

I'm Growing!

Synopsis *I'm Growing* is about a boy who sees how his body is growing. He points out evidence that he and his friends are growing, and explains how he is growing inside and out. He also explains that people grow in different ways as they get older: sometimes bigger, fatter or thinner, and some people don't grow much at all. His old clothes are too small, so the boy puts on new clothes that are a bit too big—but not for long!

Introduction: Explore Informational Text

Display the book *I'm Growing* and explain to students that it is an informational book. Say, *One character shares facts about growing by telling a story.* Ask students to raise their hands if they know they have grown over the last year. Ask how they could tell. Did they know because they, like the boy in the story, grew too big to fit into their clothes? Tell students that they might learn information from this narrative that will let them know what to expect about how and when they will grow.

Vocabulary

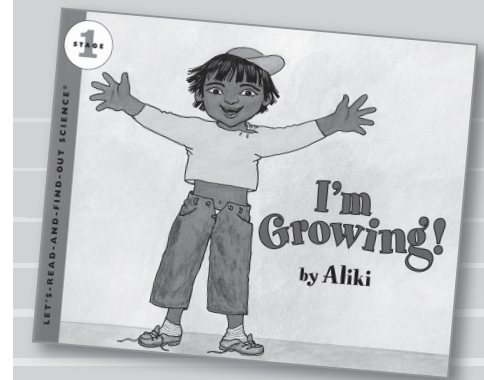
Tier One: bones, brain, fatter, heart, size, skin, snack, thinner

Tier Two: fingernails, haircut, lungs, muscles, organs, spurt, stomach, toenails

Word Work

L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

Introduce vocabulary in context as it appears within the book before or during reading. Write the text words *bones, brain, heart, fingernails, lungs, muscles, organs, skin, stomach,* and *toenails* where all can see. Explain to students that all of these words from the text are in the same category. Ask if they know what that category could be. (*parts of the body*) Ask each student for a key attribute for each word. For instance, *What is the skin to the rest of your body?* (the outside layer) *What does your heart do for your body?* (pumps to keep the body alive) Continue in this manner until all listed words have been covered. Accept any reasonable answers that actually describe the function, the purpose, or the location of each part of the body that is in the list.



Author: Alik

Genre: Informational Text

Text Structure: Narrative

Guided Reading Level: I

Standards: L.1.5b, RF.1.3f,
RI.1.2, RI.1.7, W.1.1

English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Show students a website that illustrates human organs, such as the brain, heart, stomach, and lungs, and also bones. Explain to them that these organs keep our bodies going and that they, too, have to grow to be the right size as we grow and that we could not get taller if our bones didn't also grow with us. Have students look at their fingernails, toenails, and hair and point out that all these parts of our bodies can be cut off, but they will grow back.

Understanding the Text

Literal: *Why does the boy in this story need new clothes? (because he grew, and now he's too big for his old clothes) What parts of the boy's body have grown? (all the parts of his body)*

Interpretive: *How did the boy grow to be bigger? (He eats food that not only gives him energy, it helps him to grow.) Why does the boy say, "You may pop your buttons, but you can't pop your skin!" (because skin grows when the rest of our bodies do, so it is always the right size)*

Applied: *How much have you grown in the last year? Why are people all different sizes? (Everyone grows at a different rate, and most people are similar in size to the rest of their families.)*

Phonics and Word Recognition

RF.1.3f *Read words with inflectional endings.*

Discuss inflectional endings with students. List these inflectional endings where all can see: *-s, -es, -ed, -ing*. Explain to students that inflectional endings are added to words to make them fit in the sentence and change the word meaning slightly. *The ending -s is added to both naming words and action words. With naming words it usually means "more than one," and with action words it can mean "happening right now." The ending -es is added only to naming words, and it also means "more than one." The endings -ed and -ing are added to action words; -ed means happened in the past, and -ing means happening right now.* Have students look through the book for words with inflectional endings. Have some start at the beginning, some at the middle, and others nearer the end. Give them about 5 minutes to search, and have them mark the words with sticky notes. Once they find an example of one ending, encourage them to look for other endings. Then take time to read the sentences with the words and discuss the examples.

Text Features

RI.1.7 *Use the illustrations and details in a text to describe its key ideas.*

Have students turn to page 5 of *I'm Growing* and ask them to look carefully at the illustration of the boy. Ask, *What can you tell about the boy from this picture? (His clothes don't fit.)* Have them turn to page 11. Ask students what they can learn from the illustration on this page. (They can see where the organs to which the boy refers are in the body.) Ask, *Why is he pointing to his head? (His brain is in his head.)*

Have students leaf through the rest of the book to look at the illustrations. Then ask, *Do the illustrations help you understand what the writer says in this book? What did you not know about growing before you read the book and saw the illustrations? What does the illustration on page 14 help you to understand about teeth? Why are illustrations helpful in reading informational text?*

Reading Informational Text

RI.1.2 *Identify the main topic and retell key details of a text.*

Ask students what the book is about (growing). Say, *So growing is the topic of this book.* Write *Growing* where all can see it. Ask students to offer one detail they remember from the text. Write the details under the topic. Allow time for students to name the key details of the book. Point out that because they know the topic and can list most of the key details, they have understood what the author meant to tell them.

Writing

W.1.1 *Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.*

Have students think about the book they have just read, *I'm Growing*. Ask them to decide whether they liked the book or not. Tell them they are going to write what they think about the book and why. If they liked the book, have them state that they liked it and why. If they did not like the book, have them explain what they would change if they were writing it.