

BIG AND SMALL/LITTLE

Show children **big** and **small** things in the classroom e.g. small bag/big bag; small chair/big chair. You could also get things like stones, flowers and leaves to the classroom to teach the concept of **big** and **small**.

Show a big book and say '**big** book'. Do the same for '**small** book'.

If the children know the word *elephant*, you could say *elephant*, then say *b...i...g*, stretching out your arms and showing the moving trunk and flapping ears. Use the words in the mother tongue for elephant and mouse otherwise. When you say the word for mouse, use your hands to show a tiny creature, make a squeaking sound and say *small*.

They should be able to point to the correct book if you put two books of different sizes on the table and ask:

Which is the **big** book?

Then they should be able to say big _____/small _____ depending on what they are talking about.

After some practice, children should be able to ask their classmates:

Which is the big book etc.?

All this does not have to be done on one day. Keep practising the words **big** and **small** after you introduce them. Keep using them for different things every day.

E.g. If you get potatoes to class after they have learnt names of vegetables, they could say big potato/small potato.

ACTIVITY

Keep a big box and a small box on the table.

Collect objects in pairs – one big and one small for this activity.

Some things which you could use are coins, spoons, buttons, beads and balls.

Each child gets a pair of things (e.g. a big ball and a small ball) to put in the boxes according to size.

You could draw pictures of fruits and other things that they are familiar with if you don't have the objects. You could even cut pictures from the newspaper to make cards for such activities.

Show the children what they have to do. Show them 2 balls of different sizes. Pick up the big ball. Say: *Big ball*. Say: *Big ball in the big box* and put it in the big box. Do accordingly for the small ball.

Let the children come up one by one. If a child is not able to say e.g. *big ball* and *small ball* on his/her own, you could prompt.

It's okay if they are not able to say *Big ball in the big box*.

Let them say *big ball* and *big box* at least.

<https://getupspokenenglish.com/wp-content/uploads/2025/04/11-1.mp4>

Big and Small | Compare Size | Opposites | Educational Videos for Kids | Math for Kids

•15-May-2017

Learning Time Fun

<https://getupspokenenglish.com/wp-content/uploads/2025/04/11-2.mp4>

Learn Opposites | Big & Small | Simple learning video for babies, toddlers, kids

•25-May-2017

Tiny Adventures TV

big basketball – small tennis ball/small mouse – big elephant/big whale – small fish/small balloon –
big hot air balloon/big ship – small boat

<https://getupspokenenglish.com/wp-content/uploads/2025/04/11-3.mp4>

Big And Small - Learning Songs Collection For Kids And Children | Happy Kids

•05-Nov-2014

HappyKids

This elephant is big, this little mouse is small.

This house is big, this bird house is small.

This dog is big, this little dog is small.

This cat is big, this little kitten is small.

My daddy is very big, I am very small.

<https://getupspokenenglish.com/wp-content/uploads/2025/04/11-4.mp4>

English for kids Book 1 - Lesson 4 - Level A - Friends

Learning English with Subtitles

Orson is a big dog.

Taco is a little dog.

Orson has a big collar/ball/bone/bark/bed.

Taco has a little collar/ball/bone/bark/bed.

Orson has a little friend.

Taco has a big friend.