

Big and Small



alphakids

Written by Mary-Anne Creasy

Photography by Michael Curtain



Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Elizabeth Golding
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3355 3

1 2 3 4 5 6 7 8 9
04 05 06

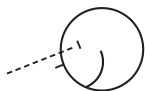
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 8 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The text is repetitive, consistently placed on the page, and supported by coloured photographs.
- The sentence form: 'This ... is too (big/small)'.

Vocabulary

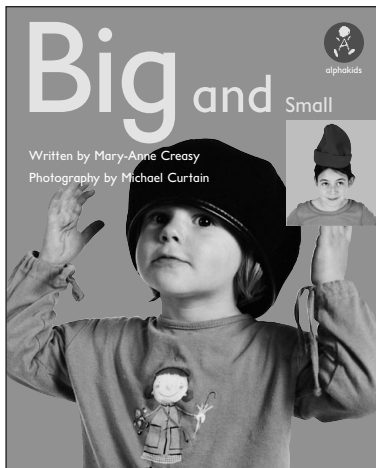
big, coat, hat, scarf, small

Setting the context

Have the children play with dress-ups prior to the guided reading session. Encourage them to talk about what they try on using the sentence form: 'This ... is too big/small.'

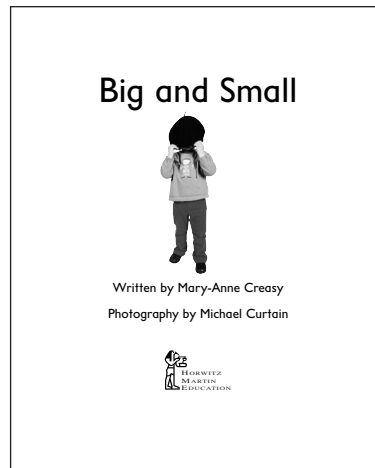
Introducing the book

This is a book about getting dressed.
Turn through the book, ensuring that the children can name each item pictured.



Front cover

Look at the young girl on the front cover. What is she wearing? Is it too big or too small? What is the older girl wearing? Is it too big or too small? Point out the title and how the words get smaller. Read the title together.



Title page

What is the young girl doing on this page? The words 'big' and 'small' are opposites. What other words do you know that have opposite meanings?



Talkthrough

What is the young girl wearing that is too big?

What is the problem for the older girl? What could they do about it?

Ask the children to locate the words ‘big’ and ‘small’.

What helped you to find these words?



Observe and support

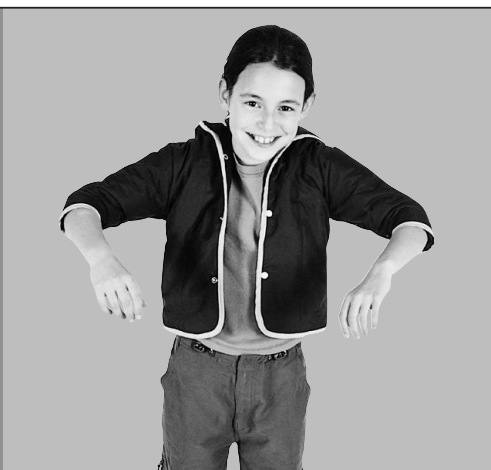
Do the children show one-to-one correspondence between the spoken and written word?

Point to the words as you read them.



This coat is too big.

2



This coat is too small.

3



Talkthrough

What is too big and too small on these pages?

What could the girls do about it?

Which is your favourite hat? Why?



Observe and support

Do the children understand the text at an inferential level?

Why is the young girl's hat too big?



This hat is too big.

4



This hat is too small.

5



Talkthrough

What is the problem on this page? What is too big and too small? How do you think that the girls will solve the problem?

Ask children to look at the word 'too'.

What do you notice about 'too'?



Observe and support

Can the children read the text fluently?

Can you read this smoothly?

Assist the children by modelling fluent reading for them if necessary.



This scarf is too big.

6



This scarf is too small.

7



Talkthrough

Why do the two girls say 'Yes!'?

How did they solve their problem?

Point to the exclamation mark.

What does the exclamation mark tell us?



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

What things did each girl put on?

What was the same about the clothes the younger girl tried on?

What was the same about the clothes the older girl tried on?

Did the two girls mean to try on the wrong clothes?

Being a code breaker

Explore the following language features:

- High-frequency words: big, is, little, this, too.
- Words that rhyme with 'big': jig, pig, rig, wig, dig.

Being a text user

Refer to the text when discussing these questions:

Did you like this book?

Would you recommend it to someone else?

Why or why not?

What does this book make you think about?

Being a text critic

Would you do what the girls in this book did?

Are other children like the children in the book?

Responding to text



Write the words 'big' and 'small' on the board. Ask the children to brainstorm other pairs of opposites and write these on the board as well. They could include hot and cold, in and out, over and under, and up and down. Have the children work in groups of two to mime a pair of opposites. The rest of the class could guess what opposites are being mimed.



Talk to the children about some of the dress-ups they tried on earlier. Ask them to tell you which clothes were too big or too small, then encourage them to draw themselves in these clothes and write sentences using the book as a guide.



Provide advertising brochures or magazines and two large sheets of paper, one headed 'Too big' and the other 'Too small'. Ask the children to cut out pictures of clothes that would be too big or too small for them.

Writing

Innovate on the text. Ask the children to make a book about objects that are too big and too small for them.

Assessment

Can the children:

- point with their finger to match each word they say with a word on the page?
- read the text fluently?



whole text activity



sentence activity



word activity



Teacher Edition

Topic: Measuring

Curriculum link: Mathematics

Text type: Caption

Reading level: 1

Word count: 31

High-frequency words: big, is, little, this, too

Vocabulary: big, coat, hat, scarf, small

Possible literacy focus

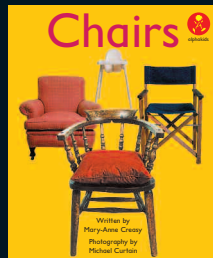
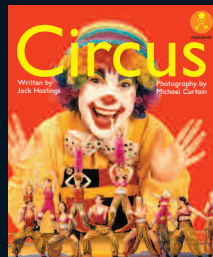
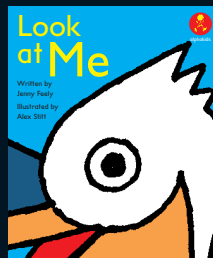
Matching each word said to a word on the page.

Reading the text fluently.

Summary

This book tells the story of two girls getting dressed to go outside in cold weather. They try on each other's clothing, which is either too big or too small.

Other books at this level



ISBN 0-7253-3355-3



9 780725 333553



alphakids