

# TEACHERS ACTIVITIES



## Theme:

Our view of the world is often shaped by our size and its proportion to objects in the environment.

## Topics For Discussion:

Encourage students to use their imaginations and suppose what they could do if they were very tiny or very huge that they could not do as a person of normal size.

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Invite students to share activities they can now do that they were too small to do previously.

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Discuss with students those things that adults typically tell them they are "too small" to do.

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Have students share experiences with staying at hotels or motels and discuss the advantages and disadvantages of staying in these places.

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Discuss the reactions of the other hotel guests to Camille and Leon because of their size. Compare these reactions to comments often made to people who are shorter or taller than most (e.g., "Hey, Shorty!" or "How's the weather up there?"), and discuss their feelings about these remarks.

## Curriculum Extension Activities:

Camille and Leon owned an insect market and sold insects to other reptiles. Have students research animals that eat insects to find other customers for the Lizardos' market.

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Invite someone who is a train hobbyist, builds dollhouses or collects miniatures into the classroom to talk to the students about her/his hobby or do a demonstration.

Work with the art teacher on a lesson in perspective drawing. Have students draw a picture of an animal (e.g., a bear) at a large size in the foreground and very small at a distance. Demonstrate how to add background details to show this perspective. In another picture, have students draw a small animal such as a mouse in the foreground, and a large animal such as an elephant, in the background. Discuss how perspective changes size relationships.



Prepare two large charts with one of these sentence frames on each chart: "Being tall is helpful if you are..." and "Being short is helpful if you are..." Have students draw and label pictures to complete the sentences and attach them to the chart.



Have students research books, CD-ROMs, and other materials to compile a list of animals that might be potential vacationers at Hotel Animal Too. Based on the animals in the story and illustrations, they will need to decide on a maximum size for these small visitors.



Have students imagine that they are viewing common objects through the eyes of Camille or Leon and draw what they see. They might draw such objects as a wristwatch, a spool of thread, a teacup, a ring, a feather, etc. *Two Bad Ants* by Chris Van Allsburg might give them some ideas about this type of perspective.



Have students write television commercials and newspaper or magazine advertisements for Hotel Animal. Discuss the types of information that appears in these types of ads. Perform the commercials and display the ads.



Solicit collections of matchbox cars from students. (Initial the bottoms so they are returned to the rightful owners when activities are completed.) Have students estimate how long an actual car is using the matchbox cars as an alternative unit of measurement. Invite students to problem solve ways to figure the actual number and try out their ideas.

**Supplemental Books:**

THE KING'S FLOWER  
by Mitsumasa Anno (Collins)

THE GROUCHY LADYBUG  
by Eric Carle (Crowell)

THE BIGNESS CONTEST  
by Florence Parry Heide, illus. by Victoria Chess (Little, Brown)

IS IT LARGER? IS IT SMALLER?  
by Tana Hoban (Greenwillow)

GEORGE SHRINKS  
by William Joyce (HarperCollins)

BLUE SEA  
by Robert Kalan, illus. by Donald Crews (Greenwillow)

MUCH BIGGER THAN MARTIN  
by Steven Kellogg (Dial)

BIG AND LITTLE  
by Ruth Krauss (Scholastic)

BIG, SMALL, SHORT, TALL  
by Loreen Leedy (Holiday House)

BIG AND SMALL, SHORT AND TALL  
by Ron Roy (Clarion)

BIG AND LITTLE  
by William Jay Smith, illus. by Don Bolognese (Boyd's Mills)

TWO BAD ANTS  
by Chris Van Allsburg (Houghton Mifflin)

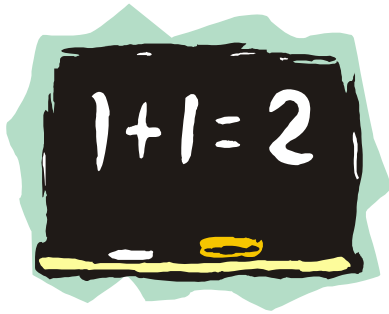
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- **Graphing heights.** Have students inquire at home how long they were (in inches) at birth. Make a graph in ascending height of everyone in the class, by using Xerox copies of students' class pictures. Measure each student's current height in inches. Make a second graph with pictures in ascending height. Have students compare their relative positions on the two graphs.



- **Body proportions.** Have students work in pairs so that one partner can trace around the body of the other partner. Invite students to color a favorite outfit on their body shape and cut it out. Have students assist each other in measuring their body proportions on the cutout by measuring the length of their legs, upper body, arms, and head. Encourage them to draw some conclusions from their measurements. For example, they might observe that their arms are longer than their upper body, that their head and upper body together are longer than their legs, that their legs are shorter than

their partner's legs, etc. Discuss how body proportions change as we grow. Stress that children who are very tall or very short at age 8, for example, may not be at the extremes when they grow older.

- **Comparing animal sizes.** Obtain a copy of the book and brainstorm a list of animals that students see in the illustrations. Have students think of riddles about the animals that include size clues and pose them for their classmates to guess. For example, "I am bigger than a fly, but I am smaller than a tortoise. What am I?" or "I am smaller than a hippo, but I am bigger than a zebra. What am I?"

- **Size and proportion.** Have students make a model of *Hotel Animal Too*. Have an assortment of boxes for them to choose from to use for rooms and a supply of construction materials (e.g., food package cardboards, craft sticks, construction paper, egg cartons, pipe cleaners, cloth scraps, cotton balls, etc.) for furniture and other items. Before they begin, they will need to research to determine the size of the guests at their hotel and plan accordingly. After the rooms are finished, have students consider how they might be placed together to form *Hotel Animal Too*.

- **Sorting and classifying.** Solicit collections of matchbox cars from students. (Initial the bottoms so they are returned to the rightful owners when all activities are completed.) Once you have a sufficient number, have students think of ways to sort and classify them. For example, they might sort by color or type (trucks, vans, passenger cars, race cars, etc.). Allow opportunities for students to explain their classifications.

- **Creating patterns.** Using the matchbox car collection, have students create patterns. These patterns may incorporate such characteristics as color, shape, and type of vehicle. Allow opportunities for students to describe their patterns.

- **Estimation.** Have students estimate how long the line of matchbox cars will be if they line up the entire collection end to end. Invite them to problem solve different ways they can determine the actual length.
- **Making predictions and collecting data.** Fashion a ramp that has approximately a 30° elevation for the matchbox cars. (Check the block sets in the kindergarten for a ramp.) Have students predict: if the car is set in motion at the top of the ramp, how far will it go before it stops? When they come to an agreement, mark the finish line with a piece of tape. Set up a tally sheet with three headings: "behind the line," "on the line," and "past the line." Working in small groups, have students begin the "trials" by setting a car in motion, noting where it stops, and marking a tally under the appropriate heading. (For "on the line" to be marked, the finish line should fall between the front and back wheels.) After several trials, ask students to use the data they collected to make a judgment about the accuracy of their prediction for the finish line. Discuss the possibility of different results if other matchbox cars were used. Do additional trials with different cars.

## Do-At-Home Activity

- **A family-sized sandwich.** Invite families to invent a sandwich that will feed everyone who usually eats together at mealtime. Indicate that they need not use any special ingredients, but that whatever sandwich fixings they would normally have available will be fine. Ask parents to discuss how they might estimate the quantities of ingredients they need, based on the size of sandwich they need. Have them think of a name for their sandwich and describe it on the reproducible on the next page. Provide opportunities for students to share their family sandwiches at school.

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