
- index cards

OBSERVING FOR ASSESSMENT

Does the student:

- use the illustrative material as an information source?
- use prediction as a comprehension strategy?
- capture the mood of the selection?

Setting the Scene

Ask:

➤ What do these things have in common:

- a wagon, a car, a subway train?
- a lake, a river, an ocean?
- a giraffe, a skyscraper, many professional basketball players?

Tell the children that the title of this book is *How Tall Is It?* Ask:

➤ What do you think "it" is?

Show the children the cover art. Say:

➤ You know the title and now you've seen the cover. What do you think the story will be about? Why do you think so?

Reading the Text

- Have the children turn to the picture on page 2. Ask:

➤ What specifically in the picture makes you know that it's a happy occasion?

➤ Read this page and page 3 to find out what's going on.

Have the children turn to page 4. Say:

➤ Read the letter to find out what King Dewey's cousin Prince Louie sent as a present.

➤ Look at page 5. King Dewey is looking way up. He knows this is the tallest giraffe in the world. What question do you think he has? Read this page to find out.

Ask:

➤ What do you think he will do now?

➤ Turn to page 6 and read to find out what his offer is.

➤ Look at the picture on page 7. Everyone is going away to think about how to find out the answer to the king's question. If you had the chance to tell King Dewey how to find the answer, what would your solution be?

Have the children turn to page 8. Say:

➤ The jugglers were the first to return with a plan. Look at the picture on page 9. What was their plan?

Have the children turn to page 10. Say:

➤ The soccer players were next to return. Look at the picture on page 11 to see what their plan was. Turn to page 12. The two basketball players came back with a plan. Look at the picture on page 13. Do you think their plan worked? Why? Why not?

Have the children turn to pages 14–15. Say:

➤ Look carefully at the picture. Do you see the measuring tape? Where is it? Where are the children? What are they doing? Why? What is their plan?

➤ Does their plan work? How can you tell from the picture?

Have the children turn to page 16. Ask:

➤ Where do you think this elephant has come from?

➤ The queen leaves the people with a question. What do you think it is?

- Have the children read the whole book independently.

Guided Reading

TEACHING tip Invite the children to suggest other things that are tall. Make a list of their suggestions. Encourage the children to add to the list as they notice things outside, at home, and so on. Challenge them to help you with the spelling. Number the items in order of how tall they are.

After Reading

Create a chart with the title *Heavy Animals*. Have children dictate the names of all the animals they can think of that, in addition to the elephant, weigh a lot. Print the names of all the animals on a set of word cards, and encourage children to help you with spelling. At another time, the children can use the word cards to arrange the list in alphabetical order or order the list from *Weighs the Most* to *Weighs the Least*.

Revisit the Story

Engage children in a conversation about the story by using open-ended prompts:

- Did you enjoy this story? Why? Why not?
- Could this story really happen? Why? Why not?
- What made this story such fun?

Engage children in recalling specific information from the selection. Ask:

- Who was/were your favourite character(s)? Why?
- What was the plan that the jugglers had? Why didn't it work?
- What was the soccer players' plan? Why didn't it work?
- Why did the children's plan work?
- Why were the pictures in this story so important?

The children can use **Blackline Master 17** to help them recall some of the story details. Assign the work in pairs during class time or allow children to take the book home to do the assignment as homework.

BLM Page 43

Focus the children on the way the story is told through language:

- Were there any words that gave you a struggle? Which one(s)? What did you do?

Reinforce the Story

Have the children retell the story by looking at the pictures in sequence. Invite one child to start by retelling the story on pages 2 and 3. Then invite the next child to pick up the story using the picture on page 4, and so on. Give all the children in the group a turn.

As a Group

LEARNING OPPORTUNITIES

Students will:

- record the results of measurement activities in a variety of ways
- demonstrate an understanding of some standard units of measure: length and distance

YOU WILL NEED

- scissors and string

Activity: Measuring Height

With children, recall the problem the king posed in the story. Ask:

➤ When have you had your height measured?

➤ What was used to measure your height?

Explain that they will be first measuring their heights, then comparing their heights to other measures.

Invite a volunteer to stand. Then, ask children to think of how you could cut a piece of string equal to the volunteer's height. (Make sure shoes are removed and that the string is taut. It might be best to have the volunteer lie down.)

Next, have children work in groups of 3 in order to make string lengths equal to each of their heights. Then, tape either metre sticks or a tape measure to the floor so that children can lay their strings along it to find out their length. Children then record their findings on a sheet of paper: "I am — cm tall."

Have children tape their strings to the floor. Provide them with **Blackline Master 15**. Explain that they will be finding out how tall they are using different units. Remind them to begin by recording and estimating. Model correct measuring procedures (making sure that units do not overlap and that there are no spaces between units).

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Regroup so that children can share and compare their measures.

Extension

Children can use their height strings to calculate how many of them equal the length (or the width) of the classroom.

LEARNING OPPORTUNITIES

Students will:

- record the results of measurement activities in a variety of ways
- demonstrate an understanding of some standard units of measure: length and distance
- use the terms centimetre and metre in measurement and describe the relationship between the two linear measures
- select an appropriate standard unit to measure length

YOU WILL NEED

- metre sticks, rulers

Activity: How Tall Are You?

Recall the height of an average adult giraffe (recorded on Blackline Master 14). Ask:

➤ How tall do you think I am?

Encourage children to estimate and then discuss how they could measure you to find out. As a group, consider the suggestions and select a method. Record your height using both the centimetre and metre form, for example, 168 cm tall and 1 m 68 cm tall.

Have children work in pairs to estimate and measure each other's height. They then work together to record the measure and report their findings on a class chart. Have them record the measures in both formats.

Extension

Children can estimate and measure the other personal measures listed on **Blackline Master 16**. Have them work in pairs to help with the actual measuring.

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As a Group

Activity: How Tall Is It?

LEARNING OPPORTUNITIES

Students will:

- use speech appropriately for various purposes
- create some simple media works

YOU WILL NEED

- a variety of arts and crafts materials

OBSERVING FOR ASSESSMENT

Does the student:

- contribute to the brainstorm activity?
- make an appropriate selection from the brainstorm list?
- enter into the art activity with direction and purpose?

Prepare to create a *How Tall Is It?* mural by brainstorming with the children things that are tall. Make a list of the children's ideas down the left side of chart paper. Invite volunteers to select an item to make for the mural and print the volunteer's name to the right of the item.

Things That Are Tall	
skyscraper	Jon
giraffe	Natisha
tree	
telephone pole	Dirk
apartment building	Margaret
flagpole	

The children can make their item using a variety of arts and crafts materials, such as construction paper, buttons, paint, and crayons. Invite them to cut out the item and select where to put it on the mural.

Have each child use a strip of chart paper to make a label for his/her contribution to the mural (e.g., Skyscraper by Jon). Staple the strip below the artwork. To create an ongoing list and mural, encourage the children to look through magazines to find pictures of things that are tall.

Extension

Encourage the children to use various resources (Internet, library, children's encyclopedias) to find out how tall the items on the mural are. Allow them to print their guesses on a piece of paper placed under the mural for this purpose.

Activity: We've Always Wanted to Know

LEARNING OPPORTUNITIES

Students will:

- use punctuation

OBSERVING FOR ASSESSMENT

Can the student:

- organize his/her thoughts?
- express ideas in a question format?

Begin an ongoing list of interesting questions for the children to generate. Start the list with the two questions that *How Tall Is It?* prompts: How tall is a giraffe? and How heavy is an elephant?

We've Always Wanted to Know
How tall is a giraffe?
How heavy is an elephant?
Where does rain come from?
What is a cloud made of?
What makes a rainbow?
How deep is the Earth?

Set up a box in which the children can put questions as they think of them. Remind children to end their questions with a question mark, and to sign their names. Each day, take out a question and have the child who wrote it read it to the class while you record the question on the list.

Extension

Invite the children to keep a personal list of interesting questions. Use **Blackline Master 18** to prompt a variety of questions. Encourage interested children to find out the answer for any of the questions on the list.

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How Tall Is It?

Dear Family,

We've enjoyed reading the book *How Tall Is It?* This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- ❑ In the story, the characters try to figure out a way to measure the height of a giraffe. An average giraffe is about 6 metres tall. Get out a tape measure or metre stick and together measure out a piece of string or yarn that is 6 metres long. Then try to find a place in your neighbourhood in which a giraffe might stand or lie down. Together, try to estimate "how many" of your child equals the height of one giraffe.
- ❑ Together, first estimate the height of each member of your family. Then use the tape measure or metre stick to measure each person's height. Were your estimates high or low?
- ❑ With your child, choose different items in your home to estimate and then measure. Once you choose an item, together with your child, identify which part is the "length" of that item and which part is the "width." For example, identify the length of the hallway and the width of the hallway. Then estimate how long you think the hallway is. How wide do you think it is? Do you think the hallway is wider than the closet? Make estimates and then go measure. You will notice over time that your child's estimates improve with experience in measuring.

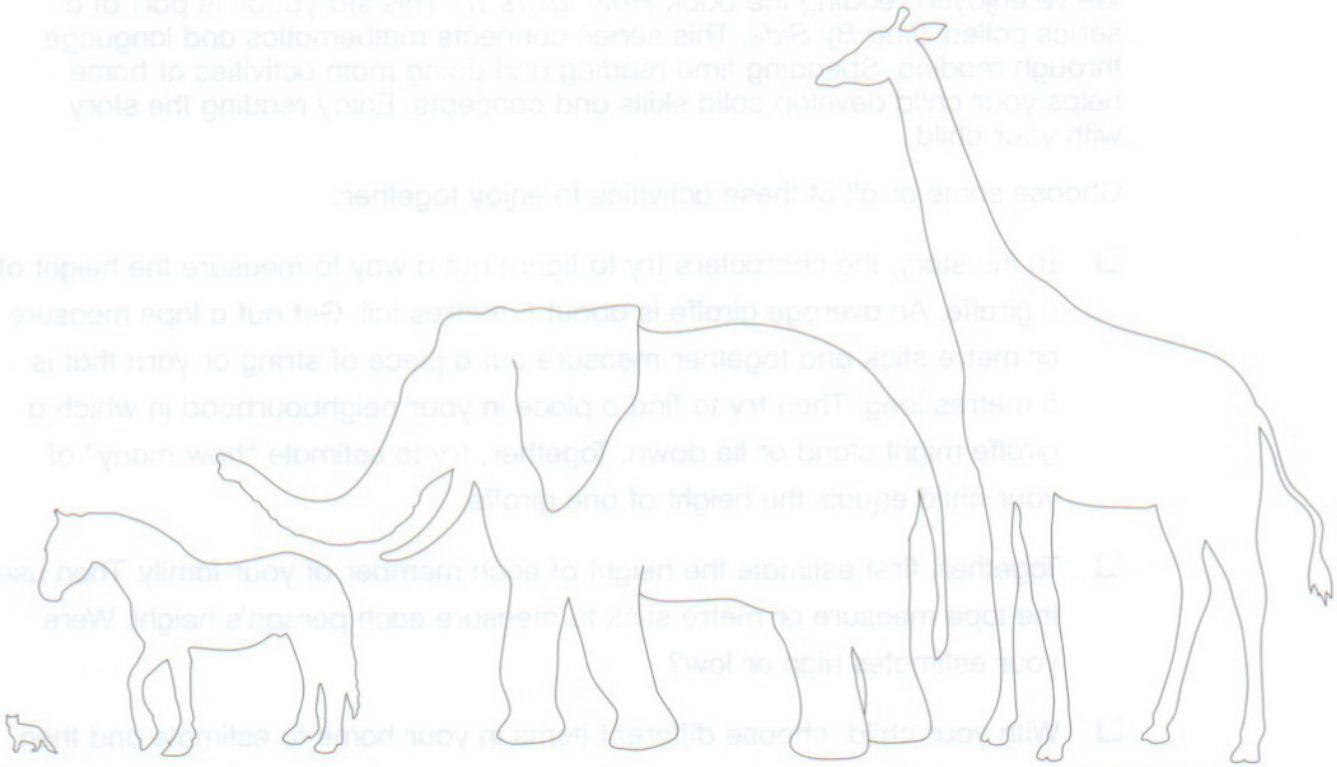
Remember to send the storybook back to school with your child.

How Tall Is It?

BLM 14

My name is _____ . Today is _____ .

Look how tall these animals are!



A cat is about 24 cm tall.

A horse is about 2 m tall.

An elephant is about 3.5 m tall.

A giraffe is about 6 m tall.

Look how long these snakes are!

A grass snake is about 1 m long.

A rattlesnake is about 2.5 m long.

A boa constrictor is about 5 m long.

How Tall Is It?

BLM 15

My name is _____ . Today is _____ .

I am _____ cm tall.

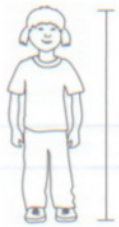
Unit Used	My Estimate	My Measure
footsteps	_____	_____
handspans	_____	_____
pencils	_____	_____
toothpicks	_____	_____
You choose: _____	_____	_____

How Tall Is It?

BLM 16

My name is _____ . Today is _____ .

Estimate and then measure to check.

What to Measure	My Estimate	My Measure
 How tall are you?	_____ cm	_____ cm
 How long is your foot?	_____ cm	_____ cm
 How wide is your hand?	_____ cm	_____ cm
 How long is your thumb?	_____ cm	_____ cm
 How long is your biggest step?	_____ cm	_____ cm

How Tall Is It?

BLM 17

My name is _____ **. Today is** _____ **.**

Look in the book for the answers.
Use complete sentences.

1. Every year on King Dewey's birthday, what kind of party is there? _____

2. What kind of time do King Dewey and his guests have at the birthday party? _____

3. What kind of present did Prince Louie send this year?

_____

4. What was the question that King Dewey had about the tallest giraffe in the world? _____

_____

5. Who were the first to return with a plan?

_____

6. What would the giraffe not do on the soccer field?

_____

7. Who won the stack of gold? _____

How Tall Is It?

BLM 18

My name is _____ . Today is _____ .

Print interesting questions.

Remember to end each question with a question mark.

1. Print an interesting Why question.

Why _____

_____

2. Print an interesting What question.

What _____

_____

3. Print an interesting Who question.

Who _____

_____

4. Print an interesting When question.

When _____

_____

5. Print an interesting Where question.

Where _____

_____

6. Print an interesting How question.

How _____

_____