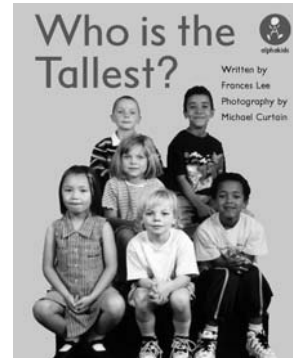


Who is the Tallest?

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Photography by Michael Curtain



Getting ready for reading

You may want to spend some time exploring measurement – using informal units – before reading this book.

Ask the children in the group to estimate who in their group is tallest and who is shortest. Write these estimates on the blackboard. Measure the children and compare these results with the estimates.

Talking through the book

You might say: *This book is called 'Who Is the Tallest?' It is about some children who measured themselves against each other to find out who was tallest.* Turn through the book, making sure that the children can read the names and can understand the measurement strategies being used.

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Discuss these questions. Encourage children to support their responses with evidence from the book.

How did the children in the book measure each other?

Who is the tallest?

Being a code breaker

Vocabulary

- High-frequency words: *is, the, a, on, of, to, and, our, back, now, we, know, do, you*
- Word families: *wall – all, ball, call, fall, hall, tall*

Sounds and letters

- Hearing sounds: Children hold up a finger every time they hear a word with the /sh/ sound in it – *shortest, measure, shorter*

Writing conventions

- Punctuation: capital letters, full stops, question marks
- Grammar: comparative language – *taller, shorter*

TEXT FEATURES

- **This book is a puzzle focusing on using clues to determine which child is the tallest.**
- **Features the children from *Can You See Me?* (level 2).**
- **Has strong links with the measurement part of mathematics.**
- **Demonstrates a range of measurement strategies likely to be used in a classroom and uses informal units for measuring.**
- **The reader is left to work out for themselves who is the tallest.**
- **Up to four lines of text on a page.**
- **Line breaks support phrasing.**
- **Text supported by colour photographs, some of which are labelled.**

Being a text user

Discuss:

How many times did you need to read the book to solve the puzzle?

Which information was the most important?

Did it matter which order you read the pages in?

What information is in the words?

What information is in the photographs?

What information is in the illustration on page 16?

Being a text critic

Discuss:

Would the book have been better if the author had told you who was tallest and who was shortest?

Is this how you measure people at school?

Are these the best ways to measure people?

Literacy learning centres

Interactive literacy centre 1

Children can work in cooperative groups to make a mural showing who is the tallest. They may like to use a lamp to cast a shadow to draw an outline with. They could then write their own clues, based on the book, for other children to answer.

Word centre 1

Word ladders are made by adding one, two or three letters at a time to make new words. For example, begin with *a*, then add *ll*. Provide starting points for children to create their own word ladders.

a	in
all	sin
tall	sing
taller	string

Word centre 2

Children read familiar texts to locate and list words about comparative size, for example: *big, bigger, biggest; small, smaller, smallest*.

These can be used to write sentences comparing three objects:

A horse is big.

An elephant is bigger than a horse.

A whale is the biggest animal of all.

Interactive literacy centre 2

Encourage children to measure various objects in the classroom using different ways of measuring – for example, using hands, fingers, feet.

Keeping track

Children can be asked to self-assess through the use of focused questions:

What did I learn about measurement by reading this book?