Title: Using Measuring Tools  Level: D ISBN: 9781404279216 Publisher: Rosen

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. one some + thing = something

2. little

3. how

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Ask kids if they use a fork to brush their teeth. Ask- Do you use a shovel to dry off after you take a bath?

We use certain things to do certain jobs. These things are considered to be tools; you use the right tool for the right job. Tools help us do a job in a quick, successful way.

Show 1 copy of the book. In this book we’ll read to find out how to use measuring tools. What kinds of things do we measure? Discuss title, photo and author.

Look through the book. Have kids describe the photos. Talk about the tools and what they are used to measure. (build vocabulary, frame difficult words, use picture clues and letter clues to figure out tricky words)

Explore the glossary on p. 12.

Difficult Words/Vocabulary – thermometer, scales, heavy, light, long, short, ruler, paper clip, measuring cup, juice, many, which

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Think about what you read. Think about things in your life that can relate to this book.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

Turn through the book page by page. Allow pairs to reread the page together. Discuss the photographs and how they relate to the words. The pictures help us think about the words to better understand what we read.

Ask questions like:

p. 3 What picture clues give us more information about the temperature? (the word freeze, the snow tell us that the temp is cold)

p. 5 What does the scale tell us about the apple? Why are both sides of the scale the same height on p. 4?

p. 7 Would I use a ruler see if my child has a temperature? (No, certain tools are for certain jobs!)

p. 9 Add vocabulary through discussion; **more, less, little, lot,**

**higher, lower**

p. 10 Answer the author’s question.

p. 11 Discuss the chart. Talk about the headings and how the chart is divided. Model sliding your finger across the chart to learn more information about the topic on the left.

Writing Connection: (5 min.)

Look at p. 11. Make your own chart about tools we use at school, or tools we use to fix things. (You could share the pen and make 1 large chart or you model making a chart and children make the same/similar chart in their journals.)