

**Informational Books in the Preschool Classroom**  
**Topic of Study: Things That Grow and Do Not Grow**

*Do You Know Which Ones Will Grow?* by Susan A. Shea, paintings by Tom Slaughter  
*Peter's Chair* by Ezra Jack Keats  
*Clifford the Small Red Puppy* by Norman Bridwell

**Introduction**

In this guide children are engaged in activities that primarily support two domains in the *Arkansas Child Development and Early Learning Standards: Birth through 60 months: Emergent Literacy and Science and Technology*. The **Learning Goals** (with **Strands**) that precede each activity relate to specific areas of development and learning that are the focus of the activities.

Through two storybooks and an informational book, children are introduced to the concept of things that will grow and things that will not grow. Two familiar storybooks, *Peter's Chair* by Ezra Jack Keats, and *Clifford the Small Red Puppy* by Norman Bridwell, are paired with the informational book titled *Do You Know Which Ones Will Grow?* By Susan A. Shea, paintings by Tom Slaughter.

**Connection to Adventures in Learning**

This curriculum guide can stand alone or be used as a supplement to the following topics of study in **Adventures in Learning**:

- Focus Area: Things that Grow – Topics: Trees, Vegetables, Flowers
- Focus Area: Begin with Me – Topic: I Have an Amazing Body
- Focus Area: Animals – Topic: Pets

This curriculum guide can also be used with similar topics of study from any curriculum.

**Materials to Collect and Make**

- Storytelling figures (felt or magnetic) for the story, *Peter's Chair*. (See Attachment: [Peter's Chair](#))
- Yes or No Sorting Mat – Make a sorting mat using cardstock divided into two sections. Label one side, "Yes", and one side, "No". Laminate, place in a page protector or cover with clear adhesive for durability.

Yes	No
-----	----

- Collection of pictures of things that grow and do not grow

**Teacher Note:** *Collect pictures of things that grow and will not grow in addition to the ones featured in the book, Do You Know Which Ones Will Grow?*

## Story Presentations

### Learning Goals:

**CD2.4 Holds and manipulates information in memory** (*short-term and working memory*)

**CD3.2 Engages in symbolic and abstract thinking** (*abstract thinking*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences, variety of interests*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**EL3.1 Responds to features of books and print** (*book knowledge*)

**ST1.1 Engages in the scientific process to collect, analyze, and communicate information** (*observations, questions, and predictions*)

**ST2.1 Demonstrates knowledge of core science ideas and concepts** (*structure and function, stability and change*)

**ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials** (*living things, physical objects and materials*)

**Book:** *Peter's Chair* by Ezra Jack Keats, author and illustrator

- Prepare to read the book, *Peter's Chair*.
- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the story and the illustrator is the person who draws the pictures. Ezra Jack Keats is both the author and illustrator.)
- Invite children to look at the cover and describe what they see.
- Call children's attention to the blue chair on the cover and ask if they think Peter can fit in it and to discuss why or why not. Accept all answers.
- Say, "Let's read and find out if Peter can fit in his chair."
- Read the story so all children can see the pictures in the book.
- Follow up the reading by inviting children to discuss the following:  
Why do you think Peter is too big for his chair? (He grew)  
Do you think he can still fit in his cradle or in his high chair and explain why or why not?  
Do you think his baby sister will always be able to fit in the cradle, the high chair and the chair? Ask them to explain their answers.  
Do you think the cradle, the high chair and the chair will grow? Ask them to explain their answers.
- Conclude the reading by stating that people grow from babies until they are grown, but that things such as cradles, high chairs and chairs do not grow.
- Invite children to identify other things that will grow (animals, flowers, trees) and other things that will not grow (cars, houses, beds).
- Tell children that the book will be in the library center so that they might read it on their own or with a friend.

**Teacher Note:** *Join children in the Library Center and read and discuss this book with them if they seem interested.*

**Book:** *Clifford the Small Red Puppy* by Norman Bridwell

- Prepare to read the book, *Clifford the Small Red Puppy*.
- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the story and the illustrator is the person who draws the pictures. Norman Bridwell is both the author and the illustrator.)
- Invite children to look at the cover and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Pause after reading the page about the apartment door and ask children if they think the apartment door has grown smaller. If not, why can't Clifford go through it?
- Continue reading the story to the end.
- Follow up the reading by showing some of the pages and invite children to discuss what they see that shows them that Clifford has grown.  
The collar is too small  
Tiny basket is too small  
The apartment door is too small
- State that Clifford is growing, but that the collar, basket, and apartment door did not grow.
- Show the page where Emily Elizabeth says, "Clifford, stop growing. You are just right." and ask children if they think Clifford stopped growing.
- Invite children to discuss their pets and how they have grown.
- Tell children that the book will be in the Library Center so that they might read it on their own or with a friend.

**Teacher Note:** *Join children in the Library Center and read and discuss this book with them if they seem interested.*

**Book:** *Do You Know Which Ones Will Grow?* by Susan A. Shea, paintings by Tom Slaughter (Small Group)

- Plan to read this book with small groups of from four to six children.
- Have the two books, *Peter's Chair* and *Clifford the Small Red Puppy*, plus the book for reading, *Do You Know Which Ones Will Grow?*
- Show the cover, one at a time, of the two books you have read to the children and invite them to recall events in the story. Show pictures to help them remember details about growing.
- Show the cover of the book, *Do You Know Which Ones Will Grow?* and give the title, author and illustrator. (Explain that the author is the person who writes the story and the illustrator is the person who draws the pictures.)
- Invite children to look at the pictures on the front of the book and tell you one thing they think will grow and one thing they think will not grow.
- Say, "Let's read the book and find out more about which things will grow and which ones will not grow."
- Take your time as you read this book with children so they have time to see all of the illustration and to think about their answers.
- Consider the double spread pages with YES and NO and pictures of items that were previously mentioned as a time for review.
- Run your finger under YES and NO and say to children, "This says YES and this says NO."
- Allow each child a turn to identify items in the YES and in the NO sections.
- Continue reading the book to the children, allowing them time to see all of the illustrations and to think about their answers.
- Review the last double spread pages with YES and NO with the children as you did previously.
- Explain to children that you will have the book with your materials and will read it with those who are interested.

**Teacher Note:** *Make sure all children have an opportunity to be involved in the reading of this book.*

## Additional Language and Literacy Activities

**Learning Goal:**

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences, variety of interests*)

**Storytelling Figures:** *Peter's Chair*

- Show children the book, *Peter's Chair*, and recall with them some of the highlights of the story.
- Explain that you are going to present the story without the book.
- Use either felt or magnet storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the Library Center for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

## Learning Environment

**Library Center**

- Add the books, *Peter's Chair* and *Clifford the Small Red Puppy*, to the center.
- Add magnetic or felt story board
- Add magnetic or felt figures for the story, *Peter's Chair*.

**Learning Goal:**

**ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials** (*living things, physical objects and materials*)

**Discovery Center**

- Add the **Yes** or **No** Sorting Mat
- Add pictures of things that grow and do not grow
- Explain to children during circle time that you have a new game in the Discovery Center to show them.
- State that two children at a time can join you to play the game.
- Introduce the activity to the children who choose to join you.
- Leave the activity in the center for children to use independently.

## Transition Activities

**Learning Goals:**

**CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts** (*adjusting behavior to match context*)

**ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials** (*living things, physical objects and materials*)

**Will This Grow?**

- Use the pictures from the Yes or No Sorting Mat activity for transitioning children from one place or one activity to another.
- Show a picture and invite a child to say "Yes" or "No" when you ask this question: "Jonah, will this grow?" Child answers and transitions to the next activity.
- Continue this until each child has transitioned.

## Family Connection and Engagement

- Send home a cardstock Yes or No Sorting Mat.
- Include a note stating that the children have been studying about things that will grow and things that will not grow.
- Suggest that they involve their child in looking through magazines and catalogs and cut out pictures of things that will grow and things that will not grow to sort on the mat.
- Include examples of types of pictures to look for: animals of all types, flowers and trees, furniture, articles of clothing, vehicles.