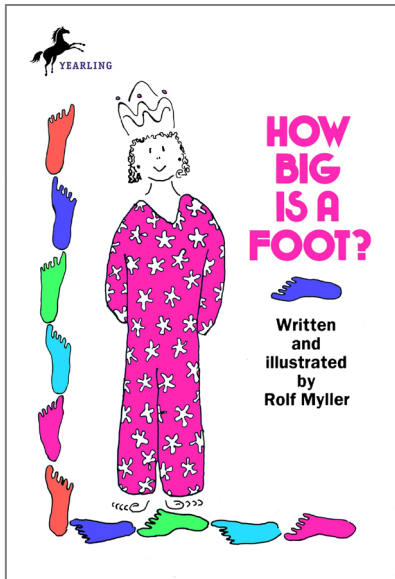




How Big is a Foot?

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's exploration during this literacy activity. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.



Did you know reading books is a great opportunity to support STEM learning?

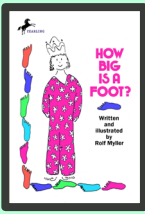
How Big is a Foot? is a book written and illustrated by Rolf Myller.

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?

- If you do not have a paper copy of this book, watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.

<https://www.youtube.com/watch?v=bWhWLIMET7A>

- Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone.
- Or find it online: <https://archive.org/details/howbigisfoot000myll>



How Big is a Foot?

BOOKMARK

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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- Print this page and cut around the edges.
- Do not forget to **PEER!** Use **additional Prompts** if needed, **Evaluate** and **Expand** your child's answers, and **Repeat** the prompts.
- Look at STEMIE's tips for making adaptations to the storybook reading process and on the following pages:
<https://stemie.fpg.unc.edu/guide-book-adaptations>
- If you print this page, you can download or view online by scanning the QR code below.



Expanding | Math

How Big is a Foot?

By Rolf Myller

C

Complete a sentence

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

R

Recall

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

O

Open-ended questions

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

W

WH questions

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

D

Distancing questions

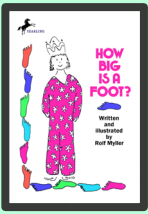
"How big is your bed?"

STEM Words & Ideas to Explore

- Counting
- Numbers
- Shapes



stemie.fpg.unc.edu



How Big is a Foot?

ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

STORYBOX

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

- A big shoe
- A small shoe
- Braille number blocks



This adaptation can also...

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



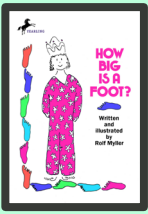
Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



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.



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SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

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



Image Credit: STEMIE

This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



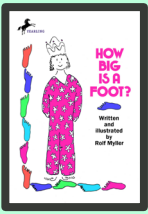
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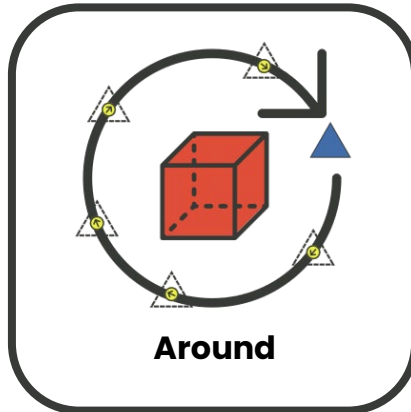
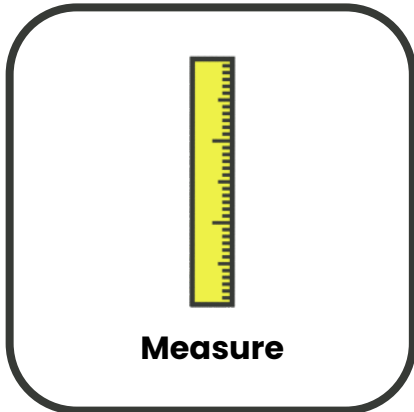
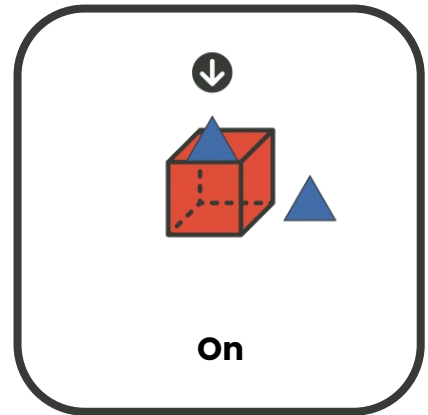
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VISUAL CUES:
USE TO PROMPT

HOW TO:

Step 1: Print and cut out the images. You can also create your own visual cues (empty squares included).

Step 2: As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



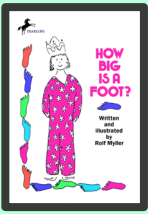
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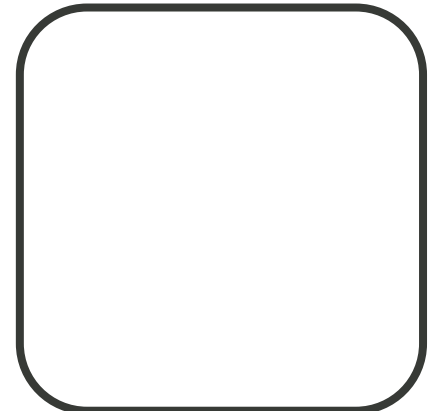
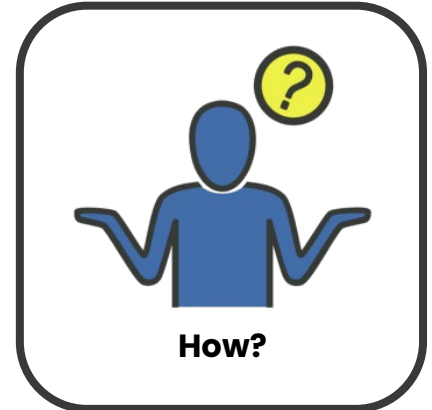
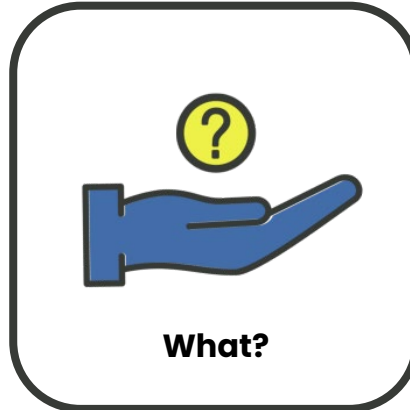
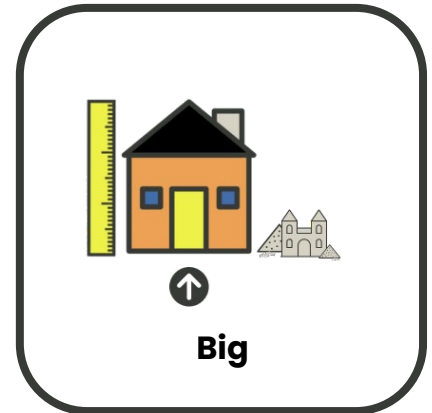
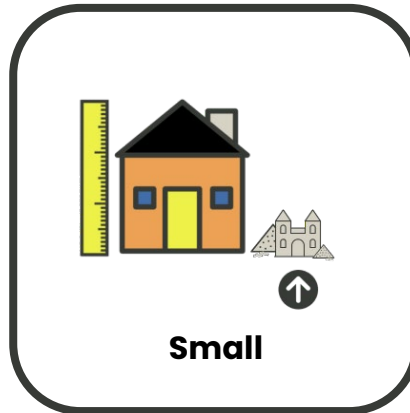


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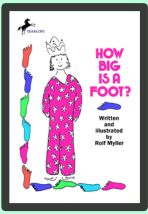
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How BIG IS A FOOT?

EXPLORATION I

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's independent exploration during this daily routine. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.

Bed Builder

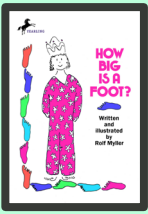
Description: Help your child *investigate, design,* and *evaluate building* beds for their stuffed animals. Provide household items for your child to use to *create* beds. Useful materials might include shoe boxes, pillows, and even building blocks. Help your child make sure the "bed" is the right size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

What My Child Is Learning!

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

Have a pajama party or sleepover with your child's stuffed animals and decide how **"big" or "little"** their beds will need to be. Use towels, washcloths, or other scraps of fabric to make the **right size** "bed."





How Big is a Foot?

EXPLORATION II

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Length Measurer

Description: Help your child recognize length by **measuring and/or counting how many** of each item are needed to measure a particular object (example: how many paper clips long is the red crayon?). Discuss concepts of "**long**" or "**short**" with your child and decide on an item you can use to find out how long or short something is!

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to recognize the size of objects in their environments. Help your child make a connection between words and real-life experiences and 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 cubs, utensils, or crayons, to measure of 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.



HOW BIG IS A FOOT?



ADDITIONAL ACTIVITY IDEAS

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- 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 the child record their results.
- Tape a piece of paper to the wall and have the 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**.

