



Dubs READS!

read – engage – ask – discuss - share

GUIDE FOR ASSEMBLY

TITLE: Inch By Inch

We encourage you to put the *Dubs READS! logo label* on the front cover of your book, and the *UW Speech & Hearing Sciences* label on the back cover so others will know where to find our resources when the book is shared!

Is intended for the page that says:	Question text:	This question is meant to:
"One day a hungry robin..."	1. What do you think will happen next?	Let the child explore illustrations for meaning. Make predictions.
"Don't eat me. I am an inchworm."	2. Measure means to tell how long something is.	Teach the child new vocabulary and concepts.
"Don't eat me. I am an inchworm."	3. What do you think the inchworm can be used for?	Teach the child new vocabulary and concepts. Think about what they've read.
"Just think,' said the robin..."	4. If the robin's tail is 5 inches long, how long do you think his wings are?	Use illustrations to make comparisons and solve problems.
"The inchworm measured the neck of the flamingo."	5. Which one is bigger, the flamingo's neck or the robin's tail?	Use illustrations to make comparisons and solve problems.
"He measured the toucan's beak..."	6. The inchworm has measured tails and necks and beaks! What else could he....	Help the child recall what they've read. Make predictions.
"He measured the toucan's beak..."	7. What colors do you see on the toucan?	Let the child explore the illustrations for detail.
"The legs of the heron..."	8. What is the inchworm doing now?	Let the child explore the illustrations for detail. Apply new concepts.
"The tail of the pheasant..."	9. Where is the rest of the pheasant?	Let the child explore the illustrations for detail.
"And the whole hummingbird."	10. How does the hummingbird compare to the other birds? How many inches long is it?	Let the child explore the illustrations for detail. Apply new concepts.
"One morning, the nightingale met the...."	11. Why can't the inchworm measure a song?	Help the child think about what they've read. Apply new concepts.
"One morning, the nightingale met the inchworm."	12. When you say something is long, you can be talking about how big it is, or how much time it takes.	Apply new concepts by reviewing what you've learned.
"One morning, the nightingale met the Apply new concepts."	13. What would you do if you were the inchworm?	Help the child think about what they've read. Take the character's perspective.
"He measured and measured."	14. Where did the nightingale go?	Use illustrations to make inferences about what has happened.
"Inch by Inch."	15. The inchworm is getting farther away. Where do you think it is going?	Have the child predict what will happen next.
"Until he inched out of sight."	16. The inchworm is very clever! How did he get away from the bird?	Help the child think about what they've read. Explore illustrations for meaning.
Blank pages at the end.	17. Do you know of any tools that can help you measure things?	Help the child recall what they've read, Extend new concepts to their life.