



How BIG IS A FOOT?

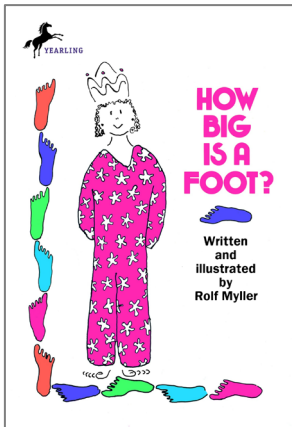
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional Prompts if needed,
- Evaluate and
- Expand your child's answers, and
- Repeat the prompts.

ABOUT THIS BOOK



How Big is a Foot? is a book written and illustrated by Rolf Myller. The King wants to give the Queen something special for her birthday. The Queen has everything except a bed. The trouble is that no one knows how **big** a bed is because beds have not been invented! The Queen's birthday is only a few days away. How can they figure out what **size** the bed should be?

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Expanding | Math

How Big is Foot?

By Rolf Myller



Complete a sentence

"The bed must be 3 feet wide and 6 feet _____ (long)."



Recall

"Why was the bed too small?" (apprentice in jail page)



Open-ended questions

"How do they make sure the bed is big enough to fit the Queen?" (King's foot)



WH questions

"What did the apprentice do differently?" (measured the King's foot)



Distancing questions

"How big is your bed?"

STEM Words & Ideas to Explore

- Size
- Measurement
- Counting





How BIG IS A FOOT?

ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

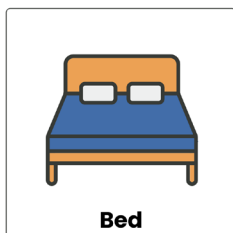
Select corresponding items and place them in a container or a box. Items may include:

- Toy bed
- A big and small shoe
- Braille number blocks

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children with sensory challenges

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Bed

Pictures, Symbols, Signs, or Icons:

- Select pictures that correspond to items, objects, or animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



How BIG IS A FOOT?

VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

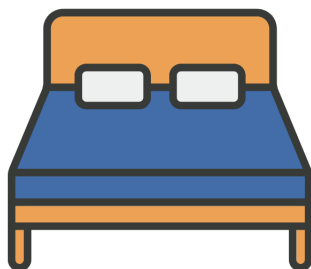
1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

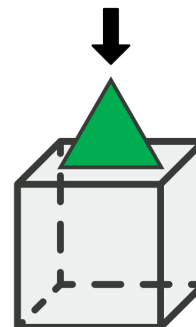
[A Guide to Visual Supports.](#)



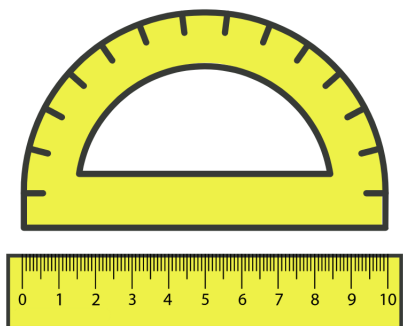
Foot



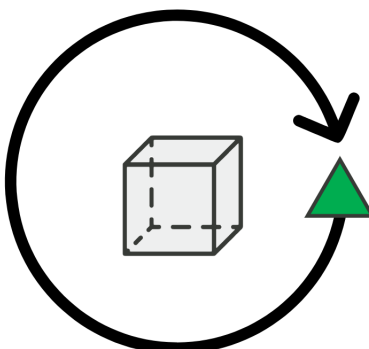
Bed



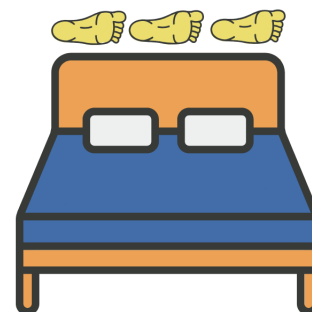
On



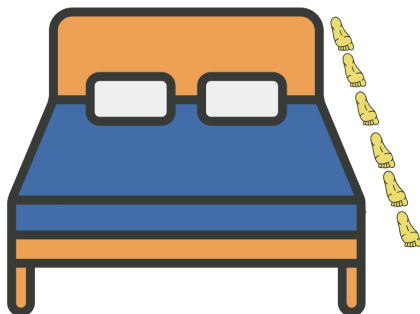
Measure



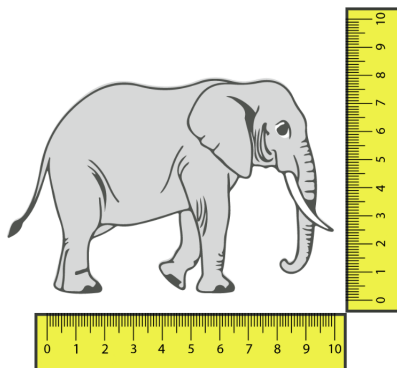
Around



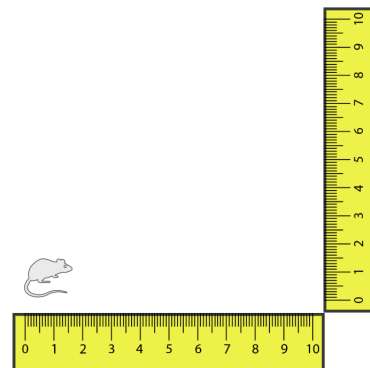
3 feet wide



6 feet long



Big



Small



How BIG IS A FOOT?

ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

MEASURING OBJECTS

Description: Help your child recognize **length** by **measuring** or **counting how many** of each item are needed to **measure** a particular object (How many paper clips long is the red crayon?). Decide on an item you can use to find out **how long or short** something is and talk about the process!

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills, as well as math skills.

Talk about the importance of **measuring** things accurately. Ask, "What do you think would happen if we didn't **measure** our feet correctly when trying on shoes?"

Talk about what **short and long** look like.

Choose a non-standard measurement item, such as paper clips, unifix cubes, utensils, or crayons, to measure the length of an object. Say, "**How many** are needed?" And have your child **count** as each non-standard measurement item is placed to **measure**.

BUILDING BEDS

Description: Help your child **explore, plan, test, evaluate,** and **adjust** building beds for their stuffed animals.

What My Child Is Learning!

Early engineering for young children is about exploring, playing, and figuring out how things work by trying ideas, testing them, and learning from what happens.

Have a pajama party or sleepover with your child's stuffed animals and decide how "**big**" or "**little**" their beds will need to be.

Provide household items for your child to use to create beds. Useful **materials** might include shoe boxes, pillows, and even building blocks. Help your child make sure the "bed" is the right **size** for their toy and **problem-solve** with the child if it's not the right size.



How BIG IS A FOOT?

ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

ADDITIONAL ACTIVITY IDEAS:

- Talk about **measurement**! Use these tips for measurement talk during everyday activities and routines. Involve your child in **measuring** ingredients for different **recipes**. Ask, “**How many** cups of ___ will we need?” “Can you show me where we should fill the measuring cup to?”
- Discuss familiar objects and people and how they compare to each other relative to length. You could use manipulatives to **measure** people and determine who is the **tallest** and **shortest**. Who is the **tallest**?” “Who is the **shortest**?” Help your child record their results.
- Tape a piece of paper to the wall and have your child stand up against it to mark where their **head** is. Then do this with other friends and family and talk about who is **tallest** and who is **shortest**.

