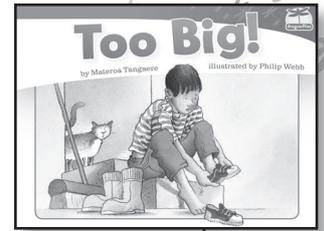


# Too Big!

by Materoa Tangaere

illustrated by Philip Webb



## Overview

This story, told by a young boy, highlights a situation that children can easily relate to – growing too big for clothes and toys. He finds comfort in a hug from Mum.

## Suggested purposes

This book supports the comprehension strategies of using illustrations to understand text, making connections with real-life experiences, and inferring. It provides opportunities to practise one-to-one word matching, directionality, recognising high-frequency words, and cross-checking using visual information. *Look at Me* is another Dragonflies emergent title with the theme of clothing.

## Text features (Focus on only one or two per session.)

- the high-frequency words – *am, but, for, I, my*
- the repeated initial consonant “b” – *big, bike, but*
- the initial digraphs -ch – *chair*; -sh – *shirt, shoes*
- the initial consonant blend -sw – *swing*
- the use of the adverb “too”
- the exclamation mark for emphasis in the title and on page 8
- the repetitive sentence structure
- the expressions on the characters’ faces
- the affirmative, reassuring ending
- the cat featured in the illustrations

## Setting the scene

Show the students some clothes that are obviously too small for them. *Could you wear these? Why not?* Encourage the response “I’m too big for them” rather than “They’re too small”. Discuss favourite clothes that they have grown out of. *What are you too big for?*

Keep the focus on “too big” so that the students don’t become confused when they begin to read the text.

## The first reading

Discuss the cover illustration. *Why do you think the boy is looking sad?* Encourage the students to attempt the title. If necessary, draw their attention to the letters “T” and “B”. Read the names of the author and illustrator.

**Back cover** – Read aloud the preview question. Discuss the students’ predictions.

**Title page** – Listen to the students read the title again.

**Page 2** – *What is the boy thinking?* The children may read “pants” for “jeans”. Support them to cross-check the initial consonant. *Could that word be “pants”? Why not? Look at the picture. What else could it be? Are you right? How do you know?*

**Pages 3 to 6** – Remind the students of the strategies you want them to focus on during the reading. Listen to them read the text themselves, reinforcing one-to-one word matching. The pattern of the text supports independent reading.

**Page 7** – *How is the boy feeling? What might happen next?*

**Page 8** – *How is he feeling now?* Observe which students notice the change in text pattern and if they attend to the “b” in “but”. Offer support as necessary. They may read “cuddle” for “hug”.

Prompt them to cross-check using the initial consonant. Draw attention to the exclamation mark. *How does the writer want you to read this page?* Practise reading the sentence together expressively.

Encourage the students to infer from the text and the illustrations. *What might he do with his old clothes and toys?* Note that the illustration of Mum suggests that there will soon be a new baby in the family.

**Ideas for revisiting the text** (Choose only one or two per session.)

- Listen to the students as they reread the text, observing their one-to-one word matching and how they manage the change in the text pattern on the last page.
- Encourage the students to share their own experiences of growing out of favourite clothes or toys. *Look at the expressions on the characters’ faces. Think of some words to describe the feelings that they show.*
- Locate some of the high-frequency words in the text. *Find “am” on page 2. Can you find “am” on the next page? Tell me the letters in the word. Now find “for”? How do you know it says “for”?*
- Find all of the words that start with “b”. Ask the students to suggest more words that start this way.
- Listen to the sound of the digraph “sh” in “shirt” and “shoes”. Make the sound together, and think of other words that start the same way. Do the same for “ch” or the initial consonant blend “sw”.
- Discuss the use of “too”. The students may know how to spell “to”. Ask them to show you on the board how it looks different. You could explain that in this text, “too” means “more than enough” but it may be useful to provide other examples. For example, If I burnt my mouth when I was drinking a cup of coffee, I would say that it was “too hot” or if I couldn’t hear what the reading group were saying, I would say that the class was “too noisy”.
- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Draw the students’ attention to the cat, which appears on almost every page. What is the cat thinking?

**Suggestions for further activities**

- Make a collection of items that the students are too big for and add labels.
- The children could draw and write about something they have grown out of: “I am too big for my bed,” “I am too big for my soccer boots.”
- Read or reread the Dragonflies emergent title *Look at Me*.
- BLM word activity: practise using digraphs

The students can look at the digraphs and sound them out. They can then cut out the pictures and match them to the appropriate digraph.

- BLM comprehension activity: read and complete sentences

The students can fill in the missing spaces with the word “too”. They can then read their sentences to a partner.

