

As Big As Me

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Text type: non-chronological report
Topic: big and small



Synopsis

A young boy asks his dad to measure his height. The boy then measures the cat. This gets him thinking about how big he is in comparison to other animals, and how big they are in comparison to each other. The animals compared in the book include a lion, a dog, an ant, an atlas moth, a kingfisher and a penguin. The boy marks down all the measurements and discovers that he is the same height as a penguin.

There is a topic-linked fiction book to partner this title, which is called *Big!*

Group/Guided reading

Introducing the book

- ➔ These wordless stories allow children to learn how books work, including the order and direction in which they are read. Children will enjoy talking about the book and discussing what is happening in the pictures, this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for discussion and playing with environmental sounds. Respond to children's ideas by repeating them back and adding to them, using new words to increase their vocabularies.
- ➔ Talk about the cover together and read the title to the children. Model segmenting and blending the word *big* b-i-g.
- ➔ *(Predicting)* Read the blurb to the children. Ask: *Do you think you are bigger or smaller than a dog? What about an ant?* Ask the children to think of some animals that are bigger than them.
- ➔ *(Questioning)* Turn to p1 and read the contents list to the children. Encourage them to ask questions about the size of the animals mentioned in the list. Model this for them by thinking aloud, e.g. *I wonder how big the penguin is compared to the boy.*

Reading the book

- ➔ Ask the children to turn the pages of the book and describe what they see in the pictures.
- ➔ On p3, look at the picture together and say: *I wonder what the boy is thinking.* Point to the thought bubbles and make it clear to the children that these show what the boy is thinking. Encourage the children to suggest what the boy is thinking.
- ➔ *(Predicting)* After reading p3, say: *I wonder if the lion is bigger or smaller than the boy.* Encourage the children to make predictions.
- ➔ On p6, ask the children to discuss the size of the moth. Prompt them by saying: *I didn't expect the moth to be that big.*

- ➔ *(Predicting)* After reading p7, ask: *How big do you think the penguin will be, compared to the boy?* Now turn to p8–9 to see if they were right.
- ➔ *(Questioning)* On p9, ask the children to think of some questions they would like to ask the boy. Prompt them by saying: *I wonder if the boy expected to be the same size as the penguin. I wonder which animal the boy likes best.*

Returning to the book

- ➔ *(Clarifying)* Look together at p8 and talk about the boy's expressions. Ask: *Why does he look happy in the bottom picture?*
- ➔ *(Clarifying / Summarizing)* On p9, look at the height chart together and talk about which animal each line shows the height of. Encourage them to look back through the book and check the measurements against the photos. Ask: *What is the same size as the cat?*
- ➔ *(Summarizing)* Look at the picture on p10 together. Talk about how big or small the animals are in relation to each other. Ask: *Which is the biggest? Which is the smallest?*
- ➔ Ask: *Which of the animals in the book did you like best? Why?*

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Check the children know how to hold the book and turn the pages, and look at each spread from left to right to help establish the direction of reading.
- ➔ Ask the children to turn the pages of the book and to think about what they see in the pictures. Remember to give them lots of encouragement and praise.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into pairs. Ask each pair to choose an animal from the book.
- ➔ Tell the children that you would like them, in their pairs, to talk about which animals (other than those in the book) are bigger than their chosen animal and which are smaller.
- ➔ Ask pairs to share their ideas with the rest of the group.

Writing activities

- ➔ Ask the children to draw a picture of themselves.
- ➔ Then ask them to think of an animal, other than a penguin, that is a similar height to them. Ask them to draw a picture of this animal next to the picture of themselves.
- ➔ Encourage the children to use the book to write a title for their picture 'As Big as Me'.

Cross-curricular activity

Mathematics

- ➔ Stand the children against a piece of paper on a wall and measure them. Then ask the children to use the measurements on the paper to organize themselves in a line, with the biggest person at one end and the smallest at the other.

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As Big As Me

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can hold books the right way up and turn the pages. (READ) (ORCS Pre-reading Standard, 1)
- Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (D) (ORCS Pre-reading Standard, 7)
- Is beginning to talk about texts, e.g. stating simple likes/dislikes. (E) (ORCS Pre-reading Standard, 8)
- Can retell an event in a story or information from a non-fiction text (may only be brief). (R) (ORCS Pre-reading Standard, 14)
- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) (ORCS Standard 1, 3)

Letters and Sounds: Phase 1

Explore with Biff, Chip and Kipper Level 1 titles are wordless, which allows children to learn how books work, including the order and direction in which they are read. They each explain a non-fiction topic through detailed and engaging pictures. The pictures provide lots of opportunities for playing with environmental sounds and distinguishing between sounds.

ENGLAND Statutory framework for the early years foundation stage

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children develop their own narratives and explanations by connecting ideas or events. (ELG03.3)	Check the children can talk about animals, other than those in the book, that are bigger and smaller than their chosen animal.
	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children can explain which animals in the book they like best and explain why.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check children listen to each other as they talk about the pictures on p10, saying which animal is the biggest and which is the smallest.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children can talk about how big they think the boy will be compared to the penguin.
ELG 09 Reading	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children can talk about why the boy looks happy on p8.
ELG 10 Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)	Check the children can use their phonic knowledge and the book to help them to write a heading for their picture.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-01c)	Check the children can talk about animals, other than those in the book, that are bigger and smaller than their chosen animal.
	As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. (LIT 0-10a)	Check the children can explain which animals in the book they like best and explain why.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children can talk about how big they think the boy will be compared to the penguin.
Reading	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-19a)	Check the children can talk about why the boy looks happy on p8.
Writing	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children can use their phonic knowledge and the book to help them to write a heading for their picture.

WALES Curriculum for Wales: Foundation Phase Framework, Nursery

	Framework objectives	Book-related assessment pointers
Oracy	use newly learned vocabulary in and through play activities (YN_OracSpea.5)	Check the children can talk about animals, other than those in the book, that are bigger and smaller than their chosen animal. Check the children can explain which animals in the book they like best and explain why.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YN_OracList.8)	Check children listen to each other as they talk about the pictures on p10, saying which animal is the biggest and which is the smallest. Check the children can talk about how big they think the boy will be compared to the penguin.
Reading	recall details of a story or text by answering open-ended questions or referring to picture prompts (YN_ReadComp.1)	Check the children can talk about why the boy looks happy on p8.
Writing	begin to recognise the alphabetic nature of writing and understand that written symbols have meaning (YN_WritMean.5)	Check the children attempt to use their phonic knowledge and the book to help them to write a heading for their picture.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children can talk about animals, other than those in the book, that are bigger and smaller than their chosen animal. Check the children can explain which animals in the book they like best and explain why.
	listen for information (L1_com_talk.1i)	Check children listen to each other as they talk about the pictures on p10, saying which animal is the biggest and which is the smallest.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children can talk about how big they think the boy will be compared to the penguin.
Reading	show understanding of the meaning carried by print, pictures and images (L1_com_read.1)	Check the children can talk about why the boy looks happy on p8.
Writing	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children can use their phonic knowledge and the book to help them to write a heading for their picture.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Converse audibly with friends, teachers and other adults. (1SL2)	Check the children can talk about animals, other than those in the book, that are bigger and smaller than their chosen animal. Check the children can explain which animals in the book they like best and explain why.
	Listen to others and respond appropriately. (1SL7)	Check children listen to each other as they talk about the pictures on p10, saying which animal is the biggest and which is the smallest.
Reading	Anticipate what happens next in a story. (1Ri1)	Check the children can talk about how big they think the boy will be compared to the penguin.
	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children can talk about why the boy looks happy on p8.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children can use their phonic knowledge and the book to help them to write a heading for their picture.