



Bigger and Smaller

Word Count: 234 **Text Type:** Procedure

High-Frequency Word Focus: things, work

Content Words: air, balloon, bigger, bottle, colder, freezes, hotter, ice, popcorn, smaller

Language Features: (punctuation, vocabulary, sound and letter knowledge)
words that start questions; consonant digraph *ng*;
phoneme substitution

LITERACY

Interacting with others: engage in conversations and discussions; use interaction skills; make a short presentation

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read texts using a variety of developing skills; use comprehension strategies to build meaning

Creating texts: create short text that shows emerging use of structure, grammar, punctuation and word choice; write using unjoined lower case and upper case letters

LANGUAGE

Text structure and organisation: understand text purpose shapes text structure; understand concepts about print – organisation of text; recognise the purpose and placement of punctuation

Expressing and developing ideas: understand the use of vocabulary; write high-frequency words

Sound and letter knowledge: manipulate sounds in spoken words – phoneme substitution; recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students what they know about how materials change as they get hotter or colder. Discuss examples, such as ice-cream melting in the heat, or clay going hard when it dries.

Encouraging prediction: Read the book's title to students, and discuss the photograph on the cover. Ask students to look at the photographs throughout the book and use them to predict what it might be about. Read the headings on the contents page to confirm their predictions.

Outlining focuses: Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about things getting bigger and smaller, they will be talking about words that start questions, the sound made by *ng*, and changing letters in words.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

Literacy

Modelling: Return students' attention to the start of the book, then read the text to students. Use appropriate expression, pause to clarify unfamiliar words where necessary, and point to details in the photographs, such as the balloon getting bigger on pages 14 and 15.

Guiding: Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues, knowledge of letter/sound patterns, and rereading. Allow appropriate "wait time" and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by discussing the process of expansion and contraction in each experiment. On pages 6 and 7, compare the amount of popcorn in the first and last pictures. Ask students what has happened. On page 11, ask students to point out the line on the glass and explain what has happened to the juice. Remind them of the difference between imaginary and informative texts. Ask which they think this book is and why.

■ Language

Text structure and organisation: Explain to students that this text is set out in a special way because of its purpose – to explain how things happen. Discuss the headings, lists, ordered steps, and photographs. Ask students why the book has contents and index pages.

Expressing and developing ideas: Ask students to turn to page 7 and find the sentence that is a question. Ask what the first word of the question is. Explain that questions often start with words such as *how*, *what*, and *when*. Ask students what else tells them this sentence is a question (*the question mark*). Now, have students read page 8 and tell you what word starts the question on this page. Repeat this exercise with the question on page 11.

Sound and letter knowledge: Have students look at the word *things* on page 5 and sound it out. Point out how the two letters *n* and *g* join together to make one sound. Together, make a list of words that rhyme with *thing*. Write the word *sing* on the board and use it to practise the *ng* sound. Then, replace the *i* with another letter to make new words (*song*, *sang*). Repeat, replacing the *s* to create new words (*ring*, *wing*).

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Bigger and Smaller* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Choose one of the scientific experiments from the book and help students perform it in class.
- Have students choose one subject from the index. Tell them to write what they learned about that subject as they read the book. Ask them to draw an illustration that supports their text. Encourage students to present their information and illustration to the class. If facilities allow, have students record their findings and explanations on computers.
- Ask students to draw the outline of a large balloon like the one on page 12. Have them fill the inside with pairs of opposite words, such as *bigger*, *smaller*; *hotter*, *colder*.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

11c – Bigger and Smaller1. Circle **ng** in the words below.

long

going

lung

fang

thing

wrong

rang

hung

ringing

song

singing

bring

2. Write question words, such as *who*, *when*, *why*, or *where* in the spaces.

_____ shall we make popcorn?

_____ ate all the popcorn?

_____ is my popcorn?

_____ did you eat my popcorn?



Name _____

11c – Bigger and Smaller

1. Write Yes or No.

Does popcorn get bigger when it is hot? _____

Does popcorn get smaller when it is hot? _____

Does juice get bigger when it freezes? _____

Does juice get smaller when it freezes? _____

Does air get bigger when it is warm? _____

Does air get smaller when it is warm? _____

2. Write answers to these questions.

What happens to juice when you put it in the freezer?

What happens to a balloon when it is in the sun?



Name _____

11c – Bigger and Smaller

Some things become heavier when they get wet and lighter as they dry. Feel the weight of a dry sponge. Wet the sponge. Feel the weight again. Now write in the boxes.

What things must you have to do this experiment?

What steps do you need to take to do this experiment?

1.

2.

3.

What did you discover?