How Kids Grow
by Jean Marzollo

Let’s see how children change as they grow.

**Learn Goals**
- Content Knowledge: Growing up
- Oral Language/Vocabulary Concepts: Growing words (change, grow, month, old, year)
- Comprehension: Sequence

**English-Language Learners**

Summarize: Help children summarize after each section in the book by reviewing what the child can do at that particular age.

**Informal Assessment**
- Are children using the time words and concepts in their responses?
- Do children understand the sequence of development that is presented in the book?

**Build Understanding**

**Read to Explore**
Read aloud the title of the book and discuss the pictures on the cover. Explain that this book tells information about different children growing up. Page through the book and help children identify the children in each section and what they are doing.

As children engage with the photographs, use the following questions to help them make connections to their own experiences.

- When do babies start to play with brothers and sisters? What games can they play?
- Why do you think babies crawl? Why can’t they walk yet?
- What kinds of games do little children like to play as they get older?

Tell children that you will read the book to find out more about how children change as they grow.

**Respond**

**Discussion**
Help children see the growth and development that takes place in the book by comparing what babies, toddlers, and young children can and can’t do. Ask questions like, “Can a baby ride a bike? Why or why not?” Then point out what development must occur first, such as first being able to crawl, then becoming strong enough to walk and climb stairs, finally learning to balance on a bike and pedal at the same time.

**Build Vocabulary**

**Reread for Meaning**
Help children understand the passage of time by rereading the book and talking about their own experiences.

As you reread, pause after each section and discuss the development that takes place. Use prompts and questions to help children relate the text to their own experiences. For example on page 8–9:

Brittany is six months old. She watches her big sister. What else can she do now? I can imagine what she looked like when she was just born. She has grown a lot. Her body has changed and now she can play a little.

**Respond**

**Oral Language**
Have children bring in photographs of themselves when they were babies or toddlers. Invite individual children to share the photograph with the class and tell how old they were. Refer to the part of the book with that age to see what they could probably do and encourage children to discuss.

**Build Skills**

**Reread to Comprehend**
During this reading, help children understand the sequence of development occurring throughout the book. Use the following prompts and questions to give them an opportunity to explore this concept.

Pages 10–11: A nine-month old baby is stronger than a newborn baby and can clap hands and crawl.

Pages 12–13: A one-year-old is three months older and has learned to walk and talk.

Pages 14–15: This toddler can draw, swing, and push a lawnmower. His smile has changed, now he has 12 teeth!

Pages 18–19: A two-and-half-year-old is learning how to build things and take care of himself. Look how much he’s grown.

Pages 26–27: This boy is in school and is much taller than the younger kids. Now he can write his own name!