

About the Book

Text Type: Nonfiction/Personal Narrative Page Count: 16 Word Count: 368

Book Summary

Differences make us special, but they can also make us self-conscious. *I'm the Tall One* explores the dynamics of being set apart from your peers. Students will learn important lessons about valuing their individual traits as they work on reading skills such as determining problem and solution and using pronouns.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Determine problem and solution
- Discriminate variant vowel /ou/ sound
- Identify vowel pattern *ou*
- Recognize and use pronouns
- Choose and use synonyms

Materials

Green text indicates resources available on the website.

- Book—*I'm the Tall One* (copy for each student)
- Chalkboard or dry erase board
- Three balls
- Problem and solution, vowel pattern *ou*, pronouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *always*, *let*, *my*
- Content words:
 - Story critical: *height* (n.), *nudged* (v.), *odd* (adj.), *proud* (adj.), *slouch* (v.), *teased* (v.)
 - Enrichment: *amusement park* (n.), *measure* (v.), *pouting* (v.)

Before Reading

Build Background

- Place three balls at the front of the class, two that look the same and one that is different. Ask students to describe which ball is different and in what ways it is different.
- Ask students if all people are alike, like the two balls that are the same, or if they are different. Have students share with a partner ways that each of them is different. Ask students to think about what life would be like if everyone were exactly the same. Invite volunteers to share their thoughts.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *I'm the Tall One*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using information on the cover.
Think-aloud: When I read a book, I think about what I already know about the topic of the book so I can better understand what I am reading. The title of this book is I'm the Tall One, and on the cover I see a boy who is much taller than the other kids. I remember that when I was a kid, we were all different sizes. Some of us wanted to be taller, and others of us wanted to be shorter. We always wanted to be like the other kids, and sometimes we were unhappy when we were different. Maybe the tall boy isn't happy being that tall and instead wants to be like the other kids.
- Show students the cover and ask them what knowledge they have about being taller or shorter than others. Ask them to share with a partner what they think this book will be about. Have students explain how connecting to prior knowledge helped them to make predictions about the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Write the words *Problem* and *Solution* on the board. Remind or explain to students that in many books, the character has a problem, or a difficulty that needs to be solved. The solution is how the character works through the problem and resolves it.
- Create a T-chart on the board, and label the left side *Problem* and the right side *Solutions*. Write the sentence *I was sad when my toy broke* on the board under the *Problem* heading.
- Model how to determine solutions to a problem.
Think-aloud: I know that when I have a problem, I can deal with it in different ways. In the sentence on the board, the problem is that I am feeling sad. What are some steps I could take to solve this problem? One solution is that I could fix the toy, which would make me feel better. Or, a different solution is that I could try to think about something else—something that makes me happy when I think about it. And a different solution is that I could buy a new toy to replace the broken one. These are three possible solutions I might use to solve my problem.
- Model filling in the chart on the board with information from the think-aloud. Point out that there are multiple ways to solve problems, or multiple solutions available.
- Write the following sentence on the board under the *Problem* heading: *I forgot to do my homework*. Place students in groups and have them discuss possible actions that a person might take to solve this problem. Invite volunteers to share their solutions, and record these on the board under the *Solutions* heading.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at page 4, you might say: *Point to the word teased, which is in bold print. I wonder if the the children are teasing him. They are pointing at him and making faces at him.*

- Remind students to use the rest of the sentence and the picture to figure out a difficult word. For example, point to the word *slouch* on page 6 and say: *I am going to check the picture and use the whole sentence to think about what would make sense to figure out this word. The word begins with the /s/ sound, and the sentence says that the boy tried to do this /s/ word to make himself look shorter. The word must mean something a person does to look shorter. The picture shows the boy's mom doing something to his back so that he will stop hunching over. The word hunch, though, starts with the /h/ sound. What other word means trying to look shorter? The word slouch means that we push our shoulders and neck forward, which makes a person look shorter. The word slouch starts with the /s/ sound. The sentence makes sense with this word. The word must be slouch.*


Set the Purpose

- Have students use what they already know to better understand what they read. Remind them to think about the problems the boy faces and to consider possible solutions to those problems.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*I've*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.
Think-aloud: *The main character in this book doesn't like being tall. His friends tease him, and he feels as though he stands out. This makes me think about how I feel when people tease me. I don't like being teased. I also remember how I never wanted to be different from the other kids when I was younger. I remember I was embarrassed because other people thought I looked younger than I was, and I felt like a baby. Now that I am grown up, though, I know that it is fine to be different from others, and I feel comfortable with who I am. My prior knowledge helps me to understand how the boy feels about being different and also has me hope that he learns to be happy with his body.*
- Have students think about something that makes them different and special, like the boy's height. Ask them to draw a picture of that trait.
- Invite students to share how thinking about what they already knew about being different helped them to better understand the story.
- Review the problems and solutions recorded on the board. Explain to students that they will now determine the problem that the boy faces in the story.
- Model identifying the problem from page 5.
Think-aloud: *I learned on page 5 that the boy hates being tall because it makes him feel different and odd. He is unhappy and uncomfortable with his body. Feeling this way is definitely a problem. The boy cannot change his height, but he can change his feelings about it. The solution to his problem must be about how he works through his unhappiness at being tall.*
- Introduce and explain the **problem-and-solution worksheet**. Have students record the problem on their worksheet.
- **Check for understanding:** Have students read to the end of page 10. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)

- Discuss with students the boy's problem and whether they learned more about his problem (his family had to pay more for him to enter the amusement park). Have students record extra information about his problem on their worksheet. Have them discuss with a partner some possible solutions to the boy's problem and record possible solutions on their problem-and-solution worksheet.
 - Have students read the remainder of the book. Remind them to use their prior knowledge to help them understand how the boy is feeling.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *By the end of the book, the boy is happy that he's tall because he can ride the fun rides, and other kids think he is older. For the first time, he is proud of his height. Now that I am older, I like having a face that looks young. It makes me feel energetic. By connecting the information in the book to what I already know, I understand the boy's feelings about his height.*
- Have students share with a partner the prior knowledge they used to help them understand the story. Ask students to explain how connecting to prior knowledge helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the solution to the boy's problem. How does it compare to the possible solutions that students came up with earlier? Have students identify the solution they liked the best.
- **Independent practice:** Have students complete the problem-and-solution worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about a boy who came to appreciate his height, which made him different from other people. Why do you think everyone is a little different? Why is the world a better place for having different types of people?

Build Skills

Phonological Awareness: Variant vowel /ou/ sound

- Say the word *loud* aloud to students, emphasizing the medial /ou/ sound. Have students say the word aloud and then say the /ou/ sound.
- Say the words *found* and *fund* aloud, and have students repeat the words. Have them describe to a partner how these words sound different. Point out that the /ou/ sound is similar to the sound a person makes when he or she gets hurt.
- Read the first sentence on page 6 aloud to students. Have students raise their hand when they hear a word that contains the /ou/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word contains the /ou/ sound: *proud, dog, ouch, house, nut, round, pot, thought*.

Phonics: Vowel pattern ou


- Write the word *slouch* on the board and say it aloud with students.
- Have students say the /ou/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to point to the two letters that represent the /ou/ sound in the word *slouch*.

Lesson Plan *(continued)*

I'm the Tall One

- Circle the *ou* letter combination. Explain to students that when these letters are written together, they create the /ou/ sound.
- Have students practice writing the *ou* letter combination on a separate piece of paper as they say the sound the letters together represent.
- **Check for understanding:** Write the following words that contain the /ou/ sound on the board: *out, count, pound, shout, and mouth*. Say each word, one at a time, and have volunteers come to the board and circle the *ou* letter combination. Have students work with a partner to think of more words that have the /ou/ sound and invite volunteers to share. Create a list of words containing the *ou* letter combination on the board.
- **Independent practice:** Introduce, explain, and have students complete the [vowel pattern ou worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Pronouns**

- Review that a *noun* is a *person, place, or thing*. Ask students to share some examples of nouns.
- Write the following sentence on the board: *The boy is taller than the other kids*. Invite volunteers to come to the board and circle all the nouns (*boy* and *kids*).
- Erase the word *boy* and replace it with the word *he*, and erase the word *kids* and replace it with the word *them*. Explain that a *pronoun* is a word that takes the place of a noun. Reread the sentence aloud with students and ask students to give the thumbs-up signal if the meaning of the sentence is the same.
- Create a two-column chart on the board with the headings *Noun* and *Pronoun*. Read page 11 aloud to students and have them slap their desk every time they hear a noun. Record the noun under the *Noun* heading on the chart and guide students in selecting the pronoun that would replace that word. Read page 11 again and have students slap their desk every time they hear a pronoun. Record the pronoun under the *Pronoun* heading on the chart and guide students in selecting the noun that would best replace that pronoun.
- Write the following pronouns on the board: *he, she, it, them, they, I, we, us, and you*. Read the list aloud with students and point out that these are some common pronouns.
-  **Check for understanding:** Have students locate and circle the pronouns in the book. On the same page, have students write the noun that each pronoun stands for.
- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their responses.

Word Work: **Synonyms**

- Encourage students to play a game with you. Every time you say a word out loud, they call out a word that means the same thing. Use words that have simple correspondents, such as *silly/funny, tiny/small, and happy/joyful*.
- Explain to students that these words are synonyms. *Synonyms* are words that have similar meanings. Writers use synonyms to add variety to their writing.
- Write the following sentence on the board: *The boy has a big dad*. Have students work with a partner to think of a word that has the same meaning as the word *big*. Invite volunteers to share their synonym. *Record the synonyms on the board*.
- **Check for understanding:** Write the following words on the board: *grin, pal, quiet, cold, and loud*. Have students work with a partner to choose a synonym for each word and use the synonyms in separate oral sentences.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them determine the problem and solution in the story with someone at home.

Extend the Reading

Personal Narrative Writing and Art Connection

Have students raise their hand if they ever took a trip to an amusement park, fair, or festival. Ask them to close their eyes and remember that day. Have them write a personal narrative to describe the experience, including the rides, foods, and sights. Have them illustrate their narrative.

Visit WritingA-Z.com for a lesson and leveled materials on personal narrative writing.

Math Connection

Pass out rulers or measuring tapes. Have students work with a partner to measure each other's height. Have each pair share the height of their partner. Record the information on the board. Guide students in creating a bar graph using the information on the board.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect to prior knowledge to understand text
- correctly determine problem and solution in a story during discussion and on a worksheet
- consistently discriminate variant vowel /ou/ sound during discussion
- accurately identify and write the vowel pattern *ou* during discussion and on a worksheet
- properly use pronouns during discussion and on a worksheet
- accurately choose and use synonyms during discussion

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)