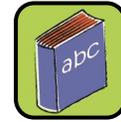




## Big and Little

By Samantha Berger



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This story shows the difference between the words big and little.

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### BEFORE READING:

- Show the children the front of the book. Ask them to guess what the book is about.
- Ask them to point to the big dog and the little dog.
- Ask them to tell you what the dogs are doing.

### WHILE READING:

- Stop at any time if there is something you or the children would like to talk about.
- Ask them questions so that they can connect what is happening in the book to things they already know about. Try some of these ideas:
  - ⇒Who is someone that is bigger than you?
  - ⇒What is something that is smaller than you?
  - ⇒Are you big or little?

### AFTER READING:

Spend some time talking about the story. Ask the children things like:

- ⇒What was this story about?
- ⇒Name something that was really big.
- ⇒What was the same size?
- ⇒What is something big that floats on water?

Read this book several times to the children. Hearing the same story again and again helps them learn new words and understand the ideas they hear better. Each day, pick a different activity to do with the children after reading “Big and Little”.

**MATH AND SCIENCE**

After reading the book together, find other things indoors or outdoors that are big and little. Look for a big bus and a little car. Ask them to find a big tree and a little tree.

**READING READINESS**

Point to the words big and little as you read them. Once you are certain the children understand big and little read the book again, using different words for big and little. Use words such as gigantic, enormous, humongous and huge for big. Try words such as petite, small, tiny and miniature for little.

**MUSIC AND MOVEMENT**

Dance big and little. Put on some music. Use both of your arms and legs to dance “big”. To dance “little” make small arm or leg movements, or just move your feet and hands.

**MOTOR SKILLS**

Practice big and little steps with the children. Call out “big” and then take the biggest steps each of you can. Next, whisper “little” and take the smallest steps you can. Take turns calling out big or little with the children.

**THINKING SKILLS**

Ask the children to point to an object in the room that is big. Next, ask them to point to something that is little. Then, ask them to find two things that are about the same size.

**ART**

Using clay or playdough, make snakes with the children. Roll the clay on a flat surface or between your hands to make the snakes. Ask the children to make a big snake while you make a little snake. Then, ask them to make a little snake while you make a big one.

**PRETEND PLAY**

Let the children be a big person while you are a little person. Ask them to read you a story, brush your hair, or help you pick out your clothes.

