

©cheryl pilgrim 2019

**Language Arts/  
Math/Science/  
Social Studies/  
Art**

**Songs**

**Activities**

**Word  
problems**



**Life cycle of  
the Monarch  
butterfly**



**Free printables to make your own puppets!**

# Cheryl Pilgrim

Author/Illustrator



Cheryl Pilgrim is a writer/illustrator and public school art teacher living with her husband in the Houston area. She has two grown children and a menagerie of rescue cats and dogs. She is also the illustrator of *The Littlest Voyageur* (Holiday House, 2020). Visit her at [cherylpilgrim.com](http://cherylpilgrim.com) and on Instagram: @cherylpilgrim

## Book Information

### Big and Little: A Story of Opposites

- **Age Range:** 3 - 7 years
- **Grade Level:** Preschool - Kindergarten
- **Hardcover:** 32 pages
- **Publisher:** Holiday House (April 23, 2019)
- **Language:** English
- **ISBN-10:** 0823440214
- **ISBN-13:** 978-0823440214

*"Few words pair with lots of humor for a delightful outing."-Kirkus Review*

This guide is designed for pre-K through 1st grade.  
The printables can be found at the end of the packet.

# ***English Language Arts***

## Activities Before Reading

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

In this book one person is both the author and the illustrator. The author writes the words. The illustrator draws the pictures.

Teach this song to students to help them remember the difference between an author and illustrator: (Sung to the tune of Row, Row, Row Your Boat)

*Write, write, write the words, the author writes the words—*

*All the words in the book, the author writes the words.*

*Draw, draw, draw the art, the illustrator draws—*

*All the pictures in the book, the illustrator draws.*

The Front Cover:

Who are the characters? What are they doing?

Why do you think the book is titled *Big and Little*?

How do *Big* and *Little* look different? How do they look the same?

What is the setting? Is it in the country or the city? Is it indoors or outdoors?

Can you guess what the story might be about?

## Activities After Reading

In the beginning, why do *Big* and *Little* leave their home?

Does the setting change in the story? Where do the dogs go on their adventure?

On the page with “Shallow” and “Deep,” why is the water so deep for *Little*? Why is it so shallow for *Big*?

What do you think *timid* means? Have there been times you felt timid?

What do you think *bold* means? Have there been times you felt bold?

Onomatopoeia is used on the “*Loud*” and “*Soft*” page. Which two words create the sounds for loud and soft?

What do *Big* and *Little* see that cause them to run back home? (Conflict)

How does the story end?

Why do *Big* and *Little* start a new adventure?

What do you think happens next?

## Sequencing/Retelling

Write the pairs of opposites from the book on the board. As you read each word, have students act out each scene as the class retells the story through pantomime.

## Opposites (Antonyms)

Have students act out the pairs of opposites.

Look happy/sad

Reach high/bend low

Lift a right hand/left hand

Stand up/sit down

Tap foot quietly/loudly

Run in place fast/slow

Read each sentence. Ask the students to name the opposite word to finish the sentence.

If a door is not closed then it is \_\_\_\_\_.

If the math problem is not easy, it is \_\_\_\_\_.

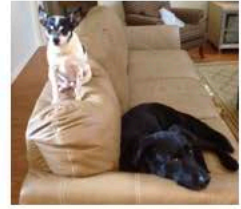
If the baby is not quiet, she is \_\_\_\_\_.

If the room is not dirty, it is \_\_\_\_\_.

If the paint is not dry, it is \_\_\_\_\_.

## Writing

Write down pairs of opposite words on the board. Pick two animals that are different in size. (Examples: *elephant and mouse; stegosaurus and microraptor; bear and a bird*). Have students give ideas for opposing actions for the two animals to create their own story of opposites.



Ranger and Lola, the author's dogs were the inspiration for Big and Little.

Create a class story using this story starter. Let students volunteer ideas to put in each blank.

Once upon a time there was \_\_\_\_\_.

Every day \_\_\_\_\_.

One day \_\_\_\_\_.

Because of that, \_\_\_\_\_.

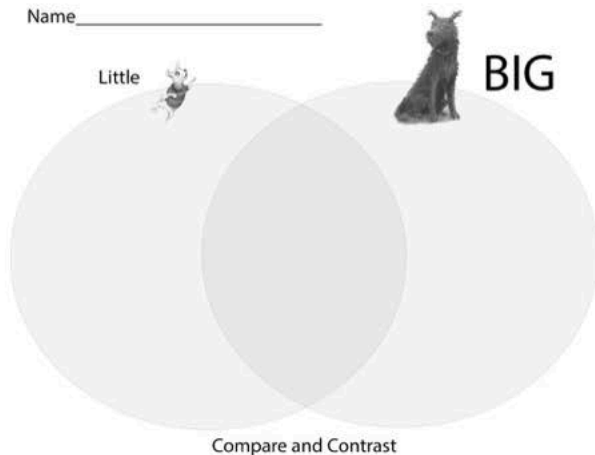
Because of that, \_\_\_\_\_.

Until finally \_\_\_\_\_.

## Compare and Contrast

Use a Venn diagram to list ways *Big* and *Little* are alike and different.

Name \_\_\_\_\_



Possible words: *black, white, timid, bold, collar, t-shirt, shaggy, smooth, 4 legs, 2 ears, dogs*



# Math

## Word Problems

Print the characters on card stock. Cut out and attach each character to a paint stir stick. Have student volunteers hold up the pictures as the class solves the problems.

Two dogs join one butterfly on an adventure.

How many characters in all?

$$2 + 1 = 3$$

Two dogs and one butterfly see a bear.

How many characters in all?

$$2 + 1 + 1 = 4$$

Two dogs run away.

How many characters are left?

$$4 - 2 = 2$$

Two dogs chase a squirrel.

How many characters now?

$$2 + 1 = 3$$



Have students create more word problems using new story ideas for the characters.

Examples: What if the bear followed the two dogs? What if the butterfly joined them? What if the two dogs chased the squirrel and the squirrel disappeared up a tree?

# Science

## Life Cycle of the Monarch Butterfly

In the story, *Big* and *Little* chase a monarch butterfly.

Discuss the four stages of the monarch butterfly: egg, caterpillar (larva), chrysalis, butterfly (process takes about one month). Sing the song to the tune of *Here We Go Round the Mulberry Bush*.

The monarch lays a tiny egg, a tiny egg, a tiny egg.

The monarch lays a tiny egg—on a milkweed plant.

The caterpillar hatches out, hatches out, hatches out.

The caterpillar hatches out—from the tiny egg. (4 days later)

The caterpillar eats and eats, eats and eats, eats and eats. (approx. 2 weeks)

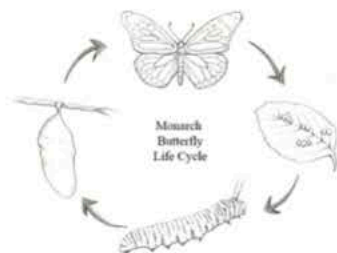
The caterpillar eats and eats—until it's fully grown.

It spins itself a chrysalis, a chrysalis, a chrysalis. (approx. 10 days)

It spins itself a chrysalis—and hides away inside.

Out comes the monarch butterfly, butterfly, butterfly.

Out comes the monarch butterfly—and flies into the sky.



# Social Studies

## Animal Habitats: Land, Air, and Water

A habitat is the natural home or environment of an animal. In this story, a bear lives in a forest. A frog lives in a pond. A butterfly lives in the air and on the flowers in the field. What other animals live in a forest? A pond? In the air? In a field of flowers?

## Same and Different

The dogs in the story are very different but they also have things in common. Remind students that we all have ways we are different. No two people are exactly alike and that is what makes each of us special.

Find out what the class has in common by asking questions. You could make a bar graph to show how many students said yes to each question. *Examples: How many of you like to eat pizza? How many of you have pets? How many of you like to draw?*

## Identifying Types of Families

Ask students to think about the members of his/her family. Discuss how different kinds of families exist (*two parents, a single parent, stepparents, etc.*) Have students draw a picture of their family.

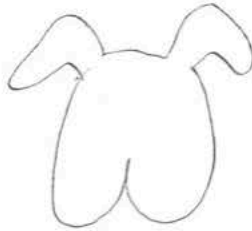
# Art

## How To Draw a Dog

Draw a large “W”.



Draw two ears.



Add a triangle nose, two round eyes, and a “u” for a tongue. Draw two lines for the body.



## Texture in Art

### Actual Texture

Actual texture is texture you can actually feel. Dogs have different types of fur such as curly, wooly, fuzzy, shaggy, silky, rough, and wiry.

Play a texture game by placing different types of textures in paper lunch sacks. Place those same textures randomly next to the sacks. Ask the children to find the texture that matches what they feel in the sack. Examples of textures to use: Cotton ball, sandpaper, velcro, burlap, craft foam, faux fur, piece of tree bark, felt, sponge, feather, and lace.



## Implied Texture

Artists use lines to create implied texture. The lines look like texture even though they are drawn on a flat piece of paper. The drawing appears to have texture.

In this story, *Big* looks furry. The lines create the texture of fur. How can different lines make different textures? Short lines, long lines, wavy lines, swirled lines, etc.

Here are examples of how lines can create implied texture.

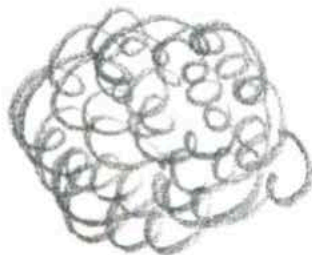
Long hair



Short hair



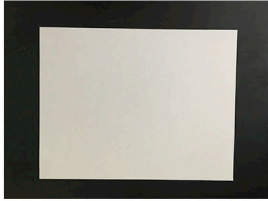
Curly hair



## How To Make A Dog Puppet!

1. Start with any size piece of paper.

This is 8.5 x 11.



2. Fold 1/3 over.  
This does not have to be exact.



3. Fold the other 1/3 over. It does not need to match up.



4. Glue top flap down.



5. Fold in half with seam on the outside.



6. Fold one side back



7. Fold the other side back.



8. From the side it looks like this.



9. Draw or cut and paste paper ears, eyes, nose, and tongue.



Name\_\_\_\_\_



Little



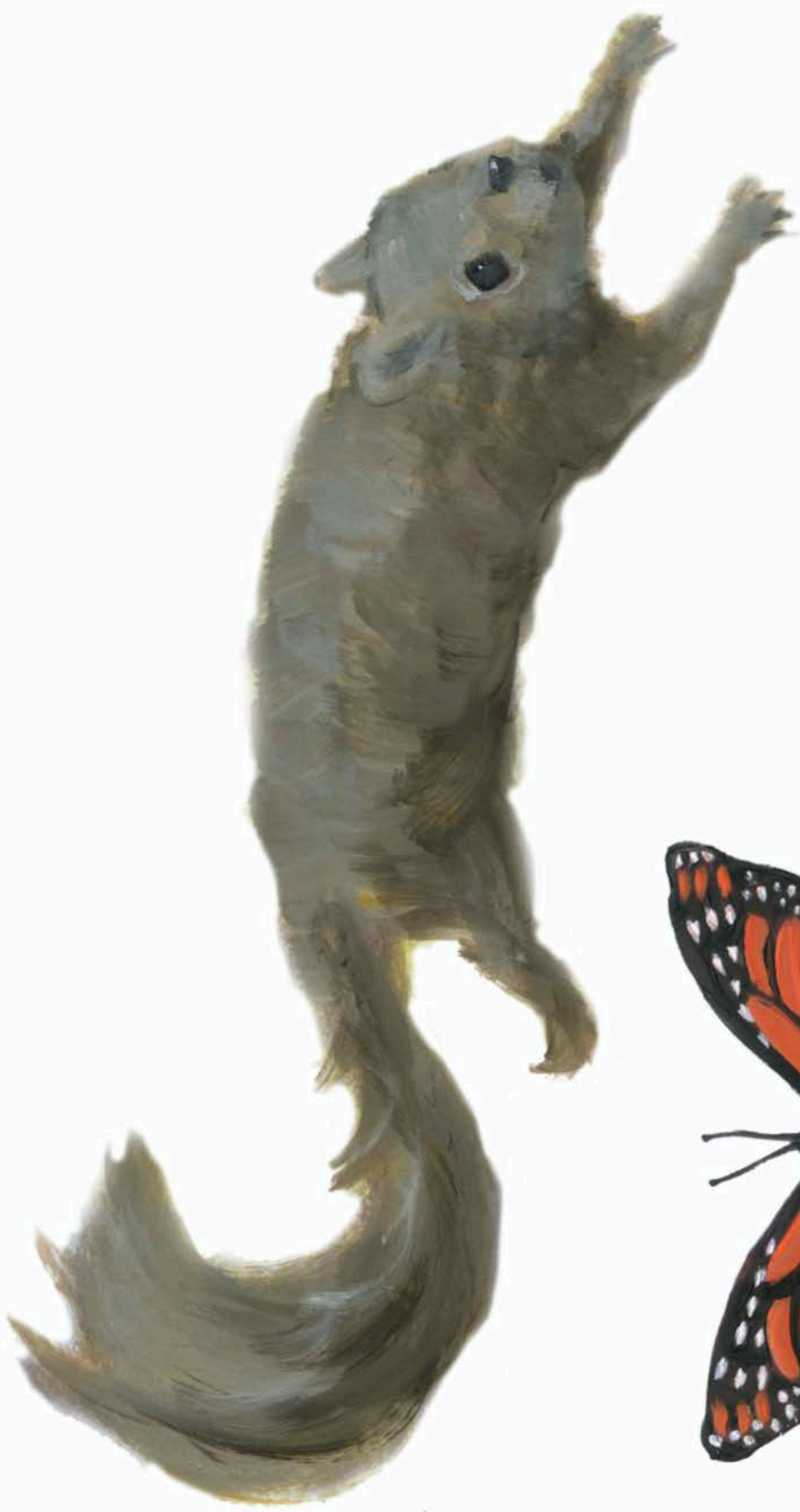
BIG

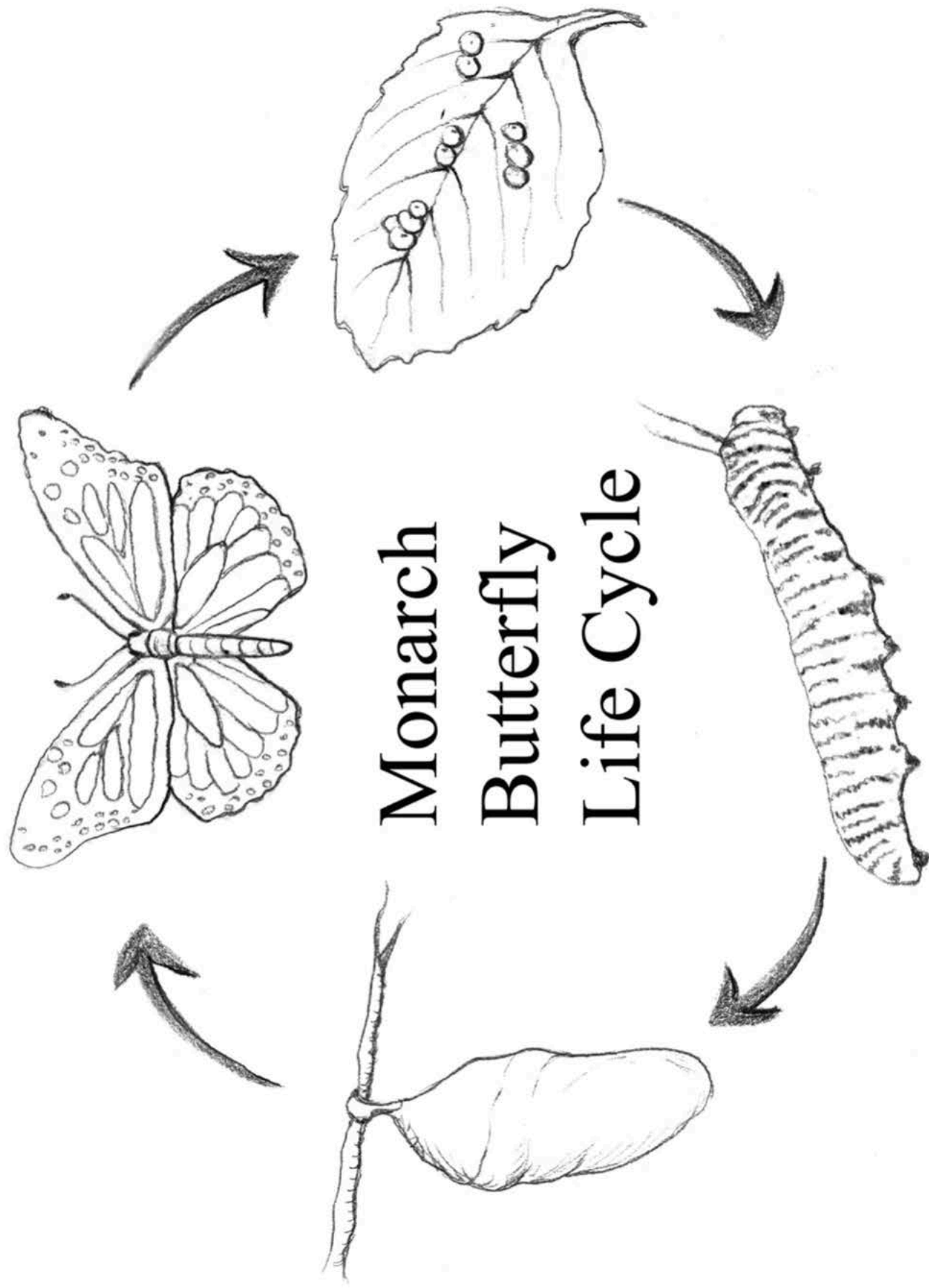


Compare and Contrast









# BIG

and Little

