

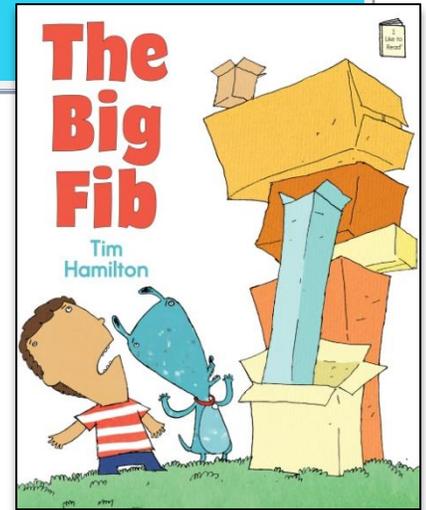
LESSON PLAN

THE BIG FIB

An I Like to Read® Book, Level E

written and illustrated by Tim Hamilton

A boy and his dog have an exciting day playing games with their neighbor's old boxes, but will the boy own up to his mess?



HC: 9780823429394/PB: 9780823433124
Ages 4–8 • E-book available



Learning Objectives: Read text with purpose and understanding, retell familiar stories including key details, identify characters, settings, and major events in a story, read common high-frequency words by sight, and identify story elements and themes.

Guided Reading Level: E
Grade Level Equivalent: 1
Interest Level: Pre-K–3

Instructional Standards

Reading Literature: RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,6,7,9

Reading Foundation Skills: RF.K.1,2a,2c,2e,3,3a,3c,3d,4/RF.1.1,1a,2,2b,2d,3,3b,4

Writing: W.K-1.1,3,6,8

Speaking and Listening: SL.K-1.1,2,4,5,6

Language: L.K.1,1b,1d,2,2a,2c,2d,4,5,5d,6/L.1.1,2,2a,2e,4,5,5d,6

BEFORE READING

1. Read the title and discuss the cover illustration.
2. Write the “The Big Fib” on the board. Talk about what it means to “fib.”
3. Discuss a time when you “fibbed” or told a lie.
4. Write “cause and effect” on the board (I lied about _____ because _____). Have students share personal examples.
5. Read the name of the author/illustrator. Discuss each role.
6. Explain to the students that Tim Hamilton writes many children’s books. Display *But!* and *Is That a Cat?* written by Tim Hamilton.
7. Take a picture walk through the book. Have students predict what the book is going to be about.

Word Work:

8. Write the vocabulary words on the board: **Miss Finn, boxes, train, game, race, jet, mess, wind, big, fib, slow, far, fast, up, truth, milk, cookies, queen, knight(s), real, friend(s).**
9. Invite students to identify the beginning sound for each word including blends: **sl, tr, qu, kn, fr.**
10. Ask students to identify words that begin with a capital letter. Discuss proper nouns/names (**Miss Finn**).
11. Write “short i sound” on the board. Invite students to come up and circle the words with short i: **Miss, Finn, wind, fib, milk, big.** Do the same for “long a”: **train, race, game.**
12. Write all of the plural nouns on the board: **boxes, cookies, knights, friends.** Discuss plural noun rules and find the root word for each.



13. Discuss the different types of books. Ask students to use evidence from the illustrations to explain why this book is fiction.
14. Read the book to find out who, what, where, when, and why (story elements).

DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read.
3. Point out the quotation marks and tell children this means someone is talking in the story. Explain that each sentence begins with a capital letter and ends with a period, question mark, or exclamation point.
4. Ask the students how the illustrations and words help us understand what the story is going to be about.
5. Find the words that are repeated in the book.
6. What is the tone of the story? How does the author create humor?
7. Have students read the book independently.
8. Who is telling the story (point of view)?
9. Who is this story about? How do you know who the main character is in the story?
10. What kind of person is the main character (creative, curious, fun)?
11. Where does the story take place (setting)?
12. What happens in the beginning of the story?
13. What does the boy do with Miss Finn's boxes?
14. Why is Miss Finn angry?
15. What does the boy fib about? How does Miss Finn react to the boy's lies?
16. When did the boy tell the truth? Why do you think he decided to tell the truth?
17. How does Miss Finn feel when the boy tells the truth? Explain her actions at the end of the story.
18. Why does the boy give Miss Finn a flower at the end of the story?

AFTER READING

1. How did the story change from the beginning to the end of the book?
2. Retell the story in your own words.
3. What kind of character is Miss Finn? Draw a character web.
4. How do you know that Miss Finn is patient and kind?
5. What lessons does the author teach in this book?
6. How does the author develop the themes of friendship and trust?
7. What did you learn from the story? How can you apply this lesson to your own life?
8. Find the repeated words in the story. Why do you think the author repeats far, fast, up, and slow?
9. What about this story makes it fiction? Could this story really happen if the dog was not acting like a human?
10. In your opinion what is the funniest, happiest, and saddest part of the book?
11. Read *But!* and *Is That a Cat?* written by Tim Hamilton. Compare and contrast the characters, illustrations, and tone of the stories. What kind of person do you think the author is, based on the books that he writes?

Word Work:

1. Who said it?
 - "I need to get rid of these boxes," said _____.
 - "We can make a train and play the train game," said _____.
 - "Who made this mess?" said _____.
 - "My fib got bigger," said _____.
 - "Miss Finn is a good friend," said _____.
 - "Do you want some cookies and milk?" said _____.



2. Find the root word for each plural noun.

- sibs
- jets
- cars
- games
- boxes
- races
- trains
- queens
- knights
- cookies

GROUP PROJECT

Bring in boxes from home and save boxes from school. In small groups, plan, design, and create something from the boxes that you can use for a game. Present it to the class.

*Guide written by Marla Conn, reading/literacy specialist and educational consultant
1.18*

