

The King's Big Foot

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OVERVIEW A king asks his carpenter to build a table that is 20 feet long by 10 feet wide. The carpenter builds a table that is much smaller. What did the carpenter do differently? Let's read and find out.

Teaching Focus

Reading Strategy Focus

- 14:** Use your strategies.
15: Does this word look like another word you know?
16: Are you using the punctuation as you read?
17: When you come to a word you don't know, you can: break it into smaller parts; look for a smaller part you know; cover up the part you know and sound out the rest; then check to see if the word makes sense.

Oral Language Development

- Negative sentences
- Gerunds for + gerund

Comprehension Strategy

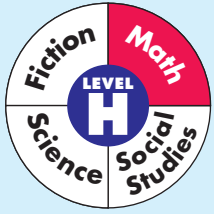
- Makes and confirms predictions

Literacy Skills

- Recognizes humor in text
- Understands role of author and illustrator

Phonics in Context

- Long vowel review



	EM	EA	EF	F
1				
2				
3				
4				
5				

Topic:
Measurement

Setting the Scene

Introduce Math Content

- Say *I am going to measure the length and width of my desk using my feet.* Tell students to watch your feet as you walk heel to toe along the length and width of your desk, counting aloud the number of steps you take. Say *My desk is 5 feet long and 3 feet wide.*
- Invite a volunteer to measure your desk using his or her feet. Have students count aloud as the volunteer walks heel to toe along the length and width of your desk. Say, for example, *Juan's feet are smaller than mine. He found that the desk was 6 feet long and 4 feet wide.* Ask *Who is right?* Yes, we are both wrong because our feet are different lengths. Hold up a ruler. Say *We need a ruler to measure.* Invite students to use rulers to measure the desk to demonstrate that this would result in equal measurements.
- Tell students that they are going to read a story about a king who used his big feet to measure the size for a table. Inform students that this story is fiction. Say *The characters and events are not real.*

Learn by Doing

- Have students stand at a starting line, such as the edge of a rug. Show them how to carefully put one foot in front of the other, heel to toe. Have them take ten steps, then point out that the person who went the farthest had the longest foot.

Use Language

- Invite students to tell about a time they used measurement to make something. ☉

Options for STAGES

③ These students should use phrases or simple sentences in their responses.

④ ⑤ These students should be able to use complete sentences to talk about measurement.

Reading the Text

BOOK TALK

GUIDED READING 1 2 3 4 5

Engage students in a book talk as you flip through the pages of a copy of the book. Key vocabulary to identify is highlighted.

COVER

- Introduce the book to students. Point to the picture of the king. Say *This is a **king**. What do you notice about this king? Yes, he is sticking out his foot. He has a big foot.*
- Read the title and point out the author's and illustrator's names. Say *Let's read about the king's big foot. Say The purpose for reading this book is to learn about measurement.*

2-3

- *The king wants to have a big party. He has **invited** many people. Look at the table in the picture. Is it big? No, it isn't **big enough** for all the King's guests.*

4-5

- Page 4. *What is the king using to measure the **size** of the table? Yes, he is using his foot.*
- Page 5. *The king gives the drawing of his table to the **carpenter** and tells him how **long** and **wide** it should be.*

6-7

- *The carpenter isn't **sure** whose foot to use to measure. Whose foot does he use? Yes, he uses his **neat** little foot. Do you think he is doing the right thing?*

8-9

- *Look at the picture. Does the king look happy with the table that the carpenter built? Right, the king is **angry** because the table is too small.*

10-11

- Page 10. *The carpenter doesn't understand why the table is too small. What is the problem? Yes, the king's foot is bigger than the carpenter's foot.*
- Page 11. *What is the carpenter doing? Yes, he is making a **ruler** the same size as the king's foot.*

12-13

- Page 12. *What is the carpenter doing? Yes, he is making a new table with the ruler.*
- Page 13. *Point to the picture of the king. Why do you think the king looks happy? Yes, the carpenter **has built** a bigger and **better** table.*

14-15

- *What do you see in the picture? The king is having a party. Is everyone happy? Yes, everyone is happy.*

16

- *Look at the picture. What are the people holding? Yes, they are holding rulers. All of the rulers are the same as the king's, and they all will measure **happily ever after**.*

1. Introduce Reading Strategy 14, 15, 16, or 17, according to student's developmental needs. Demonstrate how to use the strategy as indicated on the back of the card.
2. Have each student read at his or her own pace while remaining in the group. Discourage choral reading. Observe students as they read.
 - Show students the Reading Strategy on which you want to focus. Place the Reading Strategy in the middle of the group and encourage them to refer to it as they read.
 - Provide copies of the book to students.
 - Remind them of the strategy or strategies they are learning when they need assistance.
3. In a second session, have students reread the book. Then use the additional instruction found in "Returning to the Text" and "Responding to the Text."

A Assess Reading Strategy Use

- Are students using self-monitoring and self-correcting strategies as they read?
- Are students using word family information as they read new words?
- Are students using punctuation as they read to aid in phrasing and fluency?
- Are students using word-solving skills to read unfamiliar words?

Just for You

The only thing better than education is more education.

— Agnes E. Benedict

Returning to the Text

Oral Language Development

Negative sentences 1 2 3 4 5

- Place a pencil and a crayon on the table. Ask a student to give you the crayon. Say for example *Max gave me the crayon. He didn't give me the pencil.* Explain that the word *didn't* means "no." Explain that *didn't* is the contraction for *did not*.
- Read page 8 aloud. Then display page 10 and read aloud the first sentence, emphasizing and pointing to *didn't*. Ask *Did the carpenter understand? No, he didn't.*
- Use a similar approach with the negative sentences on pages 3 and 6. ©

Options for STAGES

3 Have students identify the words that mean "no" in the sentences.

4 5 Have these students find and read the negative sentences.

Gerunds for + gerund 1 2 3 4 5

- Display page 10. Read the second sentence and explain that the words *for measuring* tell what the carpenter used his foot for. Draw students' attention to the word *for* and the *-ing* ending on *measure*. Point out that although the word *measuring* looks like an action word, it is not being used as one.
- Engage students in a question/answer exchange. Begin by asking what something is for. Elicit answers with the pattern *It's for _____-ing*. For example, point to the pencil sharpener. Say *What's this for? Yes, it's for sharpening our pencils.* Point to a dictionary. *What's this for? Yes, It's for looking up words.* Point to a tape recorder. *What's this for? Yes, it's for listening to music.*
- Write these examples on chart paper and have students read them aloud.

Comprehension Strategy

Makes and confirms predictions Explain to students that good readers make predictions about what will happen next in the story as they read. Have students turn to page 4. Read the first and second sentences and say *The king measured with his foot*. Have students turn to page 7. Say *The carpenter measured with his little foot*. *What did you predict would happen? Did you think the table would be big enough?* Invite students to express predictions they made. Then read the second sentence on page 8 and have students confirm their predictions.

READING STRATEGY REVIEW

- **Reading Strategy 14** *What strategies did you use to help you as you were reading?*
- **Reading Strategy 15** *Did you use words you already know to figure out any new words?*
- **Reading Strategy 16** *Did you use punctuation to help your reading sound better?*
- **Reading Strategy 17** *What did you do when you came to a word you didn't know?*

Literacy Skills

Recognizes humor in text Explain that sometimes a story can be funny. Have students skim through the book to find text and pictures they found funny. Say *It was funny when the carpenter used his own foot to measure and made the table too small*. *Can you think of other illustrations from the book that made you laugh?*

Understands role of author and illustrator Ask *What does the author of a book do?* Elicit student responses and explain that an author writes the words in a book. Ask *Who draws the pictures?* Explain that the illustrator draws the pictures to go with the words. Have students turn to page 3. Read the text and point to the illustration. Ask *How did the illustrator show what the author wrote?* Explain how the author wrote that the table was not big enough and the picture shows the same thing. Use a similar procedure for the text and illustrations on other story pages.

Phonics in Context

Long vowel review Turn to page 5 and point out the word *made*. Write *made* on an index card. Read the word aloud with students, and then cover the letter *e* with a sticky note and read *mad*. Remind students that sometimes when a word ends with *e*, it makes the vowel in the middle make a long vowel sound. Remove the sticky note to show the word *made* and read with students. Use a similar procedure for *wide* on page 5. Have students find and read aloud the words *make*, *same*, and *size* on page 11. ©

Options for STAGES

3 These students may need help pronouncing the long vowel sounds.

4 5 These students should be able to think of additional words that follow this long vowel pattern.

Responding to the Text

Organize It Divide students into pairs of mixed language abilities. Provide students with copies of the Story Map on page 105 of the Writing Resource Guide. Invite students to summarize the main parts of the book using the six boxes. Encourage students to use the book and illustrations to help them. Students in Stage 3 may draw pictures and write phrases or simple sentences to summarize the story.

Talk About It Engage students in a book discussion.

- **Discuss** *How did the pictures help you enjoy the story more?* Have students explain why the pictures made them laugh.
- **Connect** If students have read other stories that included a king, encourage them to compare and contrast the different kings in the stories.

Write About It Invite students to write a list of items that people measure. You can display a list as a model for students to follow. Together brainstorm things that get measured in the classroom, at the store, and at home. Be ready to help students in Stage 3 with vocabulary.

Be Creative Have students work in pairs of mixed language abilities to create posters illustrating the lists they created for Write About It. Invite students in Stage 3 to use words to label their poster illustrations, while students in Stages 4–5 write captions. Encourage pairs to practice before presenting their posters to others.