

Tall Things

PM Levels 5/6

Red

Text Type Information Report

Running Words 75



Preparing for Guided Reading

Orientation to the Text

- Children's early experiences of height comparison usually involve comparing themselves with objects. *Tall Things* gradually introduces other experiences, including *tall like* and *not tall like*, as students compare objects of varying heights.
- Take students outside to look for things that are tall, e.g. a flagpole, tall trees or a tall fence around the playground. Ask students to stand by something that is taller than them.
- Back in the classroom, talk about the things that were taller than students.

Prior Knowledge

- Show or describe the difference between two heights.
- Demonstrate an understanding of the words and phrases *tall*, *tall like* and *not tall like*.

Key Language Structures

- This book reinforces the concept of tall or high things through real-world examples.

Building the Balanced Reader

Concepts About Print

- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

like, my, One, will

Content Words

crane, dad, giraffes, look, mum, sky, skyscraper, tall, teddy bear, things, trees

Decoding

- Locate most high-frequency words
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- Read the title and discuss the cover and title page photographs. Talk about the shape of the book. Talk about the giraffes' long legs and necks.
- pp. 2–3 – Point out that each person is looking up at the tall rocket. Encourage students to talk about their own experiences of looking up at tall things.
- pp. 4–5 – Look at the trees that are tall like the giraffes. Ask students what other things can be tall.
- pp. 6–7 – Identify the tall crane and the building. Point out the way the crane appears to go up to the sky. Have students demonstrate how they would tilt their heads to look up at a crane. Remind students that they should avoid situations where they would look up at the sun.
- pp. 8–9 – Discuss the fact that real skyscrapers are tall, but in this photograph the skyscraper is tall like the girl. Point out what the girl is doing with her hand and encourage students to talk about other situations when they measure in this way.
- pp. 10–11 – Compare the height of the teddy bear with the height of the girl. Discuss how the concept of 'tall' is a comparison between two objects.
- pp. 12–15 – Have students demonstrate where they come up to when measuring themselves with the teacher.
- pp. 16 – Discuss the fact that students are still growing. Look at the photograph and discuss the concept of seriation. Ask students to find who is the tallest, who is the smallest, who is taller than the teddy bear, etc.

Comprehension

- What is tall like a giraffe? (*Literal*)
- Why did the girl make a skyscraper? (*Inferential*)

Follow-up Activities

- Make a large shared book about tall things. Students can write their own captions using the word *tall*.
- Ask students to draw the people in their family in order of size. Ask them to write stories about their families focusing on size comparisons, e.g. *I am not tall like my dad. My little brother is not tall like me.*

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break words up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life, e.g. objects that are taller than me in the classroom.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up