

Connecting Literature and Math

#10: *The Biggest Boy* by Kevin Henkes, illustrated by Nancy Tafuri

Introduction	<p>In <i>The Biggest Boy</i> by Kevin Henkes, illustrated by Nancy Tafuri, Billy is a growing boy who can do many things for himself. He declares that he will be the biggest boy in the world and begins to imagine all of the big things that will be smaller than he is.</p>
Content Standards and Benchmarks	<p>Content Standard: Algebra</p> <ul style="list-style-type: none"> • Classifying • Describing change <p>Content Standard: Measurement</p> <ul style="list-style-type: none"> • Using standard units such as inches, cups and pounds and standard tools such as rulers, thermometers, scales and measuring cups <p>Benchmarks will be included for each activity</p>
Materials to Collect and Make	<ul style="list-style-type: none"> • Make a Big and Little Sorting Mat (See Attachment #1: Big and Little Sorting Mat). Copy on cardstock, laminate and cut out. • Make a Feely Box using an empty oatmeal box (or plastic container similar to that size) and an adult sock. Pull the sock completely over the container. Place items for the children to feel inside the container. • Collection of big and little objects and container • Adding machine tape • Measuring tape • Make two signs and place in block center: Park Big Cars and Trucks Here and Park Little Cars and Trucks Here. (See Attachment #2 – Park Big & Little Cars and Trucks Here) Copy on cardstock, laminate and cut out.
Story Presentation	<p>Benchmarks: 3.1 Shows enjoyment of books and stories and discussion of them 3.5 Understands that print conveys a message 5.8 Participates in group discussion</p> <p>Book: <i>The Biggest Boy</i> by Kevin Henkes, illustrated by Nancy Tafuri</p> <p>First Reading of <i>The Biggest Boy</i></p> <ul style="list-style-type: none"> • Be familiar with the book, <i>The Biggest Boy</i>. • Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.) • Invite children to look at the cover and describe who and what they see. What do they think the boy is doing? • Read the story so all children can see the pictures in the book. • Follow up the reading by rereading the first 3 pages that describe things that Billy can do. Invite children to discuss some of the things they can do. Can they do all of the things that Billy can do? Can they do even more things than Billy can do?

	<p>Second Reading of <i>The Biggest Boy</i></p> <ul style="list-style-type: none"> • Show the cover, give title, author and illustrator. • Read the story so all children can see the pictures in the book. • Follow up the reading by showing the pages and allowing children to retell the story by looking at the pictures. <p>Additional Benchmark: 3.2 Uses picture cues to tell a story</p> <hr/> <p>Third Reading of <i>The Biggest Boy</i></p> <ul style="list-style-type: none"> • Show the cover and ask children to recall the title of the book. • Give the author and illustrator and ask children if they remember what each does. Give them prompts if necessary. • Read the story so all children can see the pictures in the book. • Follow up by inviting children to discuss what they could do if they were the biggest boy or the biggest girl in the world. <p>Additional Benchmark: 5.6 Uses words to communicate ideas</p>
<p>Additional Language Activities</p>	<p>Benchmarks: 2.10 Explores and manipulates art media 3.4 Understands that print conveys a message</p> <p>Activity: Create a Biggest Boy and Biggest Girl Book</p> <p>Materials: paper (1 sheet per child and 1 sheet for cover), felt tip marker, hole punch and rings, ribbon or yarn for binding</p> <p>Directions:</p> <ul style="list-style-type: none"> • Write at the bottom of each child's page the following: _____(name of child) said, "If I were the biggest boy" or "If I were the biggest girl" in the world I could _____. • Recall with children some of things Billy said he could do if he were the biggest boy in the world. • Explain to children that you will visit with each of them while they are in learning centers and invite them to help write a story about what they would do if they were the biggest boy or girl in the world. Ask them to be thinking about what they want to write on their page. • Visit with each child and invite them to write their name (if they are able) and then complete the sentence on his/her page. • Read the sentence back with the child. • Suggest that each child take his or her page to the art center and draw a picture to illustrate the story. Remind them that the illustrator is the person who draws the pictures in the book. • Collect pages and put them together to create a book. Bind the book by punching holes and fastening with rings or tie with yarn or ribbon. • Read the book with the all of the children; inviting each child to help you read his or her page. • Place the book in the library center.

Name _____

"If I were the biggest boy in the world I could

_____".

Name _____

"If I were the biggest girl in the world I could

_____".

Benchmarks: 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship
3.22 Makes comparisons (scientific process: comparing)

Activity: My How I Have Grown

Materials: adding machine tape, marker, measuring tape

Directions:

- Ask families to let you know the height of their child at birth.
- Prepare strips of adding machine tape approximately 6" longer than the child is tall (one strip per child).
- Tape the strip of tape vertically to the wall.
- Involve children in writing his or her name on the tape.
- Invite children to show you with their hands how tall they think they were when they were born.
- Involve children in using the measuring tape to measure their height at birth and mark that height on their individual strip of adding machine tape. Add the date of the child's birth.
- Use the measuring tape and help children measure his or her height. Record the child's height next to the mark. Add the date.
- Invite children to talk about why they think they have grown. Guide them to include nutritious foods (name some), rest/sleep, exercise, play, people who take care of them, and medical care.
- Send home a note to each family with the following information:
(Child's name) was _____" long at birth.
He/she is now _____" tall.
My, how he/she has grown.

Teacher Note: *Do not compare the children's heights.*

Benchmarks: 3.14 Demonstrates the ability to order and sequence
5.10 Follows directions in sequence

Activity: Simon Says

Materials: none

Directions:

- Play the “Simon Says” game in which Simon (teacher) tells children to take steps in different sequences. For example:
Simon says, “Take 2 giant steps and 1 tiny step.”
Simon says, “Take 1 tiny step and 3 giant steps.”
Simon says, “Take 4 giant steps, then stop.”
- Add 3 commands in sequence as children are ready. For example:
Simon says, “Take 2 giant steps, turn around and take 1 baby step.”
Simon says, “Take 1 tiny step, 2 giant steps, and 2 tiny steps.”

Teacher Note: *Consider playing this game outdoors where there may be more room for movement.*

Teacher Note: *With 3 and 4 year old children always say “Simon Says” because many of them may not be ready to understand they are not to move unless “Simon Says.”*

Benchmark: 3.10 Classifies objects by physical features such as shape or color

Activity: Sorting Big and Little Objects

Materials: Big and Little sorting mat (See [Attachment #1: Big and Little Sorting Mat](#)), assortment of big and little objects: 1 big and 1 little shell, 1 big and 1 little cup, 1 big and 1 little glove/mitten, one big and one little sock, 1 big and 1 little book

Directions:

- Place the sorting mat and the assortment of big and little objects in a container.
- Involve a small group of children (3 to 5) in this sorting activity.
- Place the mat on the floor or table facing the children.
- Allow the children to explore the big and little objects. Listen for their comments. Do they talk about the little shell and the big shell?
- Select a pair of the items, show them to the children and ask them what they notice about the items. If they need prompting, ask “Are they the same size?”
- Place the big and the little items on the appropriate mat, explaining what you are doing. Read the words on the mat.
- Invite children, one at a time, to select two items from the container, one big and one little, and to place them on the mat where they belong and to explain why they did this.

Extension Activity: Sorting Cards

- Have an assortment of cards with big and little objects on them; for example, a big house and a little house, a big ball and a little ball.
- Using the sorting mats, involve a small group of children in sorting the cards just as you did with the concrete objects.

Teacher Note: *Begin with concrete objects for sorting, then add the sorting of pictorial representations of objects.*

Teacher Note: *Involve children in additional classification activities such as objects that are hard and soft.*

Teacher Note: *Involve all of the children in the group in these activities.*

	<p>Benchmarks: 3.10 Classifies objects by physical features such as shape or color 3.20 Uses senses to learn about the characteristics of objects (scientific process: observing)</p> <p>Activity: Big and Little Feely Box/Bag</p> <p>Materials: (See Attachment #1: Big and Little Sorting Mat, big and little sorting mat, feely box or bag, an assortment of big and little objects, such as: 1 big and 1 little shell, 1 big and 1 little ball, 1 big and 1 little block, and 1 big and 1 little rock.</p> <p>Directions:</p> <ul style="list-style-type: none"> • Place the assortment of big and little objects in a container. • Involve a small group (3 or 4) of children in this activity. • Invite children to explore the objects. Listen to their comments. Do they talk about the big shell and the little shell? • Select a pair of the objects and ask them what they notice about them? If they need prompting, ask “Are they the same size?” • Explain to children that you are going to put the objects in the bag and they will take turns reaching in the bag and feeling an object and saying what it is. Then they will bring the object out of the bag. Were they correct? • Ask the child to name the object and say whether he or she thinks it is the little or the big shell, for example and place it on either the little or big sorting mat. • Have the child to again reach into the bag and find the matching object and bring it out of the bag. Was the child correct in what he or she said about the size of the first shell brought out of the bag? • Invite the child to place the objects on the correct sorting mat. • Continue this activity, giving each child a turn. • Explain to children that the game will be placed in the Discovery/Science Center for them to use when they are in learning centers. <p>Teacher Note: <i>Involve all of the children in the group in this activity.</i></p>
<p>Learning Environment</p>	<p><u>Art Center</u></p> <ul style="list-style-type: none"> • Add markers and colored pencils <p><u>Discovery/Science Center</u></p> <ul style="list-style-type: none"> • Add Big and Little sorting mats and cards • Add Big and Little sorting mats and objects to sort • Add Feely Box <p><u>Block Center</u></p> <ul style="list-style-type: none"> • Add big and little vehicles • Make two signs and place in block center: Park Big Cars and Trucks Here and Park Little Cars and Trucks Here. (See Attachment #2 – Park Big & Little Cars and Trucks Here) <p><u>Dramatic Play</u></p> <ul style="list-style-type: none"> • Place big and little dolls, cups and plates in the center. <p><u>Music Center</u></p> <ul style="list-style-type: none"> • Place big and little drums in the center.

<p>Transition Activities</p>	<ul style="list-style-type: none"> • Involve the group in using giant steps or tiny steps as they transition as a group to the playground, for example. • Involve children in holding the moon in their hands as they transition individually to the next activity, or transition as a group to and from the playground, for example.
<p>Family Connection</p>	<ul style="list-style-type: none"> • Invite families to let you know the length of their child at birth. • Send home the “My How I Have Grown” note. Suggest that families discuss the note with the child.
<p>Additional Books</p>	<p>Dunbar, Joyce. <i>Very Small</i>. Miller, Margaret. <i>Big and Little</i>. Miller, Margaret. <i>Now I'm Big</i>.</p>
<p>Assessment Ideas</p>	<p>Refer to page 5 of this guide, Activity – Big and Little Feely Box/Bag for an activity to assess children in the following concepts and benchmarks:</p> <p>Content Standard: Algebra</p> <ul style="list-style-type: none"> • Classifying • Relationships – comparing and relating <p>Benchmarks</p> <p>3:10 Classifies objects by physical features such as shape or color 3:20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)</p> <p>To assess:</p> <ul style="list-style-type: none"> • Invite a small group of children to join you in the Big and Little Feely Box/Bag activity. • Assess children’s competence by listening to their comments and responses to your questions and your directions