

Little and Big

Kindergarten
Level B



Little and Big

*Written by Christine Finochio and Jennette MacKenzie
Photographed by Dave Starrett*

Book Summary

This book illustrates the concept of relative size—little and big. It compares the relative size of a child’s body parts with those of animals.

Text Features

- one line of text below photographs
- a return sweep on last page, with text above photo
- text on every page
- a predictable pattern

High-Frequency Words

This, is, a, big, little, I, am

Content Words

Body parts: *tooth, foot, eye, ear, nose, hand, leg*

Working with Words

- beginning sound /b/
- -ig family of rhyming words

Skills and Strategies

- drawing on one’s own experiences
- understanding the use of arrows

Cross-Curricular Link

Mathematics

GRL	DRA	EI
B	2	2
Word Count		77
Text Type Expository/report; compare and contrast		

GRL = Guided Reading Level
DRA = Developmental Reading
Assessment Level
EI = Early Intervention Level

*Blackline Masters for InfoTrek books
can be found at our website:
www.etaquisenaire.com/infotrek*



Before Reading

Activating Prior Knowledge

- Ask children to point out things in the classroom that they would call *little* and things they would call *big*. Have them put the two objects side by side, if possible, to show the comparison.
- Show two of the same items of different sizes, for example, a small book and a larger book. Ask which is little and which is big. Then put the larger book next to an even larger book and ask the same question. Talk about why the one book is big in one case and little in another.

Introducing the Book

- Have children examine the cover of the book and describe what they see in the photograph. Ask them if they can read any words in the title. Read the title together.
- Discuss what is “little” and what is “big” on the cover.
- Encourage children to predict what the book will be about.
- Invite children to browse through the book to note its features. Help them notice that there is a photo on every page and text below each photo. One photo on each spread is of a person, and the other is of an animal. On the animal photos, there is a pink arrow. The words *This is a* appear on every page.



During Reading

Reading the Text

- Do a picture walk through the book. For each spread, discuss what body part the child and the arrow are pointing at. Point out the words of the title, *little* and *big*, and where they appear.

Reading Independently

For those children who are ready, encourage independent reading. You may choose to start them off with the pattern *This is a ...* by reading page 2 together. Remember that subvocalizing (reading aloud softly) by beginning readers who are trying to read “silently” is to be expected and is often helpful. You might want to ask some children to read aloud. Observe and assist individual children as necessary.

For children not ready for independent reading, you may have them participate in

- choral reading (children chime in as you read),
- echo reading (children echo the text as you read), or
- buddy reading (two children take turns reading).



After Reading

Revisiting the Text

You may choose to do some or all of these activities.

- Ask children to explain how the last page of the book is different from the other pages. Help them verbalize that, throughout the book, the little things belong to the children and the big things belong to the animals. On the last page, it is the child who is big and the bug that is little.
- Ask children to name all the body parts that are named in the book. Write them on index cards and have individual children choose a card, read it aloud (if possible), and find the matching word in the book.
- Have children use the book to find answers to questions such as the following:
What is big on the owl?
What is big on the dinosaur?

Which animal has a big foot?

- Encourage children to reread the book together as a group, with a partner, or independently.



Extension Activities

Reading with Fluency

Read all of the text aloud to model fluency. Model using your finger to help you keep your place as you read. Draw children's attention to the arrows on pages 3, 5, 7, 9, and 11 and how they help you focus on one specific part of the animal pictured.



Working with Words

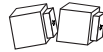
Beginning Sound /b/

Say the word *big*. Ask children what sound they hear at the beginning. Isolate the /b/

sound. Have them think of as many words beginning with the /b/ sound as they can.

Word Family -ig

Describe a word from the *-ig* list and have volunteers point to the word you describe. For example, say, *This is false hair you wear on your head*. A child would find and point to the word *wig*.



Focusing on the Word Family -ig

Select the blue consonant rods *b, d, f, j, p, w* and the yellow *ig* word-family rod from the Reading Rods® Initial Consonants and Word Families Kit or write the letters on index cards. Have children select one of the consonant rods and connect it to the *ig* rod to build a word. Encourage children to read the word aloud; then write the word on chart paper in a vertical list.

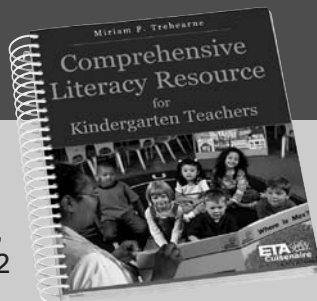


Cross-Curricular Link

Mathematics

Set up a center where children can measure or otherwise compare two things at a time. Indicate on a chart which items are *big* and which are *little*.

Comprehensive Literacy Resource for Kindergarten Teachers



For more information, see

- Print Awareness, pp. 36–37, 46–62
- Guided Reading, pp. 72–75
- Phonics and Phonemic Awareness, pp. 63–71, 146–153



ESL-ELL

Review with children all the body parts that are named in the book. Write the names on index cards. Encourage individual children to choose a card, read it aloud (if possible), and find the matching word in the book.

Child's Name: _____ Accuracy: _____ %
 Word Count: 65 (excerpt from book) Date: _____

Page	E	S.C.	Errors MSV	Self-Corrections MSV
2 This is a little tooth.				
3 This is a big tooth.				
4 This is a little foot.				
5 This is a big foot.				
6 This is a little eye.				
7 This is a big eye.				
8 This is a little ear.				
9 This is a big ear.				
10 This is a little nose.				
11 This is a big nose.				
12 This is a little hand.				
13 This is a big hand.				
14 This is a little leg.				