

 Oxford Level 1

Big!

Written by Paul Shipton, based on the original characters created by Roderick Hunt and Alex Brychta. Illustrated by Alex Brychta.
Teaching notes written by Teresa Heapy.

Text type: fiction

Topic: big and small

Synopsis

Kipper and Lee are playing with toy animals. They imagine how big each one is and imagine the animals chasing each other. Then Kipper finds a toy ant which seems to be much bigger than Lee's toy dinosaur!

There is a topic-linked non-fiction book to partner this title, which is called *As Big As Me*.

Group/Guided reading

Introducing the story

- ➔ These wordless stories allow children to learn how stories work, including the order and direction in which they are read. Children will enjoy talking about the story and discussing what is happening in the pictures, this will help prepare them for their first steps as readers. The pictures provide lots of opportunities for discussion and playing with environmental sounds. Respond to children's ideas by repeating them back and adding to them, using new words to increase their vocabularies.
- ➔ Look at the cover together and read the title. Segment the sounds in the title as you read it *b-i-g, big*. Ask the children to point to each sound as you segment the sounds again, then read the word together.
- ➔ Ask: *Which is really bigger, Kipper or an elephant? Can you think of any other animals that would be bigger than Kipper?*
- ➔ Look together at the picture on p2 and encourage the children to name the toy animals that are being tipped from the box. Ask the children which animals they would most like to play with.
- ➔ (*Questioning*) Ask the children to think of some questions they would like to ask Kipper. Prompt them by saying: *I wonder which animal Kipper would most like to play with. I wonder what game Kipper and Lee are going to play with the animals.*

Reading the story

- ➔ Ask the children to turn the pages of the book and describe what they see in the pictures, telling the story together.
- ➔ On p3, check the children understand that Lee is imagining what the toy horse would do if it were a real horse.
- ➔ On page 5, say: *I wonder how the horse and the hippopotamus would behave together in the wild.* Encourage the children to make predictions. Ask: *Which animal is bigger in real life, the horse or the hippopotamus?*
- ➔ *(Predicting)* Look together at p7–8. Ask: *Which animal is bigger in real life? Which toy is bigger?* Say: *I wonder what Kipper and Lee will imagine happening as they play with the animals.* Encourage the children to share predictions.
- ➔ On p8–9, ask the children to explain what is happening in the picture. Encourage them to use sound effects in their explanations. Prompt them by saying: *I wonder what noise the T-Rex is making as it is chased by the ant.*

Returning to the story

- ➔ *(Questioning)* Encourage the children to think of some questions to ask Lee about the game he was playing with Kipper. Prompt them by saying: *I wonder why the children imagined the ant chasing the dinosaur.*
- ➔ Ask the children to talk about all the animals in the story. Ask: *Which animal was your favourite? Why?*
- ➔ *(Clarifying)* Look together at p8–9. Say: *I wonder why the dinosaur in the thought bubble looks scared.* Ask the children to share their suggestions.
- ➔ *(Summarizing)* Look at the pictures on p10 together. Ask the children to retell the story to their partner in their own words, making sure they mention each animal in the correct order.

Independent reading

- ➔ Introduce the story as in the Introducing the story section above.
- ➔ Check the children know how to hold the book and turn the pages, and look at each spread from left to right to help establish the direction of reading.
- ➔ Ask the children to turn the pages of the book and to think about what they see in the pictures. Remember to give them lots of encouragement and praise.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Organize the children into pairs and provide them with a small selection of toy animals.
- ➔ Like Kipper and Lee were in the story, ask the children to play with the animals, talking about what the animals are doing. Encourage them to think about which toy is bigger and whether they would be bigger if they were real.
- ➔ Ask the children to think of as many different words as they can that mean the same as 'big' and to use them in their play, e.g. *huge, enormous, large, gigantic.*

Writing activities

- ➔ Ask the children to look again at the animals falling out of the box on p2. Tell them to pick two of the animals and to draw a picture of each, showing one as being much bigger than the other.
- ➔ Then ask children to draw a short cartoon strip (two to three frames) using the animals.
- ➔ Encourage the children to share their cartoon strips with the rest of the class and talk about what is happening in them.

Cross-curricular activity

Mathematics

- ➔ Create a collection of big and small toys: this can include teddies, dolls, trucks, bricks etc. Try to include one big and one small example of each type. Encourage the children to sort the toys, organizing them from smallest to biggest.

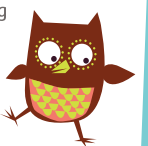
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Big!

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can hold books the right way up and turn the pages. (READ) (ORCS Pre-reading Standard, 1)
- Can gain simple meaning from texts using illustrations, when not yet able to read the text itself. (D) (ORCS Pre-reading Standard, 7)
- Is beginning to talk about texts, e.g. stating simple likes/dislikes. (E) (ORCS Pre-reading Standard, 8)
- Can retell an event in a story or information from a non-fiction text (may only be brief). (R) (ORCS Pre-reading Standard, 14)
- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) (ORCS Standard 1, 3)
- Can sequence the important parts of a story that is known to the reader in order. (R) (ORCS Standard 1, 4)

Letters and Sounds: Phase 1

Explore with Biff, Chip and Kipper Level 1 titles are wordless, which allows children to learn how books work, including the order and direction in which they are read. They each tell a complete story through detailed and engaging pictures. The pictures provide lots of opportunities for playing with environmental sounds and distinguishing between sounds.

ENGLAND Statutory framework for the early years foundation stage

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children develop their own narratives and explanations by connecting ideas or events. (ELG03.3)	Check the children can work with a partner to play a similar game to the one in the story, talking about the size of the animals in the game compared to the size of the animals in real life. Check the children can talk about why the dinosaur looked scared in <i>Kipper and Lee's</i> thought bubble.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen carefully to their partner's retelling of the story.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children can explain which animals would be bigger in real life.
ELG 09 Reading	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check children can retell the story in their own words.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children can work with a partner to play a similar game to the one in the story, talking about the size of the animals in the game compared to the size of the animals in real life. Check the children can talk about why the dinosaur looked scared in Kipper and Lee's thought bubble.
	I listen or watch for useful or interesting information and I use this to make choices or learn new things. (LIT 0-04a)	Check the children listen carefully to their partner's retelling of the story.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children can explain which animals would be bigger in real life.
Reading	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-19a)	Check children can retell the story in their own words.

WALES Curriculum for Wales: Foundation Phase Framework, Nursery

	Framework objectives	Book-related assessment pointers
Oracy	use newly learned vocabulary in and through play activities (YN_OracSpea.5)	Check the children can work with a partner to play a similar game to the one in the story, talking about the size of the animals in the game compared to the size of the animals in real life.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YN_OracList.8)	Check the children can talk about why the dinosaur looked scared in Kipper and Lee's thought bubble. Check the children can explain which animals would be bigger in real life.
Reading	recall details of a story or text by answering open-ended questions or referring to picture prompts (YN_ReadComp.1)	Check children can retell the story in their own words, using the story map on p10 to prompt them.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children can work with a partner to play a similar game to the one in the story, talking about the size of the animals in the game compared to the size of the animals in real life. Check the children can talk about why the dinosaur looked scared in Kipper and Lee's thought bubble.
	listen for information (L1_com_talk.1i)	Check the children listen carefully to their partner's retelling of the story.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children can explain which animals would be bigger in real life.
Reading	talk about what they read (and answer questions) (L1_com_read.5)	Check children can retell the story in their own words.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Engage in imaginative play, enacting simple characters or situations. (1SL9) Converse audibly with friends, teachers and other adults. (1SL2)	Check the children can work with a partner to play a similar game to the one in the story, talking about the size of the animals in the game compared to the size of the animals in real life.
	Listen to others and respond appropriately. (1SL7)	Check the children listen carefully to their partner's retelling of the story.
	Answer questions and explain further when asked. (1SL4)	Check the children can explain which animals would be bigger in real life.
Reading	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children can talk about why the dinosaur looked scared in Kipper and Lee's thought bubble. Check children can retell the story in their own words.