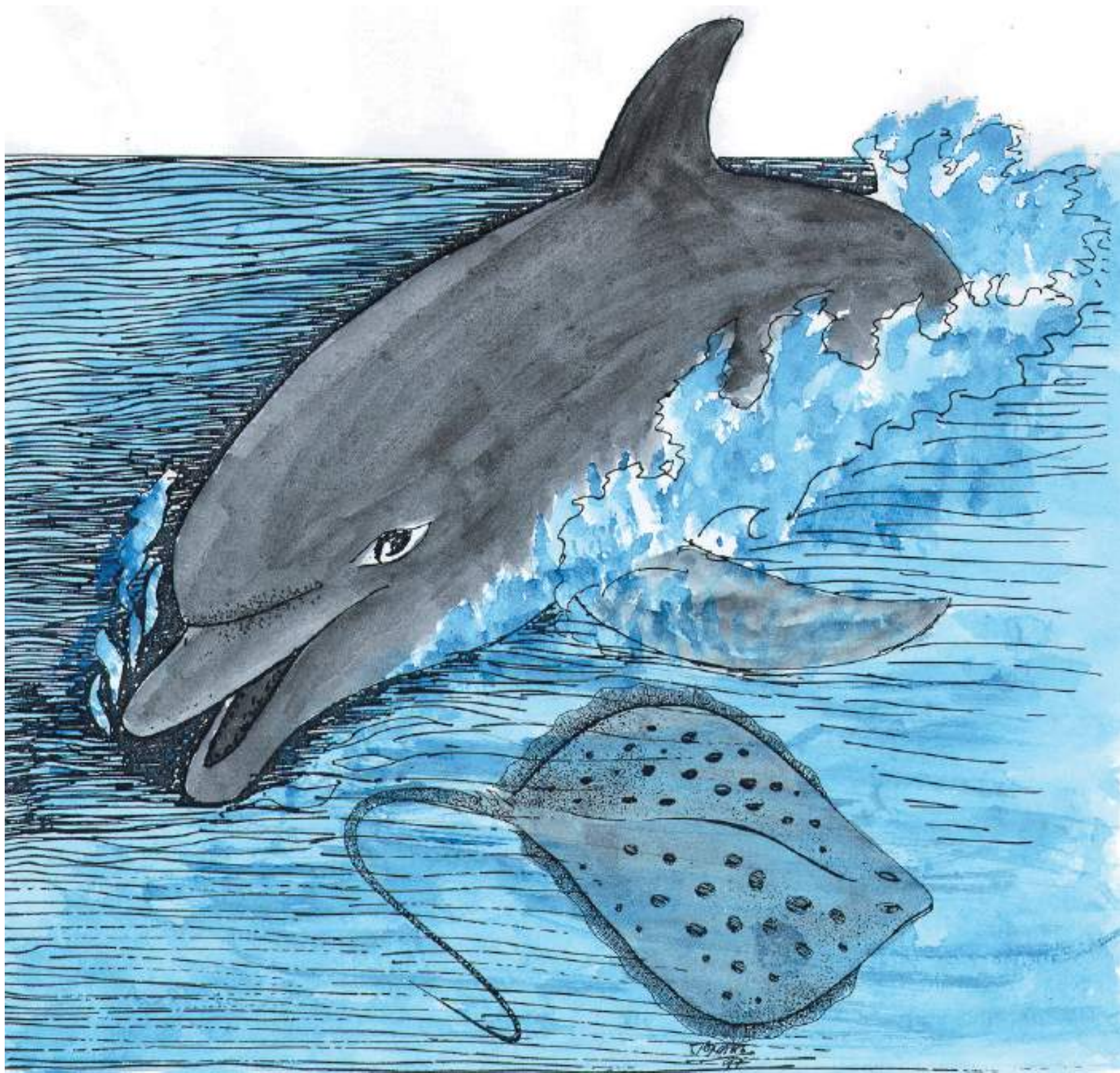


Who is the biggest?



By Jackson Onahikeni
Pictures by Stella Murray

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

Coordinated by Deborah Kole, Marie Quinn and Joanna Kelman
under the Literacy Programme Management Unit (LPMU)
within the Ministry of Education and Human Resource Development

Series editor: Marie Quinn

Development team: Joanna Kelman, Clement Balea, Sonia Basile &
Christopher Mali

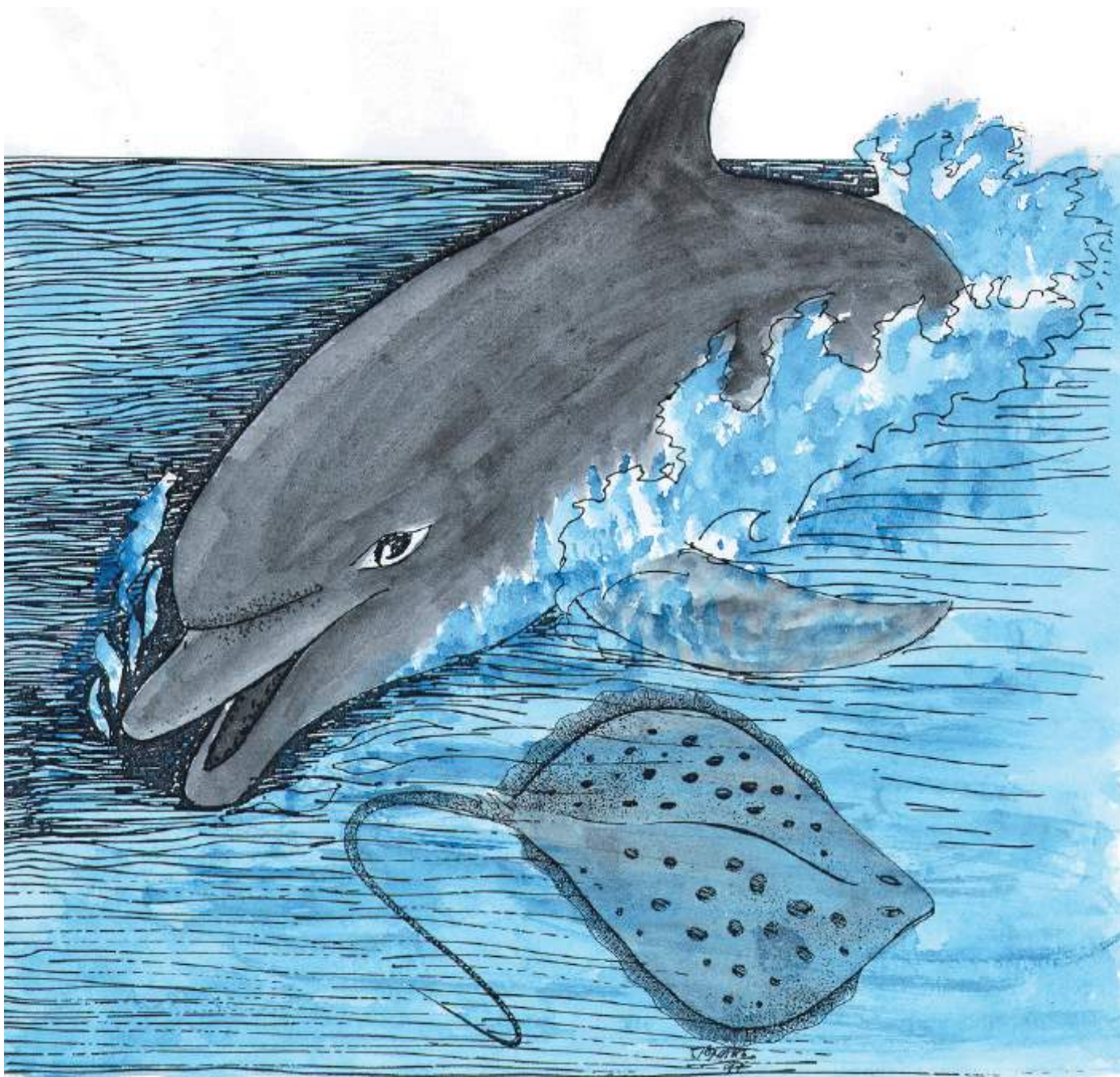
Teachers' Notes for this book: Sonia Basile

Book Code: Y1011T

©Copyright Ministry of Education and Human Resource
Development 2015

All rights reserved. Any parts of the book may be copied,
reproduced or adapted to meet local needs without permission from
the authors, provided that parts reproduced are distributed free for
educational purposes only. Written permission should be obtained
from the Curriculum Development Division if the book is reproduced
to make profit.

Who is the biggest?



by **Jackson Onahikeni**
Pictures by **Stella Murray**

**“I am the biggest,”
said the prawn.**

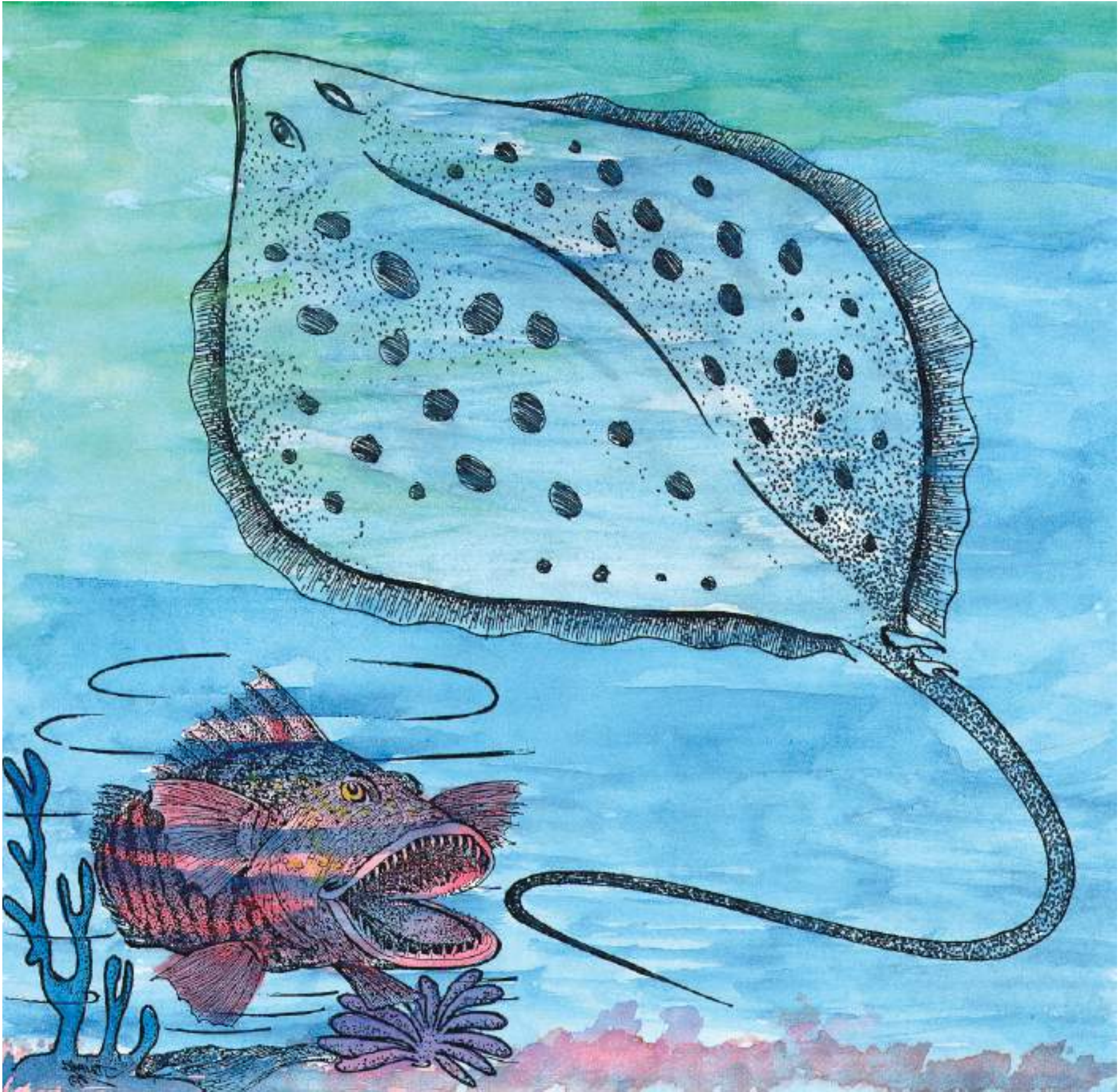


“No,” said the fish.



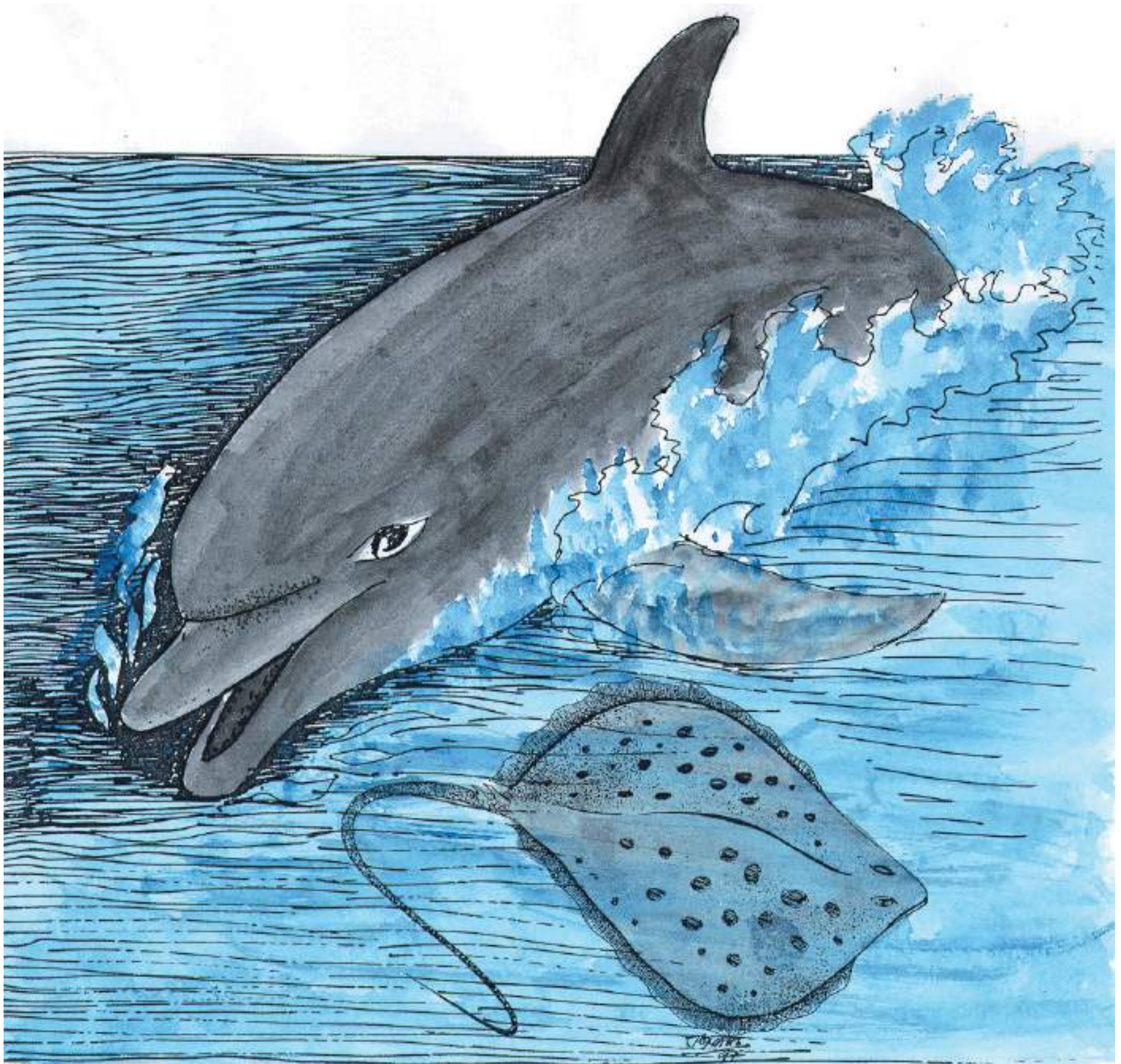
“I am bigger.”

**“No,” said the
sting-ray.**



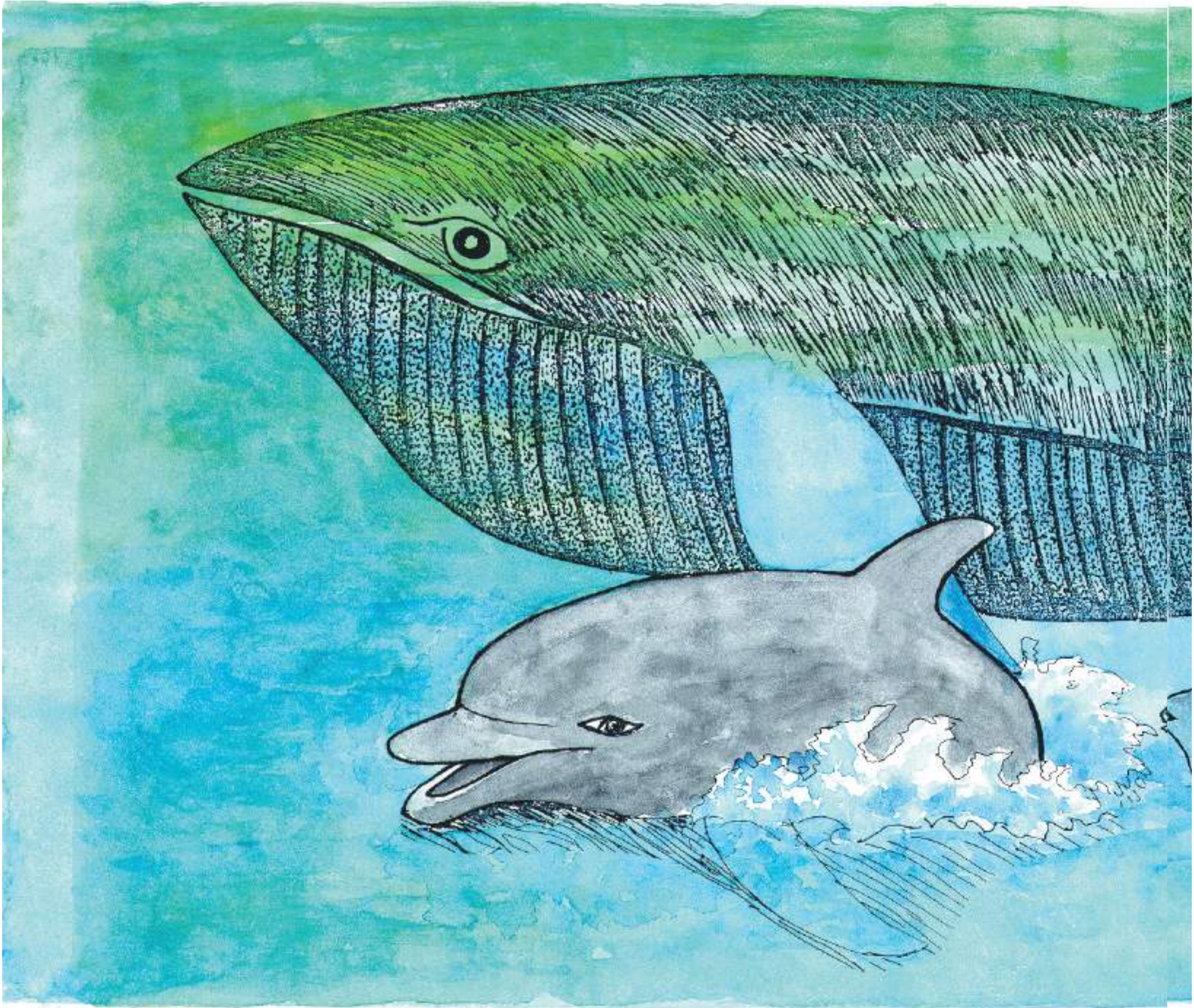
“I am bigger.”

**“No,” said the
dolphin.**



“I am bigger.”

**“No,” said the
whale.**



“I am the biggest.”



Text:	<i>Who is the biggest?</i>
Level:	Year 1
Message:	People want to be the biggest!
Discussion focus:	Comparing sizes
Vocabulary focus:	Animals
Print focus:	Speaking marks
Letters and sounds:	<i>w, n</i>
Writing opportunity:	New story using animals

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Tell the learners: <i>This story is called Who's the biggest? It is about fish and animals that live in the sea. This story is a little bit funny because the animals are talking to each other. In the story, the animals are having an argument about who is the biggest.</i> Ask the learners to tell you some creatures they know that live in the sea. Then ask them to think about which creature is the biggest.</p> <p>Now open the book and look at the pictures. On each page, point to the animal in the picture. Say the English name for this animal and point to the word on the page. On p. 2, explain that the prawn says that he is the biggest. Point to the word <i>biggest</i> on the page and teach the word in English, explaining its meaning. Point to the word <i>bigger</i> on p. 3 and show the difference: explain the difference between <i>bigger</i> and <i>biggest</i>.</p>	V/P + E	1.3.3.1 1.4.1.4 1.6.2.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Read the spoken parts with expression, saying the word <i>No!</i> strongly and stressing the word <i>I</i> when you say <i>I am the biggest</i>.</p>	E	1.6.1.1
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book and look at each page. Ask the learners to name the animal on each page and remember what each animal said. At the end of the story, ask the learners to tell you who was the biggest animal in the sea.</p>	V/P + E	1.4.1.2
<p><u>Responding to the story: Talking by the learners</u></p> <p>Talk about how all the creatures in the story (except for the prawn) were bigger than at least one other animal. Ask the learners to think about their families. Ask the learners to think about a person in their family who they are bigger than. Let them share their answers by saying (in V/P or English) <i>I am bigger than my ____</i>. Now ask the learners to think of who is the biggest person in their families. Let the learners share their answer with a friend then choose a few learners to share their answers with the class.</p>	V/P + E	1.3.1.2

<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Start by turning the pages of the book and asking the learners to tell you what happened on each page. On each page, revise the names of the animals and see if the learners can remember what each animal said. Turn to p. 3, and point to the word <i>no</i>. Tell the learners that today they will read the word <i>no</i>, where it appears in the story.</p> <p>Now read the story, letting the learners join in for the word <i>no</i>. Make sure the learners watch as you read and point to each word, so they are looking at the word <i>no</i>, when they read this part.</p>	V/P + E	1.3.2.2 1.6.1.1
<p><u>Focus on vocabulary: Comparatives and yes/no answers</u></p> <p><i>Preparation:</i> For this activity, you will need flashcards with the words <i>bigger</i>, <i>yes</i> and <i>no</i></p> <p>Start by showing the learners the word card for <i>bigger</i>. Show them how to read this word and practice reading it together. Now write this sentence on the board: <i>Are you bigger than a ____?</i> Placing the word card for bigger in the sentence. Now write in the name of an animal at the end of this question (eg. <i>Are you bigger than a gecko?</i>). Read the question to the learners and explain its meaning in V/P.</p> <p>Now say: <i>If I want to answer this question in English I can say yes or no.</i> Show the learners the word card for <i>yes</i>, practice reading the word together. Do the same for the <i>no</i> word card. Stick up these two cards on the board. Now decide which word they will say to answer the question (yes) and read this word together.</p> <p>Now erase the animal word in the question and write a new animal in the space (eg. <i>Are you bigger than a lion?</i>) Now read this question to the learners. Ask the learners to point to the word (yes or no) that answers the question and let them practice answering the question. Repeat this by writing in new animal names, reading the question to the learners and asking them to point to, and read the correct answer (yes or no).</p> <p>Once learners are familiar with this, let them suggest some animals to write in the question and let them join in as you read each question.</p>	E + V/P	1.6.2.6 1.4.2.4

ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask learners to focus on the animals on each page: as you read it, they say who is speaking....leave a space at the end of the sentence for learners to give the animal. Show them how they can look at the picture to help them read the word.</p>	E	1.4.1.2
<p><u>Focus on print: Speaking Marks</u></p> <p>Turn back to p. 2 and point to the speaking marks in the text. Remind the learners that they saw the same marks in the book <i>Have you seen the crocodile?</i> Explain: <i>These marks tell us that someone is speaking.</i> Turn the pages of the book. Ask the learners to find the speaking marks and tell you who was speaking on each page. Now say <i>Listen while I just read the words that are the speaking words.</i> Now divide the class into five groups and assign each group an animal from the story (<i>prawn, fish, sting-ray, dolphin, whale</i>). Tell the learners that when it is their turn, they will read the spoken parts for their animal ('No' 'I am bigger/I am the biggest'); the teacher reads the other parts. Make sure that the learners are looking to see the words inside the speaking marks. You can use a finger or pointer to show the learners the correct parts.</p>	E + V/P	1.4.2.5
<p><u>Focus on Sounds/Letters: initial w</u></p> <p>Making the letter: Turn to p. 6 and point to the word <i>whale</i>. Point to the first letter and tell the learners that this is the letter w. Write the letter w on the board (or on big paper). Now trace your finger over the letter, explaining (in V/P) how to make the shape as you trace: <i>start at the top and go down then curve it up, then go down again and curve up.</i> Let the learner practice making the shape, this time tracing the letter on the palm of their hand, then on their friend's back. Look around the room to see if there are any examples of w. Try other books that they have read.</p> <p>Making the sound: Say the word <i>whale</i> carefully, emphasising the w sound at the beginning. Say some more words that start with the letter w (<i>window, wake, water, wind</i>). Now ask the learners to think of some more words that begin with the w sound.</p> <p>Write a w word on a piece of paper, one for each group of learners. Let them illustrate the word and put together in <i>The W Book</i>. Learners can use in the classroom library.</p>	E + V/P	1.7.2.1 1.1.2.1
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Start by revising the names of the different animals. Ask for a learner to volunteer to read each animal. Let these volunteers take turns to read the page.</p>	E	1.6.1.1
<p><u>Sounds and Letters: initial n</u></p> <p>Making the letter: Look at the letter n at the end of the word <i>prawn</i>. Call this n and trace the letter, using a description: <i>start at the top and go straight down then go back up to the top and round and down again.</i> Ask the learners to find any other n in the book. Contrast it to the h on p. 3 and show how they are nearly the same but different. Make n in the air and then on their hands. Look for other n letters around the room.</p> <p>Making the sound: Show the word <i>No</i> throughout the book. This is the capital letter, but focus on the sound <i>nnn</i>. (Be careful that you do NOT say <i>na</i>, just the <i>nnnn</i>). Ask the learners to think of any more words they know that begin with the <i>nnn</i> sound. Make a list of these words (eg. <i>night, net, nothing, nine, nest, ngali nut</i>. You could make <i>The N Book</i> using words that the learners have illustrated.</p>	E + V/P	1.7.2.1 1.1.2.2 1.4.2.3
<p><u>Focus on animals and size: bigger than</u></p> <p>Ask learners to suggest animals and write these on cards. Some could be those used in the Day 2 activity. Make sure the learners recognise the words. Now turn the cards upside down and mix them around. Ask a learner to pick up 2 cards and read out the animals. The learners then decide which one is bigger and make the sentence <i>A _____ is bigger than a _____.</i> (eg. <i>A gecko is bigger than an ant.</i>). You should write up a couple of sentences to model the construction, but make this an oral activity with different cards. Let learners return and pick up other cards to make new sentences. Later, display all the cards and let learners choose some sentences to write about animals.</p>	E + V/P	1.3.3.1 1.6.2.6 1.4.2.4
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Give learners copies of the book to share. Give them some time to read with each other.</p>	E	1.4.3.1
<p><u>Shared Writing</u></p> <p>Tell the learners: <i>We are going to write a story like Who is the biggest? using some of the animals from the last lesson.</i> Choose 4 cards and line them up, smallest to biggest. Think about what the first one would say, thinking it is the biggest. Use the book to help structure the story. Use the same title - <i>Who is the biggest?</i> – but using new animals. Make a class book, eg.</p> <p style="text-align: center;"><i>Who is the biggest?</i></p> <p style="text-align: center;">“I am the biggest,” said the gecko.</p> <p style="text-align: center;">“No,” said the frog.</p> <p style="text-align: center;">“I am bigger.”</p> <p style="text-align: center;">“No,” said the lizard.</p> <p style="text-align: center;">“I am bigger”.</p>	E + V/P	1.7.1.4 1.9.1.4 1.3.1.4

<p>"No", said the pig. "I am bigger". "No," said the cow. "I am the biggest."</p> <p>Ask learners to illustrate the book for the class library. Some learners might be able to make their own new book in a group.</p>				
--	--	--	--	--

Other activity: Learners could make sentences about who they are bigger than *I am bigger than my brother.* etc.

