



Teaching with Look Closely

Things Up Close

ELL Tips Model one or more of the activities included in this guide. Show on the board how you might do the activity. Or do a group example. Leave the model on the board to help the students with their assignment.

Standards CCSS: ELA-Literacy RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.10



Lexile: 350

GRL: TBD

Take a Look! (Building Background)

- Before teaching this book gather items with a *ferrule* (a metal band or ring), such as found on a pencil, a table knife, a paintbrush, an umbrella, a brush, on a pool cue, on cables, musical instruments, and so forth.
- Show the items to the students and ask them to find the commonalities of the items. Help them identify the *ferrule* and write the word on the board. Discuss how important it is to look closely at things to discover important parts.

Look Ahead! (Prereading)

- Discuss the structure of the book, reminding students if they've read the other books that the book uses a riddle format. If this is their first experience, with the series, explain that they'll be guessing about the things in the book before they read about them, just like they guessed about the ferrule.
- Warm up the students with some riddles. Hink pink riddles challenge students to answer with one-syllable rhyming words. Share this example:
Ex.: What would a distant twinkle be called? (far star.)
- Then ask the following riddles. Remind the students that the answers must be rhyming words. If they can think of one of the words, then the other word often comes more easily.
What would you call a big dance in the autumn? (fall ball)
What would you call a tiny honey maker? (wee bee)
What would you call injured soil? (hurt dirt)
- Ask these riddles to get students thinking. (They are not hink pinks).
What has hands but cannot clap? (clock)
What has a neck but no head? (bottle)
What has to be broken before you can use it? (egg)

- Read aloud the riddles on pages 5, 9, 13, and 17 to determine whether the students can guess what they'll be learning about. Review the table of contents. Then share the book and pictures.

Look for Big Ideas! (During Reading)

Write the following assignment on the board to guide the reading. Explain that each section of the book is going to have some big ideas about some small things. They should write down one big idea for each thing. Remind them to read the sidebars.

- Find four big ideas while you read. Write each one down.
 - 1.
 - 2.
 - 3.
 - 4.

Look Back! (After Reading)

Have students review the four things that they read about. They should try to answer each of the following questions. Tell them it's okay to guess..

- How many miles long do you think a pencil can draw a line?
- How big was the biggest sponge ever found?
- Where is the neck on a toothbrush?
- What does a hermit crab do when it outgrows a shell?

Discuss the answers after they have guessed: approximately 35 miles; about ten feet; just below the head; look for a bigger shell.

Look Around! (Rereading)

- Have students look at the picture of the sneakers or at their own sneakers. Ask if they know what the piece at the end of a shoelace is called. (aglet) Write the word aglet on the board.
- Ask the students if they know what the bumps on the basketball are called. (pebbles) Write the word pebble on the board.
- Ask the students what the soapsuds are made up of. (bubbles) Write the word bubble on the board.
- Have the students draw a clock and label all the parts of it: face, hour hand, minute hand.

Word Work

Write the word *cavities* on the board. Ask the students to identify whether the word is singular or plural. Discuss how to spell the singular form. Write *cavity* on the board. Discuss how the plural form of a word ending in a consonant followed by the letter *y* (such as *ty* in *cavity*) changes to *ies*. List other examples such as: body and bodies, city and cities, baby and babies. (Note that words with a vowel follow by *y* do not change: toy and toys; boy and boys; day and days.)

Vocabulary Building

Teach the students these unusual and amusing words. Turn them into riddles and have them stump their parents. (They might be found in your classroom.)

- A *chad* is the piece of paper made by a hole punch.
- A *fipple* is the mouthpiece of a recorder.
- To *futz* is to waste time.
- A *mouse potato* is someone who spends a lot of time at the computer.
- A *grommet* is an eyelet, which you can put your aglet through.

Name _____

Look at My Perfect Day

There are four clocks without hands.

What would you like to see on a perfect day?

Maybe you would see a perfect shell. Maybe you would see a big dog!

Show a time on each clock. Draw the minute and hour hands.

Write what you would like to see at that time.








