**Title**: Big or Small? **Level**: A **ISBN**: 978-073685983-7 **Publisher**: Red Brick Learning

**Familiar Read**: (3 min.)

**Familiar Writing**: (3 min.) **Word Building** (3 min.)

1. is is-this (*This* is a new word. Have students make

2. my *is* and *this* with magnetic letters several times. Have

3. big students write *this* in their journals.)

**Before Reading**: (5-7 min.)

* **Book Introduction**: (include meaning, structure, visual)

Can you think of a very big animal? Can you think of a very small animal?

This book shows that animals can be big or small. We can sort them into groups by their size.

* **Difficult Words/Vocabulary:** small (3), who (8)
* **Suggested Teaching Point**: (refer to Behaviors to Notice and Support)

 Readers look for words that may be tricky.

**During Reading**: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

**After Reading**: (5-7 min.)

* **Discuss the story**

What animals are big?

What animals are small?

Let’s talk about some animals that start out very small as babies, and get very big. Can you think of any?

Can you think of some that stay very small even when they are adults?

Did you have a favorite animal in this book?

Why do you think the author wrote this book?

* **Return to Teaching Point**

Were there any tricky words in this story? Did you figure them out? Explain how you did it.

* **Comprehension Strategy Focus**: **connections**, questions, inferences, visualizing, summarizing, synthesizing, determining importance

**Writing Connection**: (5 min.)

I like big animals. I like big \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I like small animals. I like small \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.