

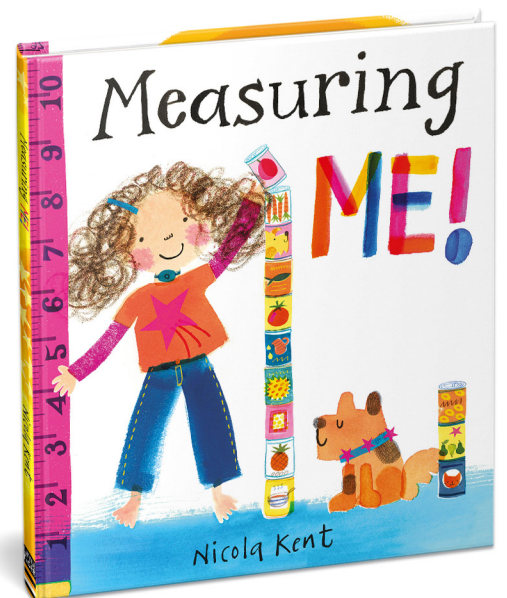
Teaching Notes for

Measuring Me



These notes have been written by the teachers at the CLPE to provide schools with ideas to develop comprehension and cross-curricular activities around this text. They build on our work supporting teachers to use quality texts throughout the reading curriculum. They encourage a deep reading of and reflection on the text, which may happen over a series of reading sessions, rather than in just one sitting. We hope you find them useful.

These teaching notes have been written with children in Nursery and Reception in mind but you will need to adapt them as appropriate to the needs and experiences of your own children.



Illustrations © Nicola Kent 2024 Teaching Resources © The Centre for Literacy in Primary Education, 2024.

You may use this teaching sequence freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE. CLPE is a charity. Support us to continue to provide our free resources that raise children's engagement and attainment in literacy to schools and parents: www.clpe.org.uk/clpe/aboutus/donate-support-our-work

CLPE



Before you start:

- As you read through the book, it would be helpful to use a group journal to organise and store discussions and responses to the text. The journal can be a place to capture reflections on the characters and themes, as well as how the writer uses language for effect.
- As you read, you may also want to encourage the group to pause to consider words and phrases that may or may not be familiar to them and to discuss and clarify their meanings. These might include but will not be limited to vocabulary and phrases in the book such as 'detect', 'scent', 'stapes', 'unravelling' or 'gives off energy'. Add these to a glossary, following up on new and unfamiliar vocabulary by using photographs and video sources to bring these words to life and support the pupils in understanding them in the context of this book. Concepts such as 'being unique' can also be introduced through songs and rhymes prior to sharing the book.
- Ensure the children have plenty of experience with discovering and handling different objects within and around the classroom, curating an inquisitive and curious environment. Provide opportunities for the children to ask questions about what they see, hear and touch and to be interested in both themselves and those around them.



Reading aloud and key talking points:

1. Begin by sharing the endpapers of the book, concealing the title and front cover at this stage. Encourage the children to look at the different items in the image.

*What do they notice? What particularly interests them about what they can see?
Are any of these items familiar to them? To whom might they belong?*

2. Encourage the children to focus on what looks like a measuring tape on the side of the image. There is also a good opportunity here to bring in some maths learning for the children, encouraging them to count from 1 to 25.

What do they think this could be? What do we use this for? Have they ever used a measuring tape before? Why do they think the measuring tape is there? What could this story be about?

3. Turn to the cover now and encourage the children to focus on the illustration before looking at the title.

What do they notice here? Who are the characters that they can see? What could they be doing? Is there anything interesting to notice about them?

- 26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
4. Focus the children's attention to the measuring tape along the spine of the book if they do not notice it for themselves.

Why do they think this is included on the front cover? How does this link with any earlier predictions they might have had about what is going to happen in this story?

5. Now read the title '**Measuring ME!**' to the children and encourage them to consider what they think this means.

Who do they think 'me' might be?

6. Establish that the 'me' is likely to be the girl in the illustration and ask the children to consider how she is measuring herself. Discuss that she is using tin cans and encourage them to count how many tin cans tall she is (10).

What about the dog (3)? Why might she be measuring herself using tin cans? Have the children ever measured themselves with tin cans? Is this a good idea or not? Why/why not? Do they have any questions they want to ask the girl?

Make a note of the children's ideas around a copy of the cover to capture their initial thoughts, adding these to the group journal.

7. Return to the endpapers and look at all the different items again.

Who do they think these might belong to? Do the children recognise any of them from the front cover? Why might the girl have all these items? What do they think she might do with them?

You could make comparisons to their earlier thoughts about the endpapers at this point.

8. Look at the illustration of the boy and the dog on the title page.

Ask the children what they notice here. Why do they think these characters are looking up? Where does it make them want to look on the page?

9. Now re-read the title '**Measuring ME!**'. You could also introduce the exclamation mark at this point as a form of punctuation used to help exaggerate a point.

Why do they think 'ME' is written in capital letters?

10. Now turn to the first double-page spread and encourage the children to look closely at the illustration before you read the accompanying text. Encourage the children to discuss their initial impressions of what they see on the page.

How does this compare to the image from the front cover?

They might notice that this time the dog has only two tins next to him or that the tins are stacked in a different order.

What does this suggest about the girl?

Establish that measuring herself with tins is perhaps something she does regularly.

- 26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
11. Pay close attention to the girl's facial expression, body language and position.

*What does this suggest about her character? What about the dog?
Could she even be on her tiptoes?*

Establish that the girl looks happy; she has her arms in the air and is smiling.

12. Now read the accompanying text: **'My body is amazing.'**

What do the children understand by this? What makes something 'amazing'? Would they consider their bodies amazing? Why/why not? Why do they think the girl says her body is amazing? Why is it important for us to understand how amazing our bodies are?

Encourage the children to consider what makes our own bodies amazing and record any discussions in the group journal to return to later.

13. Read the remainder of the text on this spread and discuss how the rest of the book is going to explore why our bodies are amazing.

14. Look at the first 'reason': **'I'm as tall as ten tin cans.'** If practical, this is a good opportunity for the children to discover how many tin cans tall they are. (If you are unable to use real tin cans, in the back of the book there is a handy height chart which the children could measure themselves against – we will return to this chart later on.)

What do the children notice about how many cans tall they are compared to their friends?

Establish that we are all different heights and discuss with the children why this is special.

Why do they think we are all different heights? Why are some children taller or shorter than others?

This exploration links well with work on other areas of the EYFS curriculum, including Maths and Understanding the World. You could also establish who is the tallest or shortest in the class, discussing the similarities and differences. A supporting video from the BBC Bitesize website may be useful: [Measuring - BBC Bitesize](#).

15. Turn to the next spread where we are introduced to a new character.

Who might this be? How could he be described? Does he look as tall as the girl? Why/why not? Do the children think his body is amazing like hers?

16. Read the accompanying text: **'I weigh the same as all the toys here put together.'** Discuss the concept of weight and how this is different to height.

How do we measure weight? Can we use tin cans like we did for height? Why/why not? How do they think the boy weighed himself to know that he weighs the same as all the toys put together?

Explore with the children how to weigh different items in the classroom, either by using a balance or using a set of bathroom scales. You may wish to invite the children to see how many toys they weigh the same as and establish once again that everybody weighs different amounts.

- 26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
17. Read the next two spreads and look at the accompanying illustrations. Here we are introduced to the fact that our bodies contain lots of water and that our skin weighs more than a line full of washing. Encourage the children to discuss their initial thoughts on this.

Does this help the children to understand why our bodies are so amazing? Did they expect our bodies to contain this much water or our skin to be this heavy?

18. The illustrations on the water page could also be used to explore the children's developing phonic knowledge in context. Here the children could be encouraged to orally blend and segment the names of some of the items that can be filled with water. For example: **cup** c-u-p, **jug** j-u-g, **mug** m-u-g, (watering) **can** c-a-n, **hot** h-o-t (water bottle), **spray** sp-r-ay (bottle), **dog** d-o-g (bowl), **flask** fl-a-sk.

19. On the next double page spread, discuss with the children the way the image has turned on its side.

How does this make them feel? Why do they think the illustrator decided to draw this image in this way?

Establish that it helps the children understand the scale of weight of skin.

20. Turn over and explore the next double-page spread. Read aloud the text and explore any words or phrases which need clarification, namely '**detect**' and '**scents**'. You could also draw attention to the way 'scents' is spelled with a 'silent c' like in the word 'scissors'.

21. Encourage the children to think about how many different smells the text says we can identify.

Do they think they have smelled that many things?

Provide groups of children with copies of this spread and encourage them to highlight any items they can see that they have smelt or tasted.

Can they sort the items into 'nice' or 'nasty' smells or tastes? Have they sorted them in the same way as the other groups? Why might they have sorted them differently?

Establish again the idea that our bodies are amazing for having these senses but that how we experience taste and smell might be different/unique. You could extend this further by setting up an activity where the children could taste and/or smell some of the items from the illustration (and/or others from their environment) for themselves before sharing their opinions or sorting them.

22. Turn to and read aloud the next double-page spread. Explain that this is another one of our five senses: sight. Encourage the children to think about why sight is so important to them.

What do they enjoy about being able to see?

You could take them outside to the local park or to the playground/wildlife area and encourage them to draw what they can see. Encourage them to look really carefully and notice the small details around them. You could also explore with the children what it might be like not to be able to see and discuss blindness as a disability. Websites like www.rnib.org.uk provide resources and information for further exploration.

26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

23. These pages of the text also provide opportunities for a much wider study of all five senses. Children can be encouraged to explore how we use our senses in different ways, either in isolation or in unison, which further supports our understanding of how amazing our bodies are.

24. Focus the children's attention now to the double-page spread with the stars on which reads: '**I am made of millions of numbers.**'

As well as all the stars in the illustration, what do they notice about the children?

Discuss that all the children look different but have one thing in common: they are all smiling.

Why do they think the children are smiling? What does that say about how they are feeling about themselves? Do the members of the class feel good about themselves? Why/why not? What can they do to help themselves feel good?

25. When reading the words within the stars, some vocabulary might need some further exploration, such as '**genes**', '**tendons**', '**sweat pores**'. You may also draw the children's attention to the word '**muscles**' and how it follows the same 'silent c' pattern as in 'scent' from earlier.

26. Continue reading to the end of the story and discuss with the children what else we discover that makes our bodies so amazing. Clarify with the children which of these facts would be different for each person, such as hair length, weight and height, and which of these facts are more generic to humans, such as our ear bone being the smallest bone and that our bodies give off energy. Discuss our similarities but then focus the children's attention on the final spread in the book where the girl says '**...there is only one ME!**'

What do they think could make the girl different from everyone else? Do they think it is important for her to celebrate her differences?

27. Once the children have had a chance to consider the girl, give them time and space to consider themselves.

What is amazing about them, in terms of their bodies but also in terms of their personalities and interests?

Encourage them to celebrate what makes them amazing with their friends by asking them to compare their similarities and differences.



After reading:

- Provide an opportunity for the children to create their own mini book about themselves, focusing on the things about themselves that make them special/amazing/unique, just like the girl did. These simple, handmade books could then be displayed in your reading area for other children to read and enjoy.
- Create, through shared writing, a set of instructions on how to measure your height or weight, drawing on the practical experiences children have had with measuring themselves. You could discuss how to do this with tin cans like the girl did or how you might be able to extend this to using a measuring tape.
- Turn to the endpapers at the back of the book and use the accompanying height chart to carry out an investigation in the classroom to find the tallest person or find other things to measure the height of. It also mentions the height of some wild animals on the chart. You could research some more facts about these animals and create your own mini books about them.
- Find out more about the author and illustrator Nicola Kent by visiting her website: <https://www.nicolakent.co.uk/>
- Share other books by Nicola Kent with the children and add these to your reading area.
- Make multimedia artwork in the style of Nicola Kent's illustrations. Possible media and materials could include poster paint, wax crayons, oil pastels and colouring pencils.



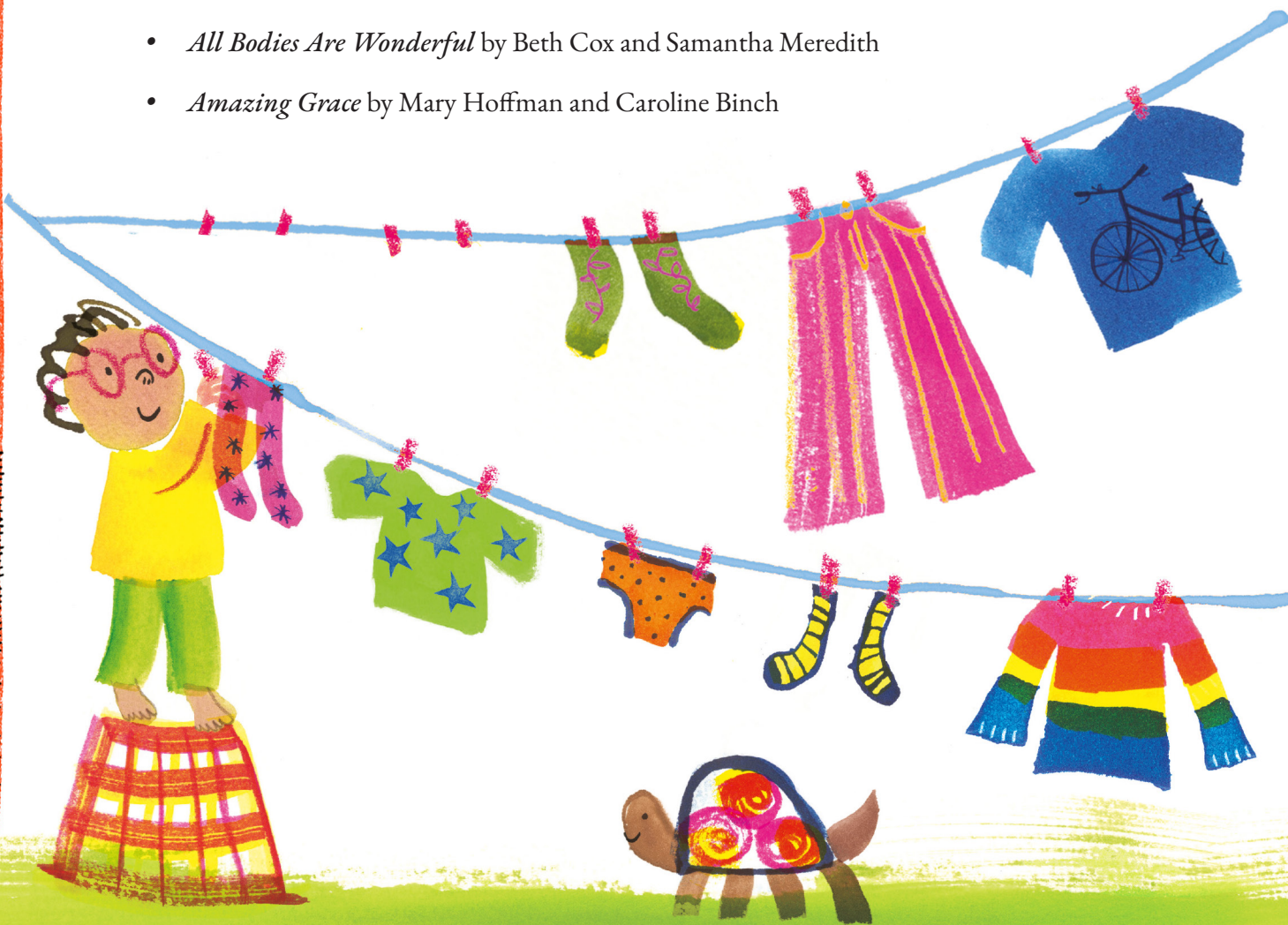
Illustrations © Nicola Kent 2024 Teaching Resources © The Centre for Literacy in Primary Education, 2024.

You may use this teaching sequence freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE. CLPE is a charity. Support us to continue to provide our free resources that raise children's engagement and attainment in literacy to schools and parents: www.clpe.org.uk/clpe/about-us/donate-support-our-work

Other titles by Nicola Kent or books to support exploration of themes from the book:

- *Giraffe and a Half* by Nicola Kent
- *All the Cats* by Nicola Kent
- *All the Dogs* by Nicola Kent
- *Grumpy Hat* by Nicola Kent
- *Terry and the Brilliant Book* by Nicola Kent
- *Vera Jewel Is Late for School* by Nicola Kent
- *The Strongest Mum* by Nicola Kent

- *Measuring Day* by Rene Allen and Ashley Berensen
- *Big and Small* by Britta Teckentrup
- *Martha Maps it Out* by Leigh Hodgkinson
- *All Bodies Are Wonderful* by Beth Cox and Samantha Meredith
- *Amazing Grace* by Mary Hoffman and Caroline Binch



Illustrations © Nicola Kent 2024 Teaching Resources © The Centre for Literacy in Primary Education, 2024

You may use this teaching sequence freely in your school but it cannot be commercially published or reproduced or used for anything other than educational purposes without the express permission of CLPE. CLPE is a charity. Support us to continue to provide our free resources that raise children's engagement and attainment in literacy to schools and parents: www.clpe.org.uk/clpe/aboutus/donate-support-our-work