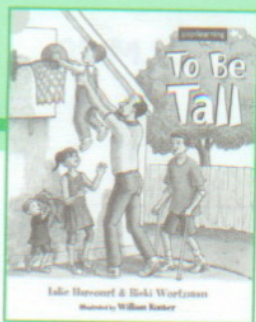


TO BE TALL



LITERACY ELEMENTS

comparative adjectives:
tall, taller, tallest

WORDS TO DISCOVER

tall
his
is
than
family relationship words

MATH CONNECTIONS

MEASUREMENT
comparing and ordering
objects by length

ESL CONSIDERATIONS

Stress the dimension of
“tall” by marking it with
fingers and hands.

Story Synopsis

This story about measurement begins with 6-year-old Nate wishing to be taller. On each page, someone taller in his family helps him do something that he can't do for himself because of his height. Nate doesn't like being small, but, on the last page, Nate helps his younger brother reach a toy. Children will enjoy relating to Nate's experiences.

Overall Learning Opportunities

A
B
C

Children will:

- demonstrate understanding of a variety of written materials that are read to them
- make sense of simple written materials using reading strategies that are appropriate for beginners
- use and respond to a variety of media materials

1
2
3

Children will:

- measure and compare the length of objects

Activity Menu

Reading Together, page 49

Read the story to the class or a small group. The repeated pattern of the story will help children predict what might come next.

Guided Reading/Picture Walk, pages 50–51

Meet with children who are at Instructional Level C to guide them through the text, using discussion, a Picture Walk, Independent Reading, and Revisit and Reinforce the Story.

As a Group, pages 52–53

A
B
C

Family Pictures – Children create family pictures to compare relative height.

Our Kindergarten Family – Children use various media to create portraits of classmates.

1
2
3

Taller or Shorter – Children measure and compare heights of objects in the classroom.

How Tall Am I? – Children measure height using non-standard units.

Independent Work, pages 54–57

A
B
C

Blackline Master 21 asks children to put the story in order.

Blackline Master 22 provides practice in reading short sentences and providing the correct answer.

1
2
3

Blackline Master 23 asks children to compare their height to other objects.

Blackline Master 24 provides practice in measuring with non-standard units.

LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- identify some features of books and use those features to help them understand the printed text

TEACHING tip

Before rereading the story, invite a volunteer to point to and read the title of the book. Encourage children to join in and read along with any part they remember.

Getting Ready to Read

Show the cover of the book and read the title aloud. Begin a discussion by relating the title to the children's experiences. Ask, for example:

- Have you ever wanted to be taller? Tell us about it.
- What are you tall enough to do now that you weren't able to do when you were only 3?
- When something is too high for you, what are some safe ways to get it?

Explain that they are going to read a story about a boy named Nate who wants to be tall. Show the picture on the cover and ask:

- Which boy do you think is Nate? Why?
- What do you think his problem was?
- How did he solve it?
- Who do you think these other people might be?

As You Read

As you read the story aloud, pause to allow children time to identify the characters whose heights are being compared. On pages 3–6, Nate encounters a problem he isn't able to solve on his own because of his height. Someone taller needs to help him. Pause to permit spontaneous comments about Nate's dilemma.

Returning to the Story

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

- What was your favourite part of the story?
- What are some things in your house that you need to be able to reach?
- What are some things that are important to be out of the reach of children? Why?

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

- How many people were in Nate's family?
- Who helped Nate? How were they able to help him?
- Nate's brother gets his Frisbee. Was there another way for Nate to get it?
- Who was Nate able to help? How was he able to help his little brother?

Extending the Reading Experience

- Print the words tall, taller, tallest. Have children demonstrate each word by varying their body position, such as crouching, standing straight, and stretching their arms above their head. As you reread the story, have children assume the appropriate height position whenever you read one of these words.
- Play a game that has children walk slowly to different points in the classroom after you give directions, such as:
 - Walk and stop beside something that is about as tall as you are.
 - Go stand near something that is taller than you.
 - Find something that is shorter than you and stand beside it.

LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- recognize that words often consist of beginning, middle, and final sounds

OBSERVING FOR ASSESSMENT

During *Independent Reading*, assess specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- show an interest in reading the book independently?
- demonstrate awareness of some conventions of written materials, such as starting at the first page and reading the pages in order through to the last page?
- demonstrate perseverance?

Setting the Scene

Tell the children that the title of the book is *To Be Tall*. Ask:

- Who's the tallest person you know?
- Would you like to be tall? Why or why not?
- What's something that's good about being tall?
- What's something that's not so good about being tall?

Invite children to look at the cover. Ask:

- Who's the tallest person in this picture? How do you know?

Print Nate's name on chart paper. Ask:

- Nate wants to be tall. Why do you think he would want to be tall?

Reading the Text

Picture Walk

Have the children turn to pages 2–3. Ask:

- What is Nate's sister doing?
- Nate doesn't look very happy. Why do you think he's not happy?
- Look at Nate. Look at his sister. Who is taller?

Turn to pages 4–5. Ask:

- Is Nate's brother taller than his sister?
- Is his mother taller than his brother?

Turn to pages 6–7. Ask:

- Do you see Nate's father?
- Who's the tallest of them all?
- Yes, his father is the tallest of them all.

Point to page 7. Ask:

- Nate is looking sad. Why?
- Yes, Nate feels so small and he wants to be tall.

Turn to page 8. Say:

- This is Nate's younger brother. What do you think he's saying to Nate when he sees him taking the truck off the high shelf?
- He says, "I want to be tall like you, Nate!"

Independent Reading

Have the children read the whole book independently.

After Reading

Say to the children:

- Throughout the story, Nate feels sad. At the end, he is happy. Have you ever felt sad and then, all of a sudden, felt happy? Tell us about that time.

TEACHING tip

Because height can be a sensitive issue, care must be taken to ensure that no children are made to feel uncomfortable about their size. Focus on the relative heights of the characters in the story rather than the heights of the children in the class.

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- What part of the story did you enjoy most? Why?
- Was there anything in the story that made you think about something that's happened to you? Tell us about that time.

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

- Who was the tallest person in the family?
- Who was the shortest person in the family?
- Who remembers the height order from tallest to shortest?
- Who remembers the height order from shortest to tallest?

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

- Whose name in our class starts with the same sound as "Nate"? N-n-n-nate.
- Whose name in our class starts with the same sound as "sister"? S-s-s-sister.

Continue through "mother," "father," and "brother."

Reinforce the Story

- Give children a copy of **Blackline Master 21**. Challenge them to order the family members by height from tallest to shortest.



Page 54

- Invite children to use their books to recall the story. Give children a copy of **Blackline Master 22** and have them cut out and glue the answer Yes or No beside each question. Encourage the children to work in pairs or to share their work.



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LEARNING OPPORTUNITIES

Children will:

- use a variety of materials to communicate information
- print their own name and names of family members
- respond to media materials verbally

YOU WILL NEED

- colouring materials

TEACHING tip

Rather than suggest who might be in a family, encourage children to ask for the spellings of names.

Activity: Family Pictures

Invite children to use crayons, markers, construction paper, and so on to make pictures of their families. You may wish to have the children think about who in their family is tallest, shortest, in between, and so on, or you could have the children illustrate freely and then observe how the child perceives family members in terms of height. Encourage the children to label the family members.

Extension

Invite children, in turn, to hold up their pictures and talk about their families.

Encourage the other children to listen carefully and to ask questions about what has been shared. Because a variety of families may be portrayed, you might wish to ask the first question, such as:

- I see that you've included your dog in your picture. Tell us about your dog and why your dog is an important member of your family.

LEARNING OPPORTUNITIES

Children will:

- use a variety of materials to communicate information
- use a variety of media

YOU WILL NEED

- kraft paper
- colouring materials
- an instant camera

Activity: Our Kindergarten Family

Have each child lie on a sheet of kraft paper. Trace an image of each child's body. Cut the outline and invite children to colour it in to "dress" themselves. Create a display under the title "Our Kindergarten Family."

Extension

Show the children how to use an instant camera. Invite each child to take a photograph of another child. Put the photographs in a class album.

LEARNING OPPORTUNITIES

Children will:

- use simple measurement terms correctly
- order two objects according to size

YOU WILL NEED

- colouring materials
- paper

Activity: Taller or Shorter

Create a simple chart on the board by printing the headings:

Taller than Nate **Shorter than Nate**

Reread the story *To Be Tall*. As each new character is presented, determine if that person is taller or shorter than Nate. Place the person's name on the chart. Summarize the discussion by asking:

- How many family members are taller than Nate? Shorter than Nate?
- Who is the tallest in the family? The shortest?

Invite children to compare their height to other objects in the classroom. On **Blackline Master 23**, using words or

pictures, children can record the objects they find that are taller and shorter than themselves. Remind them to make the measuring fair by making sure both objects measured use the same starting point.

Encourage children to share what they have discovered.



Page 56

Extension

Show children how to divide a piece of paper into thirds. Invite them to draw themselves in the middle section. Then have them draw someone who is taller in one section and someone who is shorter in the other section. They complete the picture by labelling the people as taller or shorter.

LEARNING OPPORTUNITIES

Children will:

- use non-standard measuring devices appropriately

YOU WILL NEED

- adding machine tape or string
- non-standard measures, such as craft sticks, straws, paper clips, snap cubes
- pencils
- scissors

Activity: How Tall Am I?

- Explain to children that they will have a chance to measure their heights, just like Nate's sister was doing at the beginning of *To Be Tall*. Provide pairs of children with rolls of adding machine tape, pencils, and scissors. One child lies on the floor while the other child rolls out the adding machine tape from the tip of the child's heel to the top of the head. The child's height is marked on the tape. The tape is then cut and the child's name recorded on it.

The pair repeats the process for the second child. Ask children to compare their height tape with their partner's to determine who is taller and who is shorter.

- On another day, display your own height tape along the floor with a set of non-standard measuring units. Ask:

- About how many craft sticks tall do you think I am?

Explore how they can find out. Guide the children in beginning at one end and laying the sticks end to end so they are touching. Invite children to count the sticks and describe your height. Record the number and the unit of measure on the tape.

Pairs can take their own height tapes and use the sticks to find out how many sticks tall they are. Provide time for children to share their discoveries.

Extension

Use **Blackline Master 24** to provide additional practice in measuring using non-standard units. Invite children to find objects that are about the same length as the 1 cube, 3 cubes, and 5 cubes drawn on the Blackline Master. They record their findings. Provide time for children to share what they found and how they checked the length.



Page 57

Name _____

Cut and put in order.

6.		_____ is the tallest.
5.		
4.		
3.		
2.		
1.		



Nate	Nate's sister
Nate's father	Nate's big brother
Nate's mother	Nate's little brother

Name _____

Yes or No?

1. Nate's mother is taller than his sister. _____
2. Nate's little brother is taller than his mother. _____
3. Nate's father is the tallest. _____
4. Nate is taller than his sister. _____
5. Nate's mother is taller than his father. _____



yes	yes	yes	yes	yes
no	no	no	no	no

Name _____

Compare.

taller

shorter

yes	yes	yes	yes	yes
no	no	no	no	no

Name _____

Measure.

