

FEE FI FO FUM

The word “big” is what we call an early concept word. These are simple but important words that help children begin to describe the world around them and understand how things relate to each other.

Concept words like big, small, hot, cold, up, down or in, out are usually learned early on because they are used often in daily routines (e.g. “big spoon,” “big shoes,” “big step”) and easy to show and act out, which helps children learn them through play. These are the building blocks for understanding more complex ideas later on.



EQUIPMENT

You will need:

- A collection of everyday objects or toys in pairs
- A selection of baskets, boxes, or bags to hide the items in
- Optional: A big pair of wellies to pretend to stomp like a giant

OTHER WAYS TO PLAY

‘There are lots of opportunities to talk about BIG in activities and when you are out and about:

- When you see something big, talk about it. E.g. “Look a BIG bus.”
- Play with big and small boxes in a sandpit or water tray. Talk about filling the BIG box with sand
- Make a “Big and Small” photo book with pictures of objects or family members!

REMEMBER, make sure your child is secure with understanding and using ‘BIG’ before you add in ‘small’ or ‘little’

HOW TO PLAY

Make sure you have pairs of big and small items. Try to make these as different as possible so that the size difference is really obvious.

Introduce the Concept

- Show your child a big item and a small item.
- Say: “This is big... and this is not big’ (shake your head with ‘not big’) We try to avoid using the word ‘small’ or ‘little’ at this point as teaching opposites together makes it trickier to learn. If you are using some big wellies / shoes, these are so you can talk about a giant being big and needing big shoes/wellies.

Hide each of the things in different boxes, bags, baskets around the room, house, classroom.

- Ask your child to find the big one from a pair. E.g. - “Can you find the big spoon?” “Where’s the big ball?” Your child can on the big boots to stomp like a giant, whilst you say ‘fee fi fo fum, where’s my BIG spoon?’ etc. If you are not using wellies, you can make it into a facing game.

If your child brings back a big item, model the vocabulary, ‘wow you found a BIG spoon.’. If they bring a small item, model, ‘that’s not big’ and place next to you.