

Title: <i>Too Big! Too Small!</i> Link to Book display on FPT website: https://bit.ly/3HazrqG Link to Slides for local download: https://bit.ly/4mTeqAt		Time: 40 minutes
Reading Level (corresponds with website)		
__X__ Read Aloud __X__ Level 1 ____ Level 2 ____ Level 3 ____ Independent Reading		
Key Themes and Social-Emotional Concepts		
● Themes: Big and small, family ● Social-Emotional Concepts: Self-awareness		
Learning outcomes		
<i>Students will be able to....</i> ● Understand concepts such as big and small ● Identify what they can and cannot do ● Answer key stopping points and end of story questions ● Express what they liked about the story		
Teaching Concepts & Tools		
● Alphabet Chart ● Word Wall ● Bridge Activity ● Wondering Questions		
Assessment Strategies		
<i>The teacher can make note of...</i> ● Watch students while they practice the vocabulary to see who may need more practice. Continue to practice the vocabulary words until most students seem to understand. ● Encourage all students to answer the discussion questions, especially at the end of the story to determine if they understood the story. ● Pay attention to student answers to see if the students understood the key themes and social-emotional concepts.		
Materials for Instructor		Materials for Students
● Too Big Too Small: https://bit.ly/3HazrqG ● Word Cards for the Word Wall ● Objects needed for the demonstration (word play)		● None

Lesson Plan -

Before Class

- Read through the lesson plan and story
- Prepare the storybook (open the story on the computers)
- Make word cards with the vocabulary

Beginning __ min

- Letter play: Alphabet Chart [Bb, Ss]
Video Links: [Bb] <https://bit.ly/4IPvhn>, [Ss] <https://bit.ly/3BNPsF>
 - Today we will start by reviewing the Alphabet letters and sounds.
 - Now let's go back to the letter "B". What words start with the letter "B"?
 - Example: big, baby
 - What about the letter "S". What words start with the letter "S"?
 - Example: small, say, story, sleep
 - Let's review their pronunciation. Do you remember how to pronounce them? Repeat after me: Bbbb, Ssss...
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- Word play: Vocabulary [big, small]
 - Today we are going to talk about two opposites: big and small.
 - Teacher demonstrates: reaching something high (she's too small to reach it), fitting under a table (she's too big), using adult and child size jackets (am I too big for the child's jacket?) fitting into a box (she doesn't fit or she can fit in a big box)
 - Good. Now show the picture on the page and point out the words: Too big, Too small.
- Bridge activity
 - Now let's think about what we've just done. What did we discover?
 - We're too big to do some things and too little or small to do other things!
 - Do you have a brother or a sister? What do you like to do together? Can you both do the same things?

Middle __ min

- Before reading
 - The title of this story is "Too Big! Too Small!"
 - It is about a girl named Shanu. She wants to do many things, but sometimes she's TOO Big, and sometimes she's TOO Small.
 - Let's look at the cover. What do you see? Who is here? How do they look?
 - What do you predict/think will happen in the story?
- Key stopping points with questions
 - Page 2-5: Who is in the picture? What is Shanu trying to do? What is she feeling? Why do you think so? (same question for each page)
 - Page 8: Some pictures are imaginary, made up in a person's head. They can't really happen. What do you see?
 - Look at grandpa's face, what is he feeling or thinking? And look at the cat...
 - Page 10-14: What do you think Shanu is feeling now? What makes the change? How do you know?

	● End of story ○ Before we read the story, we predicted / we were thinking _____. Let's see if our predictions were correct! ○ What did Shanu's family members tell her not to do? Why? ○ How did Shanu feel? ○ What did Shanu's family members tell her that she can do? ○ How has Shanu's feeling changed?
End __ min	● Wondering questions ○ Now we will ask some Wondering Questions. ○ When we wonder about a story, we share feelings or ideas. There are no right or wrong answers for wondering questions; each one of us can have our own understanding and feelings. This may be new for some of you and that's okay. We just need to practice. ○ Now I will model a wondering question. ■ I wonder what part of the story you would like to act out? Hmm I am going to act out page 4 grandpa shaking his finger at Shanu and telling her not to climb into the baby's bed. What about you? ■ I wonder what part of the story you like best? Oh yes this part is easy. I like the last page when everyone is happy and friendly. I like the page where everyone gives big hugs. Now that you know what I like best. I wonder what is yours? ● Processing activity: Teacher tries to crawl into a small space = too big. A student tries to reach something that the teacher reaches easily.= too small.
Extension Activities, if time (details see the old version)	
● Play centers activities: Students can try to act out the story, or create their own story related to family interactions via role play.	
Notes for Teacher	
● Word Play: Practice the words with students to make sure they understand. Create word cards with pictures and add to the word wall for students to see. Try to engage each student in the learning and activity. ● Bridge Activity: Teachers keep notes and start a list with a response from each child. ● Wondering Questions: When teachers model their answer for the wondering question, use role play to pretend thinking: put the hand on the head, scratch the head, say "what part would I like the most"... After each student answers, accept their response by repeating what they said.	