

# Big and Small

Written by Jenny Armstrong

Illustrated by Karen Reczuch

**Text Type:** Non-fiction: Description — Account

**Guided Reading Level:** C

**Summary:** Objects and people can look big until they are seen beside objects that are bigger.



**Word Count:** 45

**High-frequency Words:** *big, I, the, what*

## Text Supports

- ▶ repeated language pattern
- ▶ last object noted on a page of text is the first object noted on the next page
- ▶ illustrations support text

## Possible Text Challenges

- ▶ change in repeated language pattern
- ▶ object words: *bug, leaf, twig, branch, tree*
- ▶ time lapse between illustration on pages 10–11 and picture on page 12

## Reading Strategies

### Comprehension

- ▶ making connections: comparing
- ▶ inferring

### Working with Words

- ▶ using the details in illustrations to aid and/or confirm word recognition
- ▶ using initial letters, letter clusters, and sounds to figure out unfamiliar words
- ▶ self-monitoring, using the repeated language pattern

## Assessment Opportunities

Note each student's ability to:

- ▶ make connections: comparing
- ▶ use text and picture cues to make inferences to aid comprehension
- ▶ track print and show an understanding of print concepts
- ▶ use picture cues, initial letters, letter clusters, sounds, and the repeated language pattern to figure out unfamiliar words

**Teaching Tip:** It is important to hear all students read two or three pages of text per lesson during the early stages of Guided Reading instruction, to ensure that they are using the strategies you have modelled.



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Background Knowledge**

Ask, *Have you ever been in a situation where you felt big? Have you ever been in a situation where you felt small? How can that be, when you are still the same person and the same size?* Allow time for students to tell about their experiences: they may have felt big beside a younger sibling, but small when they have been among older children.

### Making connections: comparing

Hold up your copy of the book and read the title and the names of the author and illustrator to the group. Ask, *What's big in this picture, and what's small? Yes, the leaf is big, and the bug is small.*

Read the back cover text to the group and say, *If you look at a bug beside other things that might be around it, it looks small, but if you look at it very close up without looking at anything around it, it can look big.*

#### **ESL Note:**

Introduce the language pattern "The \_\_\_\_\_ looks small. The \_\_\_\_\_ looks big" using objects in the classroom. For example, *The pencil looks small. The book looks big. The book looks small. The chair looks big.* Encourage students to make their own comparisons using objects in the classroom.

### Word solving and building

#### **Overcoming Text Challenges**

Have students turn to pages 2–3. Invite one or two of them to try to read the words *bug* and *leaf*. Remind them to look at the first letter of each word and at the illustration to get some help in figuring the word out. Point out that the word *leaf* appears again on page 4. Have them try to figure out the word *twig* and then ask where else they think they might see that word. Remind them that this pattern continues through most of the book.

### Making connections: comparing

Turn back to the front cover and ask, *Does the bug look big or small on this leaf? Right, the bug looks small, and the leaf looks (pausing for responses) yes, the leaf looks big.*

#### **Setting a Purpose**

### Making connections: comparing

Say, *As you're reading, think about this question: How can small objects look big and big objects look small?*



## DURING READING

Listen to each student read and make checklist observations on their print tracking behaviours and word recognition strategies. Use prompts, as needed, to support the use of comprehension strategies. Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner what they think is the answer to the question you posed.



## AFTER READING

**Making connections:**  
**comparing**

Tell students, *You read about small things that can look big. Let's turn to the first page again and check out the leaf. It's big here, isn't it? What happens to the leaf on the next page? Right, the leaf is small now. How can that happen?* Encourage students to make comparisons as you turn the pages, using prompts as needed.

**Making connections:**  
**comparing**

Have students turn to pages 10–11 and read the sentence, “I look big.” Ask them who they think the “I” in the picture might be. *Who might the other people in the picture be? Look at the animal. Is it big or small?* Then have them turn to page 12. Ask, *Who do you think the people in this picture are? Do they look the same as the ones in the picture on pages 10–11?* Lead students to see that the people on page 12 look very much the same as the ones on pages 10–11, except that the girl is much bigger. Ask, *Can you see two other things on the page that are much bigger?* (The cat is now full-grown, and the tree is quite big.) Lead students to articulate that while the girl looked big in comparison to the tree on pages 10–11, she now looks small in comparison to the tree.

**Inferring**

Start by asking students to describe what the family is doing on page 10. Turn to page 12 and invite students to answer the questions in the text. Use prompts, if needed, to clarify that the family has grown older. Ask, *What do you think happened to the little tree that they planted?*

Model positive reading strategies you observed during the lesson. For example, *Shawna, I noticed you forming the “b” for branch and then looking at the illustration before you went on to say the word branch.*

### Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

### Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

#### **Comparing Objects**

Give each student a copy of the BLM, and ask them to cut out any three of the thumbnail illustrations, then arrange and glue them in order from big to bigger to biggest next to the pertinent words on the left side of the BLM. During the same, or a different follow-up lesson, have them complete the right side of the BLM using the three remaining items arranged from small to smaller to smallest.

#### **Word Building**

Select *bug* and/or *twig*, and ask students to generate and print rhyming words for each (e.g., *bug: rug, hug, jug, mug, tug; twig: big, rig, dig, pig, wig*).



### Home Links

Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

**Making connections:**  
**comparing**

**Word solving and building**

# Comparing Objects

Name: \_\_\_\_\_

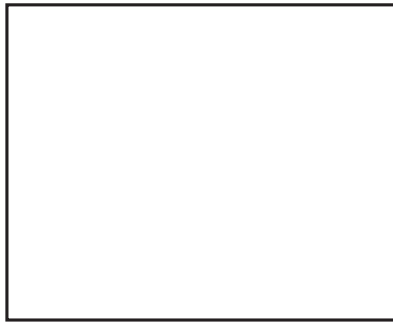
big



small



bigger



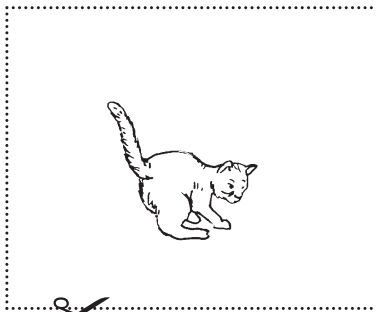
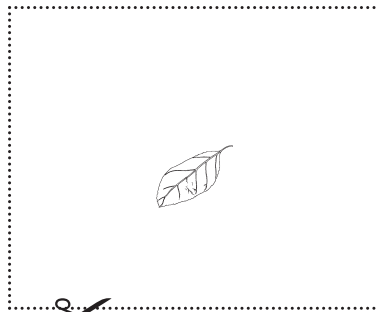
smaller



biggest



smallest



# Big and Small



For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

Written by Jenny Armstrong

Illustrated by Karen Reczuch

**Text Type:** Non-fiction: Description — Account

**Summary:** Objects and people can look big until they are seen beside objects that are bigger.

## Text Features

### Print Concepts

- ▶ repetitive language pattern
- ▶ two lines of text per page
- ▶ question mark

## First Reading

### Reading Strategies

#### Comprehension

- ▶ making connections: comparing
- ▶ inferring

#### Working with Words

- ▶ using details in illustrations to solve unfamiliar words and to aid and/or confirm word recognition
- ▶ using known high-frequency words to support reading of the text

### Assessment Opportunities

Note each student's ability to:

- ▶ participate by joining in with the reading
- ▶ use text and picture cues to make connections (comparisons) between objects that look big or small, depending on the size of nearby objects
- ▶ use picture cues to make inferences



## BEFORE READING

### Making connections: comparing

#### Activating and Building Background Knowledge

Have ready a few balls of different sizes, such as a marble, ping pong ball, tennis ball, baseball, volleyball. Show students various pairings of these balls so that a ball that looks small in one pair looks big in another (e.g., the baseball is the “small” item beside a volleyball, but it is the “big” item beside a ping pong ball.). Have students suggest reasons why the same ball can appear big or little.

Have students look at the picture on the front cover and ask, *Can you see anything that looks big in this picture? Yes, the leaf looks big. Can you find anything that looks small? Yes, the bug looks small. Let's check the back cover. It says* (finger tracking), *"Sometimes things look big. Sometimes things look small."* What do you think the author is going to tell us about in this book?

**ESL Note:** Introduce the language pattern "The \_\_\_\_\_ looks small. The \_\_\_\_\_ looks big" using objects in the classroom. For example, *The pencil looks small. The book looks big. The book looks small. The chair looks big.* Encourage students to make their own comparisons using objects in the classroom.

**Making connections:**  
**comparing**

### **Setting a Purpose**

Say, *We're going to read about small objects that can look big and big objects that can look small. As we read, I want you to think about how that happens. How can small objects sometimes look big and how can big objects sometimes look small?*



## **DURING READING**

**Text features**

Hold up your copy of the book so that everybody can see the title and illustration on the front cover. Finger track along the print as you read the title, author, and illustrator.

**Making connections:**  
**comparing**

Indicating the front cover picture, ask, *Does the bug look small or big on this leaf? Right, the bug looks small and the leaf looks...?* (pausing for responses) *Yes, the leaf looks big. Let's find out what else looks small or big.*

**Teaching Tip:** Using the language pattern when discussing the front cover picture redirects students from thinking of "big" things first and "small" things last as in the title and back cover blurb.

**Building confidence**

Invite students to join in reading with you as soon as they're ready. Pause briefly to give students time to check illustrations for cues that might aid their Shared Reading of unfamiliar words such as *twig, branch, tree.*

**Inferring**

When you have chorally read page 10, ask, *What is this family doing?* After students have responded, chorally read page 12 and invite students to answer the author's questions: "What looks small? What looks big?"



## **AFTER READING**

**Inferring**

Use inferring prompts, as needed, to clarify that the family has grown older, and ask, *What do you think happened to the little tree that they planted?*

**Making connections:**  
**comparing**

Tell students, *We read about small things that can look big. Let's turn to the first page again and check the leaf. It looks big here, doesn't it? What happens to the leaf on the next page? Right, the leaf looks small now. How can that happen?* Encourage students to make comparisons as you turn the pages, using prompts as needed.

# Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selection based on the needs of your students.

## Print Concepts, Book Handling and Text Features

### Print concepts

Give students many opportunities to develop print concepts and to practise tracking print. Note their ability to do one or more of the following:

- ▶ track print from left to right
- ▶ sweep down and to the left for the second line of print
- ▶ eye-voice match language pattern words: “The \_\_\_\_\_ looks small. The \_\_\_\_\_ looks big.”

### Text features

Review the title, author and illustrator, and ask students to locate each on the title page.

### Print concepts

- ▶ Review the language pattern, asking students, *Whenever you see the word small at the end of a line, what word might you expect to see at the end of the next line?*
- ▶ Talk about the function of the question marks on page 12. Ask, *How should you read a sentence that has a question mark at the end?*

## Focusing on Comprehension

### Inferring

Ask students to tell you how big they think the tree will have grown by the time the little girl is an adult. Invite them to give reasons for their responses.

### Making connections: comparing

Ask students to compare the sizes of the bug and the leaf on the front cover, then to point out items in the classroom that are about the same size as each.

## Working with Words

### High-frequency words

Ask students to look for, and frame, familiar high-frequency words: *big, I, the,* and *what.*

### Letter knowledge

Ask students to locate words that begin with the letter “b” (*big, bug, branch*), and/or the letter “l” (*leaf, looks*).

### Phonological and phonemic awareness

Orally stretch words selected from the text. For example, *Let’s say the word twig very slowly. Stretch it out: t–w–i–g, twig. Clap the syllables of the word sometimes: some-times.*



## Home Links

Have students take home a reproducible version of this text to read chorally with family members. See [www.lpey.ca](http://www.lpey.ca).

**Making connections:  
comparing**

**Making connections:  
text to world**

**Making connections:  
comparing**

**Word solving and building**

## Rereadings

Provide opportunities for each student to reread the book with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

### **Comparing Objects**

Give each student a copy of the BLM from the Guided Reading teaching plan. Ask them to cut out any three of the thumbnail illustrations, then arrange and glue them in order from big to bigger to biggest next to the pertinent words on the left side of the BLM. Ask them to write a sentence about each illustration, and to include the word “big,” “bigger,” or “biggest” in the appropriate sentence. During the same, or a different, follow-up lesson have them complete the right side of the BLM using the three remaining items arranged from small to smaller to smallest.

### **Bug Adventure**

Ask students to draw a picture showing the adventures of a bug on a small tree that's being planted. Encourage them to write about their picture. They can share their pictures and accounts with the rest of the group.

### **Comparing Sizes**

Ask each student to collect three items that are different sizes, e.g., pencils, crayons, or books. In pairs, have one student arrange items from small to smaller to smallest, and have the other student arrange items from big to bigger to biggest. Ask them to tell each other about the progression they have arranged, then to change roles and repeat the activity with their collection of items, i.e., now the first student arranges items from big to biggest and the second student arranges items from small to smallest.

### **Word Building**

Select bug and/or twig, and ask students to generate and print rhyming words for each (e.g., *bug*: rug, hug, jug, mug, tug; *twig*: big, rig, dig, pig, wig).