

Big Fella - Before Reading

- ☐ Write or draw what you think the book will be about based on your teacher's introduction. (Primary Journal Entry)

- ☐ What are good questions to ask myself about a book before I start to read? (Intermediate Journal Entry)

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Glossary Terms: Audience, Point of View, Tone, Main Character

[References](#)

Big Fella

The main character in this story struggles when his imagination takes him away from working on his schoolwork during the school day. The teacher tells him, “Use your imagination, but wait ‘til school is done.” After you finish reading the story, write or illustrate what Ralphie could tell the teacher about what he learned about how to use his imagination outside of school. Include details from the story to help you explain.

Point of View: Ralphie

Audience: Ralphie’s Teacher

Tone: Excited to explain his experience

First...	Then...	Finally...

Optional: Change the Point of View, the Audience or the Tone of the activity to see how the result would differ from the original. Ask students to read their response with the designated Tone to allow them to see how the situation changes when the Tone changes.

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Big Fella - Extend Your Thinking

If Ralphie or one of the animals was telling someone about the imaginary journey into the jungle, how might Ralphie or one of the animals explain how they all worked together so they weren't scared of Big Fella? Write or illustrate what Ralphie might tell his friends about his imaginary experience. Use details from the story. In your group, decide:

Point of View (Who is telling your story?) _____

Audience (Who is hearing your story?) _____

Tone (How do they feel about what they are saying? Are they telling it secretly, excitedly, or some other way?) _____

First...	Then...	Finally...

Illustrate/Draw a picture of the characters telling your version of the story. Try to make their faces match the tone you used to tell the story.

Practice telling your story as a group. Perform your story to the class and see if they can figure out which character is telling the story and what tone they are using to show how they feel.

Reflect: Who did you work with today? Did you cooperate and work as a team? How did you feel about working as part of a group? Could you do anything different next time to make it go smoother?

Big Fella - Extend Your Thinking - Forced Choice 1

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[Suitable for Primary]

Ask the class to stand in the middle of the room on a line or forming a line.

Pose the question, “Did Big Fella do anything to cause a problem in the story we just read?”

Ask students to think their answer in their heads without shaking their head or nodding their answer.

Establish a location in the room for students who answer “YES” and for students who answer “NO.”

Ask students to move to the location of their answer. Use the ASL sign for lion to let them know when it is time for them to move to the location.

Read a statement from the book or show an illustration. Ask students to rethink the answer to the question based on the new information. If students change their answer, have them move to the location of their answer when you should the ASL sign for lion.

Continue this process until you have read the last statement you wish to use or you have shown the last illustration you have to show.

When you finish, depending on the ability of the students, either process the final answer using details from the book as a group to come up with a final conclusion or allow students in each group to appoint a spokesperson to share their reasoning with details from the book.

Ask students who switched sides to share which detail from the book caused them to rethink their initial answer.

End the activity by returning to a whole group and take marker to chart paper or dry erase marker to white board with the whole class and craft a statement that answers the question using capital letter for the start of the sentence, restating the question as the start of the answer, and using details to support the conclusion of the class. End it with proper punctuation. Allow students to assist as they are able with letter sound correspondence, initial sound, anticipating the next word or phrasing the answer.

Big Fella - Extend Your Thinking -Forced Choice 2

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[Intermediate] Pose the question: Based only on the details shared in the book we read, did Big Fella (the lion) do anything to cause a problem in the story? Use details from the story to support your answer.

This question may be answered in writing using state testing response format as practice in individual student journals, in partners or as a shared pen activity as a full class.

It could be processed using the Think, Pair, Share strategy working from individual, pair to large group.

It could be answered in a “forced choice” activity similar to the primary activity explained above, and if students are ready to take on the challenge, they can work as a team once they choose their answer to defend their answer by finding details within the story. After each side has presented one detail and explained its significance, students are given the chance to change their original answer and change sides. Proceed as in the primary activity and end the activity with students writing a persuasive piece to persuade the other side why their answer is correct using details from the story to support their decision, justify which detail is the most critical in determining the answer to the question, or any other spin you wish to take on responding to the activity in writing. It can be as simple as a journal entry with their answer in a complete sentence with at least two supporting details from the story that most convinced them that their answer is correct.

Big Fella - While You Read Activity [Suitable for Primary]

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Search for Big Fella

In this story the author has used the illustrations to hide a character on every page. It takes a little while to find him. When you see him on the page use the ASL sign for “lion” to show that you have found him!

[Teach the ASL sign for lion:

LION: The American Sign Language (ASL) sign for "lion"

The sign for "lion" uses a slightly-curved-5-hand to show the "mane" of a lion. Start at your forehead and pull the hand backward over your head.

LION:



<https://www.lifeprint.com/asl101/pages-signs/1/lion.htm#gsc.tab=0>

Big Fella - After You Read Activity

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(suitable for Primary, can be enjoyed by all ages!)

Rhythm-a-Rhythm-a-Ree

Many times authors and illustrators hide interesting things within the pictures on the page, and sometimes these pictures tell more about the story. After you read **Big Fella**, play the game *Rhythm-a-Rhythm-a-Ree* to see what you and your classmates observe within the illustrations of the story.

How to play:

The teacher starts to model the pattern. For this sample we will use the cover of the book, **Big Fella**. The teacher will look at the cover and decide on one thing to identify using clues to lead the students to find the item without actually telling them what it is. The teacher can make this as challenging or as easy as needed based on the experience of the students. The teacher can adjust clues to reinforce instructional content (colors, shapes, vocabulary words, etc.). Ideally, start by giving the most general clues and move to more specific clues, pausing after each to take one logical conclusion from a student based on applying the clues (facts provided) to the challenge. If the student gives a wild guess, go back to the clue(s). This activity teaches students to focus on the details and facts provided to lead to one correct answer. If there are several possible answers given the clues, talk about that, and then give the next clue that might differentiate between the two choices to decide on the best answer given the facts provided.

- Sample:
1. Teacher makes a big deal of scanning the book cover. (hint: do *not* allow your eyes to rest on the item right before you begin or students will figure it out without using the clues!)
 2. Teacher chooses the compass in Ralphie's hand as the item/object without announcing this fact.
 3. Teacher looks at the students and says, "Rhythm-a-Rhythn-a-Ree, I see something you can see and it is tan."
 4. Establish a hand signal that allows students to show that they are ready to use the clue to justify their conclusion. (ASL for Choose me, please; raised hand; raised hands made like binoculars to the eyes, etc.) This helps to teach students to think without blurting.
 5. Call on a student. Possible student answer, "I see a tan jacket on the boy." (Student has to identify the item and use the clue in a complete sentence.

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You may need to build up to this with modeling and allowing the student to first point and then repeat after you make the statement.

6. Teacher: “No, but good use of your clue! Rhythm-a-Rhythm-a-Ree, I see something you can see. It is tan and brown.”

7. Student called on who is showing he/she is ready, “I see a tan and brown lion!”

8. Teacher: “No, but good use of your clues! Rhythm-a-Rhythm-a-Ree, I see something you can see. It is tan, brown and round.”

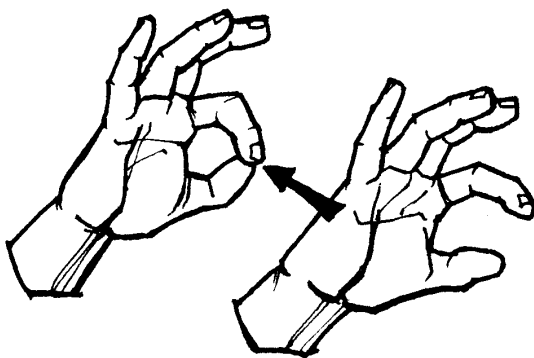
9. Student called on who is showing he/she is ready, “I see a watch that is tan around the outside, brown on the inside here and round in the boy’s hand!”

10. Teacher: “Yes, you have identified the object using the clues, but let’s look more closely at that object. Is it a watch? What would we look for to prove it is a watch.” Teacher continues to work with students to realize it is a compass and the reason the character would have a compass.

This game can be used before, during or after reading. It can be used with any topic, subject or location. If you are waiting in line and students are getting antsy, start up a game of Rhythm-a-Rhythm-a-Ree! The expectations for silent observation and the hand signal for being ready to be chosen are already established, so it works anywhere!

ASL for Choose Me, Please:

CHOOSE: Hold your right "open-F" hand (or dominant hand) out in front of you, palm forward. Then pull it back towards you a couple inches while changing the handshape from an open-F to a normal F-handshape.



<https://www.lifeprint.com/asl101/pages-signs/c/choose.htm#gsc.tab=0>

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ME: In general to do the sign that means "me" or "I" you just point at yourself or touch your index finger to your chest.



American Sign Language: "please"

The sign for "please" is made by placing your flat dominant hand over the center of your chest. Move your hand in a clockwise motion (from the observer's point of view, use a circular motion towards your left, down, right, and back up) a few times.



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Big Fella

Objective:

Students will understand teamwork and cooperation by discussing and writing about how people work together.

Warm-Up (5–10 minutes)

Read aloud: Big Fella

After reading, ask:

- How did the characters work together?
- Why is teamwork important?
- How did the characters feel when they helped each other?

Writing Activity Options:

Kindergarten (Drawing + Sentence Frame)

Prompt:

“Teamwork means _____.”

Students:

1. Draw a picture of people working together (building blocks, cleaning up, playing a game, etc.).
2. Complete the sentence using invented spelling if needed.

Sentence Frame Ideas:

- We work together when we _____.
- I can help my friends by _____.

1st Grade (2–3 Sentences)

Prompt:

“Write about a time you worked as a team.”

Students write:

- Who they worked with
- What they did
- How it felt

Example:

“I worked with my friend to clean up. We picked up the toys. It felt good to help.”

2nd Grade (Short Paragraph)

Prompt:

“Why is teamwork important?”

Students include:

- What teamwork means

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- An example
- Why it matters

Encourage use of words like:

help, share, take turns, listen, cooperate, together

BIG FELLA (Character development, Onomatopoeia)

*Draw your favorite animal and color it.

*What is the animal's name?

*Tell us about the animal. Is he nice? Is he hungry? What sounds does he make?

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