



Little Big Teacher's Notes

Written by Jonathan Bentley
Illustrated by Jonathan Bentley
Published by Little Hare, November 2013

SYNOPSIS

A story about a little boy who has little legs, little hands and a little mouth, but he does not wish to be little.

He desperately wants to have big legs like a giraffe so he can beat his older brother up the hill. He wants to have big hands like a gorilla so he can open the cookie jar and eat as many cookies as he wants. He wants to have a big mouth like a crocodile so he can tell his big brother to go to bed early.

This little boy believes that being little is no good and being big is better. But then the little boy realised that if he were big he would not be able to do things that he can do now. Things like ride in his trailer behind his brother's bicycle, he would not be able to eat cookies in his little playhouse, and he would have nobody to tell him funny stories after dinner. The little boy now thinks that being little is something great! He can fit in the trailer, fit into the playhouse and hide from monsters all because he has 'little legs, little hands and a little mouth'. He is 'perfectly little'.

THEMES

Envy
Independence
Family
Compromise
Competition



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COMPREHENSION

What body parts of the little boy are little?

What does the little boy want to be?

Do you think the little boy wants to be more like his brother? Why?

Have you ever wanted to beat someone in a race?

Why does the little boy want to be bigger? What does he want to do if he is bigger?

What animal does he want to have legs like? Why does he want big legs?

What would the little boy be unable to do with big legs?

What animal does he want to have hands like? Why does he want big hands?

What would the little boy be unable to do with big hands?

What animal does he want to have a mouth like? Why does he want a big mouth?

What would the little boy be unable to do with a big mouth?

What is the little boy scared of when he hides in his little playhouse?

When the little boy realises that being little is perfect (and he likes it after all), why does he like it?



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ACTIVITIES

1. Talk to the class about what it means to want to be bigger and older. Discuss the reasons people might want to be bigger, ask the class to think about a time in their own lives when they have wanted to do something that they can't because they were too little. Maybe they couldn't reach something up high, or go on a ride that they were not tall enough. Ask the students to write a journal entry about this experience that details why they felt this way and what helped them to feel better (or what might help them to feel better if they are still feeling this way).
2. Ask the class to discuss a time when they have tried very hard to do something (like open a cookie jar) but they just can't because of a physical barrier (like being little) and how they went around this problem. Did they ask an older sibling? Did they ask a parent? What did they say?
3. For every animal that the little boy wants to be like, there is a reason that he thinks it would be better and there is also a reason that he thinks it would *not* be better. As a class go through the book and write these reasons down, then get students to pretend that the little boy gets to be bigger like one more animal eg. (Bigger teeth like a shark). Get them to draw a picture of that animal and write a caption that gives a reason why the little boy might like to be like that animal. Also ask them to write what the little boy might not be able to do if he were like that animal.
4. Have a close look at the illustrations in the book, and talk about why the little boy is always looking up to his brother. Talk about if the class have older or younger siblings and how they get along with them. Ask them to write down if they do the same as the little boy in the illustrations, like whether they go through their older siblings school bag and want to eat what they are eating. Discuss if it makes them feel older and why they want to feel older like their siblings. This could be a good opportunity to get the class to draw a picture of someone they look up to and want to be like. They can write down who this person is and why they want to be like them. What does this person do that they want to do?
5. Ask the class if they have had the opposite happen – have they out grown anything that they used to love and are now too big to fit in? For example, the Gorilla is too big to play in the playhouse. Do they have something that someone else can do that they are too big for now?

