Let's teach big
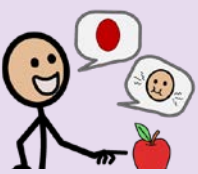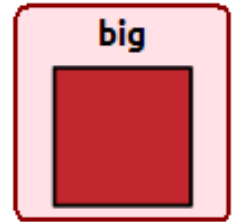
The concepts of **BIG** and little/small are often taught nd understoof earlier in development. It may be best to introduce the word **BIG** in the context of things that the learner cares about. For example, if he/she really enjoys going down slides, find a **BIG** one and little one. If he/she likes playing with balls, find **BIG** ones and little ones. If eating is a preferred activity, you can find lots of different sized snacks and treats because they make tons of things in "mini" varieties these days. When might **BIG** have meaning for the learner, start there.

FIND

Find the word in the vocabulary. **BIG** is an adjective, so it will typically be located on the "DESCRIBING" page of many vocabularies. If you can't find **BIG**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.

big

INTRODUCE

Use **BIG** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "Some things are **BIG** (stretch arms out) and some things are small (bring arms together). (Using items the learner likes, compare contrast **BIG** and little things)."

MODEL

Model the word throughout the day, touching **BIG** in the vocabulary anytime you say it.
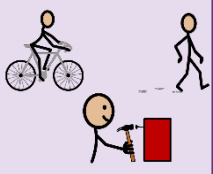"Thanks for being a **BIG** boy/girl."
"That is a **BIG** deal."
"You are a **BIG** brother/sister."
"Do you want the **BIG** one or little one?"
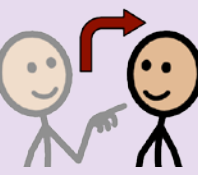"That is really **BIG!**"

ENCOURAGE

Create activities to provide lots of models and practice with **BIG**.
Book: *The Little Mouse, the Red Ripe Strawberry, and the **BIG** Hungry Bear* by Don Wood
Activity: group things by size. Let learner choose if he/she wants to choose a **BIG** thing or little thing.
Game: have a **BIG** thing scavenger hunt.

EXPECT

Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected.
Have 2 sizes of the same snack (e.g., mini M&Ms and regular M&Ms); ask if the learner wants little or **BIG** ones.
Read *Goldilocks.* Have the learner help retell the story "It is small/little" and "It is **BIG."**
Do a Predictable Chart writing activity using "_____ is **BIG."**

Saltillo