SUMMARY

Largest, Fastest, Lightest, Longest tells the story of Guinness World Records, the famous compendium of trivia. This nonfiction reader describes how the book originated, how records are verified and entered into the book, and what sorts of records the book contains.

LESSON VOCABULARY

- accomplishment
- compendium
- existing
- procedure
- superlative
- translated
- trivia
- verified

INTRODUCE THE BOOK

INTRODUCE THE TITLE AND AUTHOR
Discuss with students the title and the author of Largest, Fastest, Lightest, Longest. First, talk about what the words in the main title all have in common. Then, have students read the subtitle, The Guinness World Records Story, and invite students to tell what they know about Guinness World Records.

BUILD BACKGROUND
Discuss with students the meaning of the word record. Ask students to name any famous records they know. (Possible responses: Tallest mountain is Everest; Barry Bonds holds the record for most home runs in a baseball season.) Talk with students about how these records are measured. Have students suggest records that might be hard to check, such as the oldest person, and explain why they think checking the record would be difficult. Then discuss where a person might look for records such as these.

PREVIEW/USE TEXT FEATURES
If students are unfamiliar with Guinness World Records, explain that this reader is about a book that contains thousands of records in many categories. Have students skim through the reader and look at the pictures and captions. Ask: What sorts of records does this reader talk about?

READ THE BOOK

SET PURPOSE
To help students set purposes for reading, invite them to think of one question that they would like to ask about Guinness World Records. Have students read to find answers to their questions.

STRATEGY SUPPORT: IMPORTANT IDEAS
Explain to students that important ideas are the essential ideas presented in a selection, the supporting details for those ideas, and specific information of facts that provide insight into an author’s purpose for writing. Tell students that in a nonfiction selection special fonts, illustrations, or signal words and phrases.

COMPREHENSION QUESTIONS

PAGE 4 Besides informing the reader, what do you think is the author’s purpose for showing the largest spider on a ruler? (Possible response: entertaining the reader)

PAGE 6 The sizes of birds’ eggs are compared on this page. What else does the author compare or contrast? (She contrasts Earth’s coldest temperature with its average temperature.)

PAGES 8–9 What questions do you still have after reading these pages? Where could you look for answers? (Possible responses: What are some of the languages that Guinness World Records is translated into? I could look in the library or the book itself.)

PAGES 16–18 What steps would you need to take to get into Guinness World Records? (Think of a record to set or break, write to Guinness World Records and describe your idea, wait for them to write and accept your idea)
**REVISIT THE BOOK**

**READER RESPONSE**

1. Possible response: I don’t think photographs could have done as good a job because a photograph shows only one thing at a time. The illustrations seemed to tell little stories on their own.

2. Responses will vary.


4. 2.2 pounds

**EXTEND UNDERSTANDING** Have students look through the pictures in the reader once again. Point out that even though this is a nonfiction book, the illustrations look like cartoons. Discuss with students why drawings like these may have been used and how the illustrations add to their understanding or enjoyment of the book.

**RESPONSE OPTIONS**

**WRITING** Have students think of records that they would like to set for Guinness World Records. Provide students with copies of the book and tell them to check whether their ideas are already in the record book. Then have students write out their ideas on copies of the Guinness World Record idea forms. Have students share their ideas.

**SCIENCE CONNECTION**

Have students make a class list of some natural records they expect to find in Guinness World Records, such as driest place, greatest snowfall, most hurricanes. Have students make predictions about what parts of the world will hold these records and put them on a chart. Then have students check the records in the book. Tell them to plot the locations of these “bests” on a map of the world and list them in their natural records chart. Discuss as a class which predictions were correct and which incorrect and which records were most surprising.

**Skill Work**

**TEACH/REVIEW VOCABULARY**

Read through the Glossary with students. Pair students and have each partner write three clues for each word. Clues can be definitions, parts of speech, pronunciations, synonyms, antonyms, or spelling. Then have partners exchange clues and try to guess the words without using the Glossary.

**TARGET SKILL AND STRATEGY**

**GRAPHIC SOURCES** Remind students that graphic sources are maps, charts, graphs, photos with captions—ways of showing information visually. Tell students that they should use these graphics as they read to help them make sense of the text. Have them choose a graphic source from the book and tell about it. They should tell how it made the text easier to understand.

**ELL** Have ELL students complete a Comparison and Contrast Chart with the following column headings: Record: How Record Was Measured; Nature, Animal, or Human Record. Help students complete the chart for two records in the reader.

**IMPORTANT IDEAS** Remind student that important ideas are details that give a reader insight into an author’s purpose for writing. After reading, ask: What was the author’s purpose for writing this selection? What ideas support the author’s purpose for writing? How did the structure of the selection help you understand these ideas?

**ADDITIONAL SKILL INSTRUCTION**

**AUTHOR’S PURPOSE** Review with students that an author’s purpose is the author’s reason for writing a text. Remind students that while many nonfiction authors write with the purpose of informing the reader about something, they may also write with another purpose: to entertain, persuade, or express. As they read, have students figure out what other purpose Kirsten Anderson may have had, besides informing the reader, for writing Largest, Fastest, Lightest, Longest.
Graphic Sources

- **Graphic sources** present information visually and can help you better understand the text.
- Graphic sources include maps, photographs and captions, time lines, diagrams, graphs, and charts.

**Directions** Use *Largest, Fastest, Lightest, Longest* to answer the following questions.

1. Reread pages 7–8. What does the illustration suggest might be the answer to the question Sir Hugh Beaver tried to answer in 1951?

2. What do you think the illustration on pages 8–9 is meant to indicate?

3. How does the illustration on page 11 make it easier to understand the text on that page?

4. What record do you think the illustration at the top of page 13 tells about?

5. What is the illustration on page 18 about?
Vocabulary

Directions Choose a word from the word box that has the same meaning as the underlined words. Write the word on the line.

1. I like to read books that contain fun and amusing facts. ______________________

2. The book that gave a lot of information in a small space took a long time to read. ______________________

3. The runner’s world record could not be proved true. ______________________

4. You should be very proud of your special thing that you did. ______________________

5. A way of doing something should be followed carefully in a science experiment. ______________________

Directions For each word or phrase below, choose a word from the word box that has the opposite meaning. Write the word on the line.

6. proved false ______________________

7. average ______________________

8. failure ______________________

9. in the same language ______________________

10. extinct ______________________