

Big and Small



Ontario Language Expectations Addressed

A1.1; A1.2; A3.1; B1.1; B1.2; B1.3; B1.4; B2.1; B2.2; B2.3; B2.7; B2.8; B3.3; C2.1; C2.2; C2.3; C2.5; C2.6; C3.2; D1.1; D2.1; D2.5; D3.1

Some High Frequency Words: is, the, big, small

Some Interest Words: flower, house, mouse, tree

Theme: Comparisons

Building Anticipation: Have several objects or pictures of things that are opposites. Have children give the opposite of additional words or pictures.

Book Introduction: Explain that this book is all about objects that are opposites. Guide the children through a book walk having them note the things that are big and those that are small. Review the strategies they can use when they come to an unknown word.

Discussion: Share and reinforce the reading strategies the children used. Make a list of the big things in the book and a list of those that are small. Have children give examples of other things that are opposites.

Responding Creatively:

Math: Have children find things in the classroom that are big and small. Graph their results.

Sort additional objects by size.

Music: Respond creatively to opposing sounds and music (fast, slow, loud, soft)

Physical Education: Participate in activities that require both big and small movements.

Language: Create a class book or individual books about things that are big and small.

Make a book of opposites.

Discover synonyms for big and small.

Drama: Have students dramatize different animals that are big and small.

Language Foundations: Focused Teaching

Phonemic Awareness Isolate and blend sounds (phonemes) orally	b/i/g, m/a/n ba/by, tr/ee	Children listen and repeat the sounds, then say the word.
Alphabetic Knowledge	Alphabet Chart and alphabet cards	Children name lowercase and uppercase letters both in order and randomly with automaticity.
Phonics Decodable words letter and sound correspondence	big, mouse, small, man, baby, tree, flower, this	Using phonetic skills taught children decode the words orally. Using magnetic letters children practice making the word from the sounds they hear.
Language Conventions Opposites Capitals and periods	big - small Simple sentences start with a capital and end with a period.	Present words to students, ask them to give the opposite and use the words in a sentence. Example: dark/light; fast/slow; cold/hot; in/out. Play word games using opposites. Students note the use of capitals at the beginning of sentences and periods at the end. On a class chart have students correct some given sentences by putting the capital and period in the correct places.
Reading Fluency Accuracy and rate	<i>Big and Small</i>	Encourage students to pay attention to punctuation, fluency, accuracy and rate while reading aloud.