

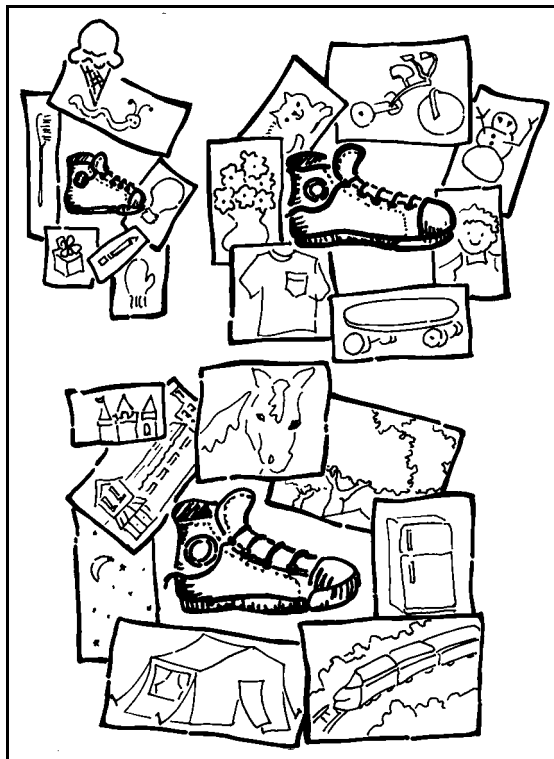
Little, Middle, & Big



Size Collages

Art

Make one copy of page 56, and have a volunteer color and cut out the shoes. Use these shoes to label a bulletin board with sections for small, medium, and large. Explain that the class will be making a collage for each size. Ask students to cut out pictures of animals, people, boats, cars, etc. of different sizes from magazines and catalogs. Put them on the board as you talk about different sizes. (You may want to help students establish some guidelines. For example, “large” might include pictures of things at least as large as a refrigerator.) Encourage students to use other words for sizes, such as tiny, petite, gigantic, huge, etc.



Size Up the World

Language Arts

Small, smaller, smallest. Long, longer, longest. Compare sizes by lining up three stuffed animals, toy trucks, or boxes and asking questions: “Which is smallest?” “Which is tallest?” Then compare two objects by talking about which is larger, longer, etc. Encourage students to use words that describe size when they talk. Have students create complete sentences to compare sizes. For example, “The red truck is the largest. The yellow truck is larger than the blue truck. The blue truck is the smallest.” If desired, use a ruler or tape measure to measure the three objects. Record each measurement on a piece of masking tape and place on the object.

Trash and Treasure

Language Arts

Make one copy of page 56 and have a volunteer color and cut out the shoes. Label three small tables or extra desks with the headings. Explain to students that over the next week they can add objects to the tables: things they find while walking to school (leaves, rocks, etc.); things from a “junk drawer” at home (tennis balls, old candles, etc.); things they have made (clay sculptures, pencil holders, etc.); or things from the classroom that are not in use (basketball, rubber bands, etc.). Remind students not to collect objects that are dangerous or unclean and not to disturb living plants or animals. Once the display is complete, have students compose a story or poem, mentioning as many of these objects as possible. Invite the class to compose the poem while the teacher records it on the chalkboard or on a large piece of paper, or let groups dictate their poems to a classroom aide. A poem can be modeled after the adjacent one by using the first two words of each line and the entire last line.

Little, Middle, Big
Little is a tiny blue egg shell.
Little is a pearly bead.
Little is a sparkling birthday candle.
Little is a pebble.
Middle is a smooth round rock.
Middle is a dirty tennis ball.
Middle is an old aluminum can.
Middle is a bird nest built of mud and twigs.
Big is a basketball.
Big is a very, very heavy dictionary.
Big is an empty fish bowl.
Big is ME!

Seeing It All

Science

Students can sharpen their observation and memory skills using the “trash and treasure” display from the above activity. Have students observe the table of large objects for 30 seconds and then turn their backs to the table. As students call out the names of objects they remember, the teacher records them on the chalkboard. Repeat the process for the other two tables.

So Many Ways to Say It

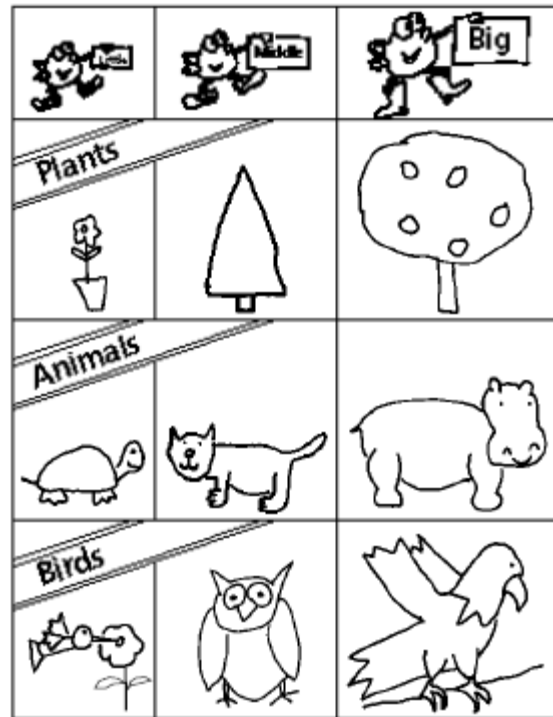
Language Arts

Reproduce page 56 and have students color the shoes. Hang three long strips of shelf or freezer paper on the wall. At the top of each, place one of the headings (Small, Medium, or Large). Encourage students to think of and write down words that have meanings similar to the heading words (or set aside a specific time to write down the words your students suggest). Leave these papers up for a few weeks so students can add and discuss the words. Use these word lists for vocabulary building activities, such as constructing sentences describing unusual objects.

What Size, Please?

Science

In this activity, students categorize objects. Make copies of page 57 for your students. As a class, list trucks that are large (moving trucks, garbage trucks, etc.), trucks that are medium-sized (milk trucks, bread trucks, etc.), and trucks that are small (mail trucks, meter checker trucks, etc.) on the chalkboard. Distribute the activity sheet and discuss the first row (plants). Ask the class, "Can you think of a little plant?" (violet or pansy) "Draw it in the box under the little character." "Can you think of a medium-sized plant?" (bush or house plant) "Draw it in the box under the character for middle." "Can you think of a large plant?" (tree) "Draw it in the box under the big character." Then allow time for students to complete the rest of the activity sheet independently. When all students are done, have student volunteers share their ideas with the class.



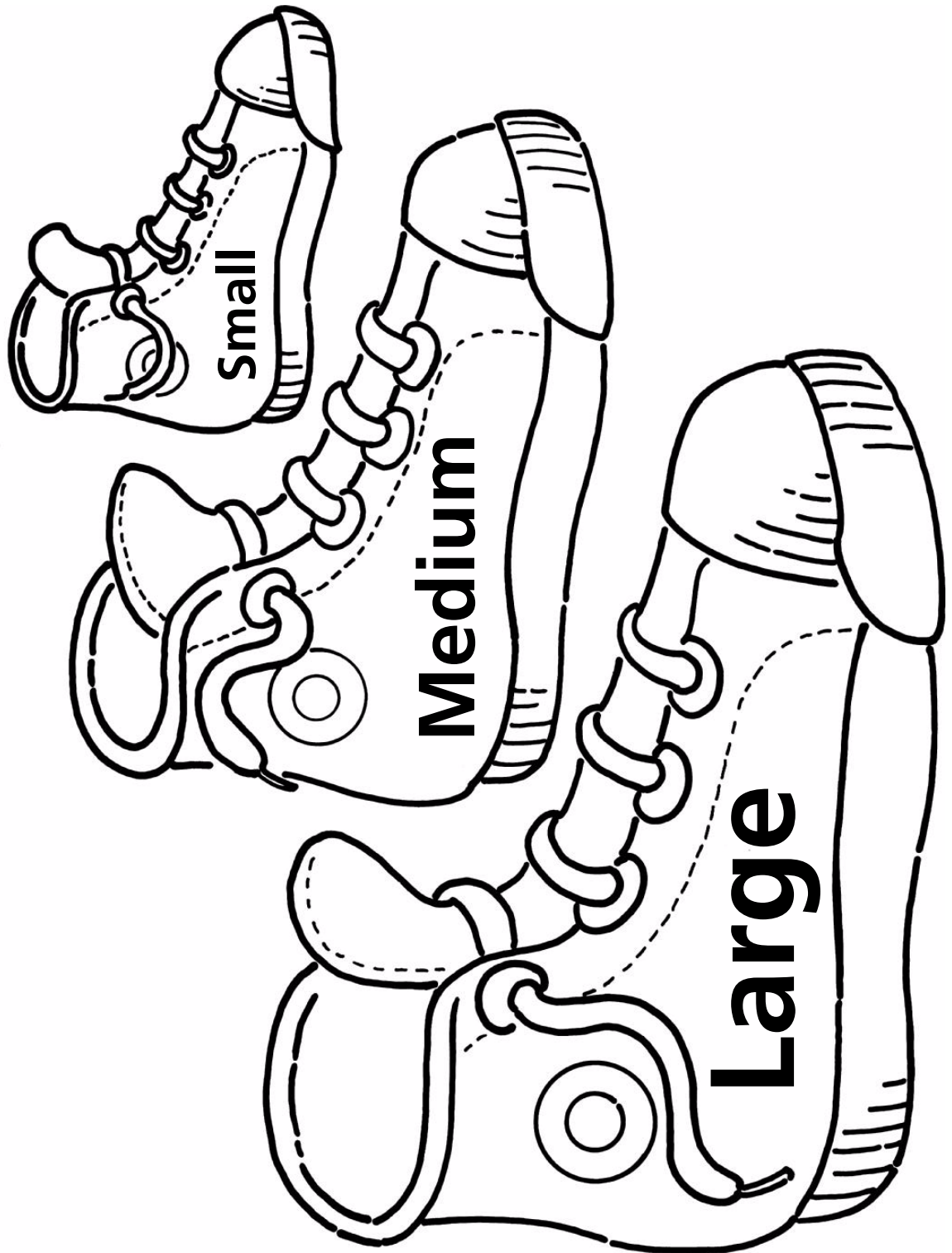
Color Me Little

Science

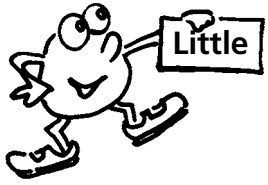
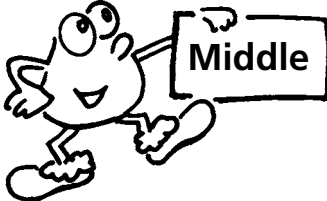
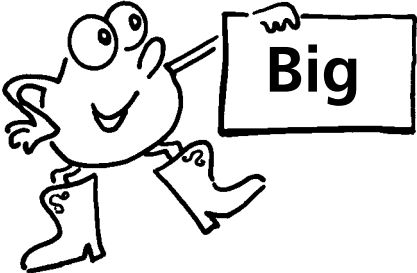
Reproduce page 58 for students. As students learn about color, they can also learn about categorizing by size. Distribute the activity sheet and instruct students to color the characters: Little—yellow; Middle—red; Big—green. Then explain that these characters provide the clues that tell them how to complete the sheet: color all little objects yellow; all medium-sized objects red; and all big objects green. Ask students to locate the three spiders on their activity sheets. Tell them to color the littlest spider yellow, the medium-sized spider red, and the big spider green. Have them continue on their own, first locating three sizes of the object, and then coloring according to the key.



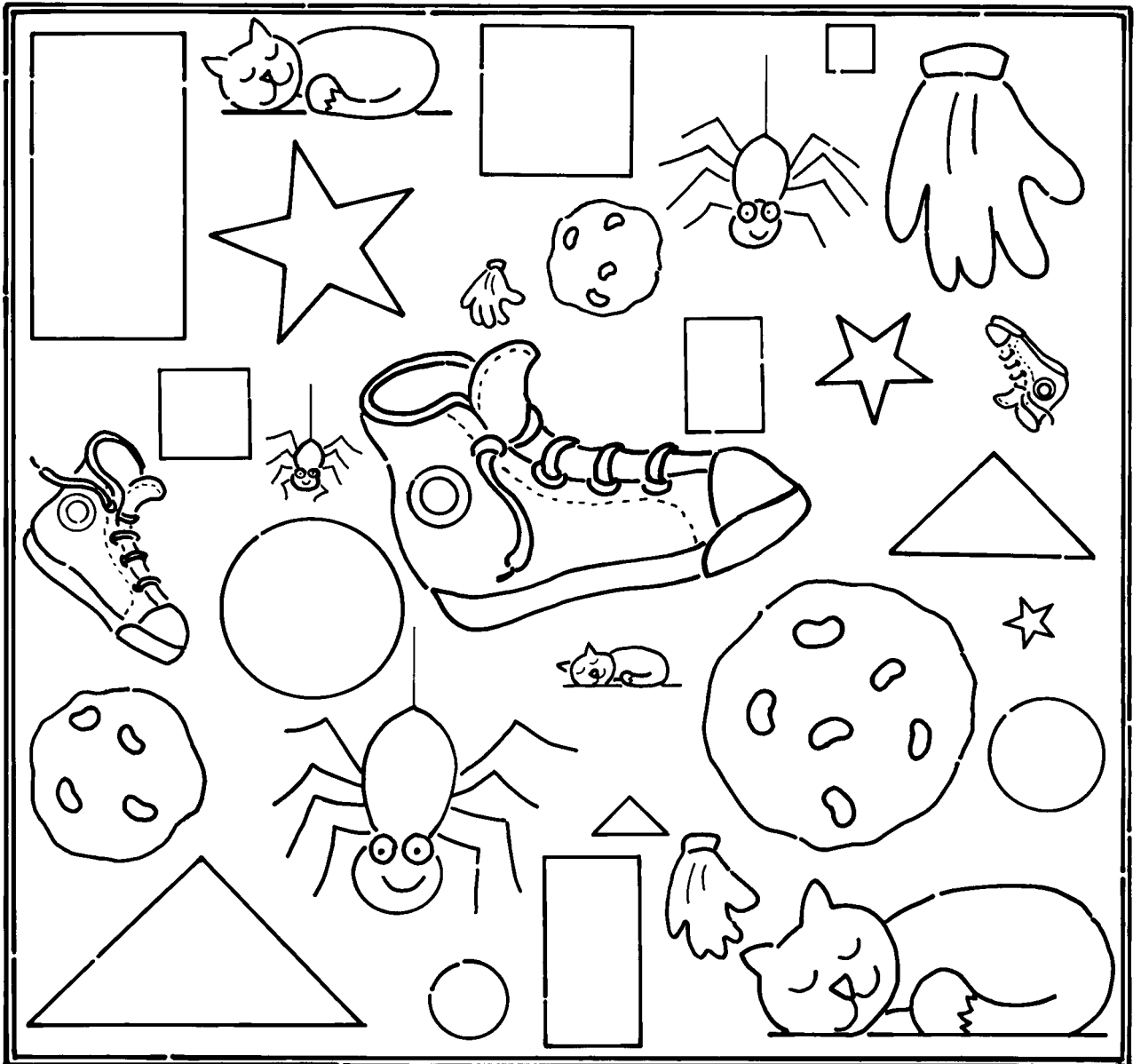
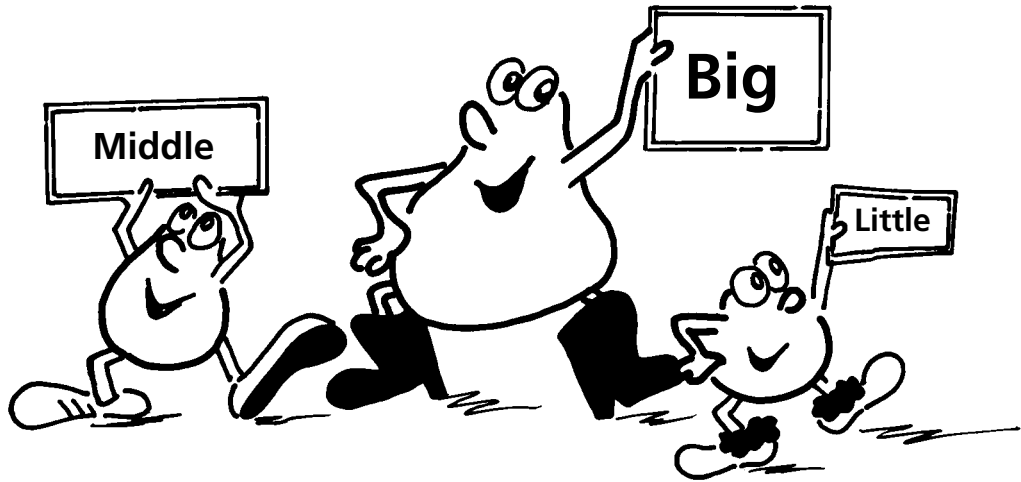
Little, Middle, & Big



Use with "Size Collages" (page 53),
"Trash and Treasure" (page 54),
and "So Many Ways to Say It" (page 54).

		
Plants		
Animals		
Birds		

Use with "What Size, Please?" (page 55).



Use with "Color Me Little" (page 55).