Title:  **Big and Small Animals**  Level: B ISBN: 9781429678407 Publisher: Capstone

Familiar Read: (3 min.)

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

1. this ig- dig, pig, big, wig, twig

2. these

3. are

Before Reading: (5-7 min.)

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

Show some items and describe their appearance. Compare items and classify them as big or small.

Talk about some things around the school that are really big and really small.

Talk about things in a forest that are big or small.

In our book today, the authors will compare two things. One will be big and one will be small.

Allow the group to whisper read the book. If they finish early, they can reread and really study the photos. The can compare parts of the animals and their size.

Difficult Words/Vocabulary –

Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Readers use photos and print to gather the book’s message. Get your mouth ready, use the beginning sounds and picture clues to help you figure out new words.

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
* Go through each page and choral read. Then compare and contrast things in the photos that are the same and different. (especially big and small)
* Extend thinking- on p. 2 ask If a dog was on the first page, what could be on the 2nd page?
* On. P 4-5 ask, what other animal could be on p. 5 that is smaller than a horse?
* On. P. 6-7 ask, what are the names of these birds?

Did the author and illustrator do a good job of showing us big and small animals?

Is Big and Small Animals a good name for this book?

Writing Connection: (5 min.)

Fold a sheet of paper in half. Make a 2 page spread, matching the style of the book.

These \_\_\_\_\_\_\_ are big. This \_\_\_\_\_\_\_\_\_\_\_\_\_ is small.