



# Read Aloud: *Bigger!*

Standard Connection:  
ELA.RL.PK4.1-7,9-10  
ELA.SL.PK4.1-4,6  
ELA.L.PK4.1,1c,4,6

## Enduring Understanding(s):

- Living things grow and have life cycles.
- Living things need food, water, and proper conditions to survive and thrive.

## Essential Question(s):

- What do systems need in order to function successfully?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Bigger!</i> (see Resource)</li> <li>• vocabulary word picture cards</li> </ul>	<p><b>dreams:</b> what you see when you sleep</p> <p><b>hopes:</b> something you want to happen</p> <p><b>ideas:</b> thoughts</p> <p><b>muscles:</b> body parts that help people do work</p> <p><b>ruler:</b> a tool for measuring</p> <p><b>tricycle:</b> a vehicle with three wheels</p>	

First Read	
Preparation: Set up materials.	
<b>Children will:</b> <ul style="list-style-type: none"> <li>• listen to a story read aloud</li> <li>• demonstrate increasing levels of sustained and focused engagement</li> <li>• show a steady increase in the number of words in listening vocabulary</li> <li>• develop an understanding of main events</li> </ul>	
"The title of this book is Bigger! It's a non-fiction – true - story about the boy on the cover."	
"Babies are very small when they are born."	p. 1
"This boy's daddy uses a <b>ruler</b> - a measuring tool - to see how much he is growing!"	p. 2
"Why do you think children get messy when they are learning to feed themselves?"	p. 3
"Look at him now! His <b>muscles</b> are becoming stronger. He can ride a <b>tricycle</b> - a vehicle that has three wheels."	p. 4

"As he gets bigger, he can play baseball, sweep the floor, and cook!"	p. 7 Motion hand for "sweeping."
"He is learning how to read and write in school."	p. 9
"The boy is really thinking big now. Not only is his body getting bigger, but his <b>hopes, dreams, and ideas</b> are getting bigger, too!"	p. 10
<b>Discussion Question(s):</b> <ul style="list-style-type: none"> <li>How is the boy at school similar to or different from you at school?</li> <li>How is the boy getting bigger similar to or different from the ducklings in <i>Make Way For Ducklings</i>?</li> </ul>	

## Second Read

### Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

Support children in reconstructing the story by selecting significant plot points (the boy as a baby, when he starts school, etc.). Encourage children to use vocabulary words in context (muscles, ruler, etc.).

### Discussion Question(s):

- How is the boy as a baby similar to or different from Baby Louise (Baby) in *Oonga Boonga (Crybaby)*?
- How is the boy playing baseball similar to or different from Peter throwing snowballs in *A Snowy Day*?

## Third Read

### Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

### Discussion Question(s):

- How do you think the boy's parents feel about him getting bigger?
- When the boy becomes an adult, do you think his parents will still call him their "little boy"?

## Fourth Read

### Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

### Discussion Question(s):

- What do you think the boy will learn to do as he gets bigger?
- What do you think are some of the boy's hopes and dreams?