

Little and Big

GOALS

Comprehension

Reading strategies: Ask students, “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

Vocabulary

High-frequency Words: is, the, big, little, just

Content Words: snake, hat, cake, truck, duck, house, mouse, shark, right

Phonemic Awareness

Identify and make rhyming words

Phonics

Letters and Sounds: b

Words to Blend and Segment: bat, ban, bad, bid, bit

Fluency

Practise rereading the story orally with a partner



A boy tries on many hats to find the perfect fit.

Before Reading

- Together look at the cover of *Little and Big*. Discuss what is happening in the picture. Ask: Why is there a cat? What is the man holding? Are they both the same size? (One is little and one is big).
- Have students get their mouths ready for /l/. Ask if anyone can guess or knows the word. Now read the title together. Listen to the names of the author and illustrator. Look at the title page illustration. How is this different? What do you think might happen in the story?
- Talk/walk through the pictures. What is the person doing on each page? Discuss the size and shape of each hat. What about the cat? Before turning to page 16, predict the ending. Where is the cat now?

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 discuss what shape and size the hat is in the picture. Say what letter/sound will *snake* start with? Find the word that starts with /s/. Read the words together: *The snake hat is too....* Ask: Is the hat too big or too little? What makes sense? Look at the picture? Look at the first letter /b/. Read: *The snake hat is too big.*
- Follow this pattern for each page, discussing the picture, the print and the context before reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Why do you think the cat was just right?
- Retell the story in order using the pictures as a guide. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Identify and make rhyming words. Students listen for the rhyming words as the text is read to them. They identify *house/mouse, truck/duck, shake/cake*.
- Say the word *bat* and have students say a word that rhymes with bat, e.g. cat, at, sat.
- Students listen to you say *bake*. They say a word that rhymes with *bake* – snake, cake, lake and so on.
- Play a rhyming game. e.g. Say I'm thinking of a word that begins with /t/ and rhymes with *cake*. What is it?

Phonics

- Discuss the name and sound of the letter b. Write cvc words *bat, ban, bid, bad* and *bit* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *bat* /b/ /a/ /t/. Say them separately, then blend together slowly.
- Illustrate using alphabet letters *b, a, t*, touching them as the sounds are made for the word *bat*.

Word Study

- Talk about the words *is, just, the, big* and *little*. Print the flash cards from the inside front cover. Read them together. Ask students to locate the words on a few of the pages.
- On a piece of paper, students draw a picture of themselves with a hat from the story. Write the words (with help if needed): *The _____ hat is too _____*. They find the missing words in the story and write them into the spaces and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the text for students to repeat, e.g. pages 2 and 4. Listen for the rhyming words (*snake, cake*).
- Follow with two more pages. (Listen for rhyming words *truck* and *duck*.) Continue on until the end of the story with the students repeating after hearing the model.
- Students practise rereading the story orally with a partner.

Writing

- Have students write a new story using the same pattern, *The _____ hat is too _____*. What other shapes of hat could you have? e.g. kite, car, dog, bird. Students write the story and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.