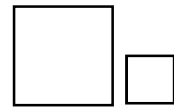





## Big and little

'Big' and 'little' are early concepts used to describe the size of objects. Use familiar routines and everyday situations to highlight target words (e.g. big/little bowls at snack time, big/little bubbles in the bath, etc.). Emphasise and repeat the target word and use gesture to emphasise the different sizes.



As with all concepts, it can be helpful to work on one at a time initially (e.g. 'big' vs. 'not big') before comparing two together (e.g. 'big' vs. 'little'). Understanding and using concepts can be supported using familiar props and objects you have around your home or setting. Some activity ideas are suggested below.

### Big/little:

- **Sorting game** – Collect pairs of different sized objects (e.g. big car, little car, big ball, little ball, etc.), as well as a big and little box. Sort the items into the correct sized container.
- **Shopping** – You will need pairs of big and little foods. Take turns to be the shopkeeper and customer, requesting different sized items (e.g. 'Can I have a big apple', 'Can I have a little banana'). 
- **Tea party** – Collect pairs of big and little items for a tea party (e.g. big/little spoons, big/little cups). Give directions such as 'Find a big spoon'.
- **Posting** – Make a post box out of a cereal box, use pictures or photos of pairs of big and little items and give your child simple directions. 
- **Roll a ball** – Use a big ball and little ball. Set up a goal and take turns to roll or throw the big or little ball into the goal.
- **Targets** – Use a big and little sized hoop or make your own targets using a big and little piece of paper. Use a bean bag or rolled up pair of socks and take turns to choose a big or little target to throw on to.
- **Drawing** – Have fun drawing big and little shapes. Make funny faces with big and little eyes/noses, etc.)
- **Playdough** – Use different sized cutters to make big and little shapes. Roll out big and little balls and sort them into piles. 
- **The Three Bears** – Read 'Goldilocks and the Three Bears' using props to act out the story (e.g. big bowl, little bowl, big spoon, little spoon).

Remember to *model* language. Make comments and describe to show your child how to use the concept you are working on.

Once your child becomes more familiar with the concept, try offering a choice (e.g. 'Is this the big book or the little book?'). This provides a model to copy, rather than simply testing your child.

Over time, they may be able to fill in a gap (e.g. 'This book is big, this book is...').

