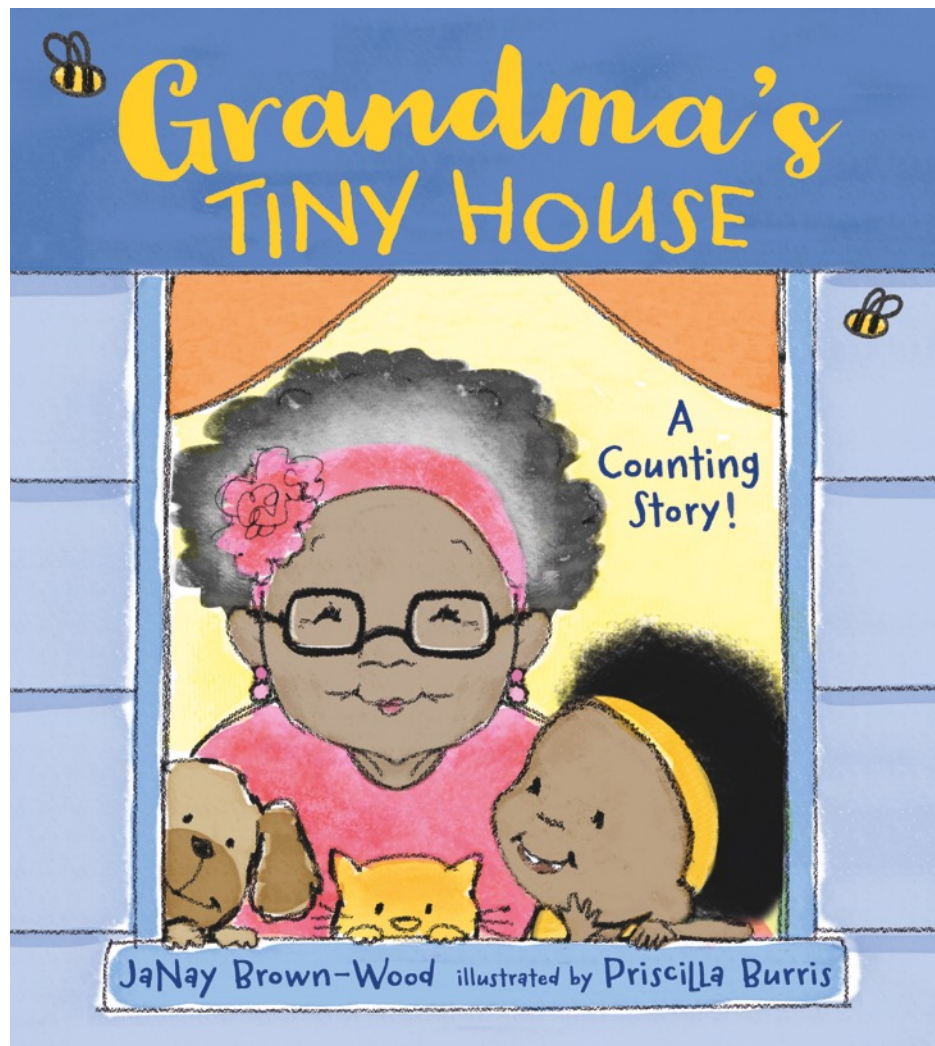


# Grandma's Tiny House: A Counting Story

A teacher's guide created by Marcie Colleen  
based upon the picture book  
written by JaNay Brown-Wood and illustrated by Priscilla Burris



Published by  
Charlesbridge

## **JaNay Brown-Wood**

**Author, *Grandma's Tiny House: A Counting Story***



JaNay Brown-Wood is a children's author and educator. Currently, she works as an ECE professor at American River College in Sacramento. Her first picture book *Imani's Moon* is the winner of the NAESP Children's Book of the Year Award, is a Northern CA ACL 2014 Distinguished Book, a recommended pick on the "NYC Reads 365" 1st grade reading list, as well as a Reading Is Fundamental (RIF) Multicultural Book pick for 2015. It has also been turned into an audiobook through Live Oak Media, and was selected as one of the best audiobooks of 2015 for Children and Families. JaNay has also had poems featured in *Highlights for Kids* and *Highlights High Five*. Her second book *Grandma's Tiny House: A Counting Story* is forthcoming August, 2017—but has already received praise from Kirkus and a starred review from *Publisher's Weekly*. Learn more about her at

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## **Priscilla Burris**

**Illustrator, *Grandma's Tiny House***



Priscilla comes from a big family and grew up with a library across the street from her home. Her love for books blossomed alongside her love for illustrating. She studied illustration at the Fashion Institute of Design & Merchandising. Priscilla has illustrated many books for children, including the Heidi Heckelbeck series and *Maggie and Milo Make New Friends*. She lives with her hilarious, creative, and loving family in California. Visit her at [www.priscillaburris.com](http://www.priscillaburris.com).

**Marcie Colleen, Curriculum Writer** This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

## How to Use This Guide

This classroom guide for *Grandma's Tiny House* is designed for students in preschool through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Grandma's Tiny House* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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**Title: Grandma's Tiny House: A Counting Story**

**Author: JaNay Brown-Wood**

**Illustrator: Priscilla Burris**

**Ages: 2-5/Grades: P-K**

**Publisher: Charlesbridge (August 8, 2017)**

**ISBN: 978-1580897129**

Brief synopsis:

This sweet, rhyming counting book introduces young readers to numbers one through fifteen as Grandma's family and friends fill her tiny house on Brown Street. Neighbors, aunts, uncles, nieces, nephews, and grandkids crowd into the house and pile it high with treats for a family feast.

But when the walls begin to bulge and no-body has space enough to eat, one clever grandchild knows exactly what to do.

Where there's a will there's a way when families grow and come together.

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# Table of Contents

## English Language Arts (ELA)

Reading Comprehension	4
Writing Activities	6
Who is Grandma? ~ Character Study	
Going to Grandma's House	
Speaking and Listening Activities	7
Mime	
Drama	
Language Activities	
It's Rhyme Time	
The Adjective Box	9
All About Adjectives: The Missing Shoe Game	
Vocabulary Time!	10

## Math

Word Problems	
How Many People in the House?	11
How Many Will Fit? Learning Capacity and Volume	
Snack by the Numbers	12
Under Where? Spatial Sense	

## Science

A Handy Family Tree	13
Make Your Own Insect Repellant	14

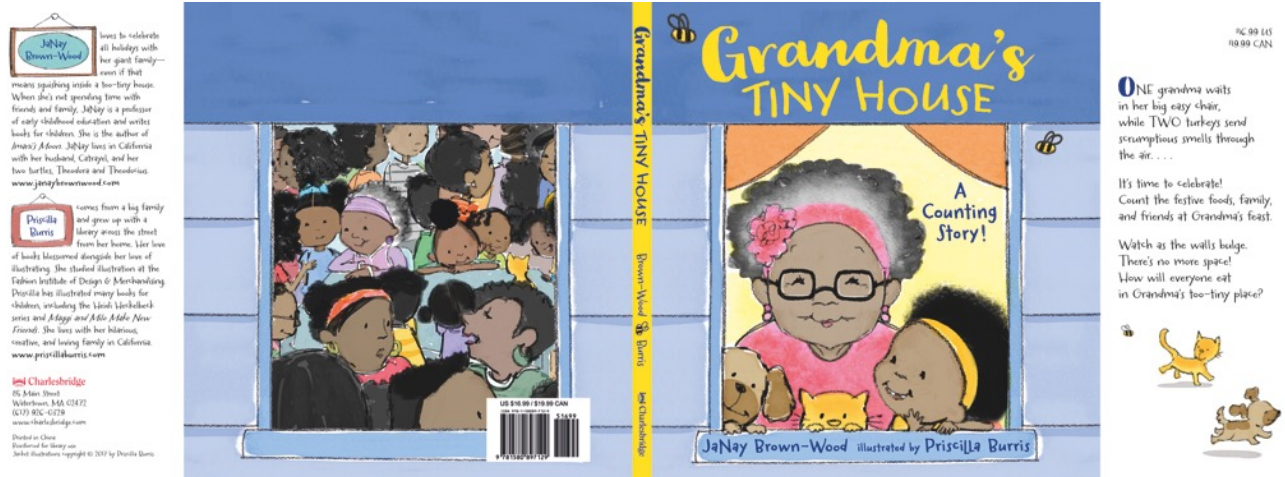
## Social Studies

All About Me; All About My Family	
Tiny House, Big Heart	15
Types of Homes	16

# English Language Arts

## Reading Comprehension

Before reading *Grandma's Tiny House*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.



Describe the cover illustration.

- o Who do you see?
- o Choose two words to describe the characters you see. Explain your answer using evidence from the illustration.

Mimic what the characters are doing.

- o How does it make you feel?
- o How do you think they are feeling? What do you think they are thinking?

Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What clues can you find?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- In your own words, describe Grandma's house. Use the illustrations to help you.
- Why is everyone coming to Grandma's house?
- How many foods can you name that were served at the party?
- When the house gets crowded, who comes up with another idea?

Help students define the events in terms of a plot arc by using the following chart.

Beginning	Middle	End
Grandma waits in her house.  Introduce character:	Partygoers begin to arrive. Describe:  The Climax, when everything changes...	Resolution. How are things solved?  The ending...

- BONUS: Using the basic plot structure above, students can create an original story about a party at their own house. Students can work individually or as a class.
- Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.
- Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.

Let's talk about the people who made *Grandma's Tiny House*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Check out some of the following details that Priscilla Burris includes. Can you find:
  - A photograph of a cat.
  - Two turkeys.
  - An uncle with a baseball cap.
  - A cheesecake with flowers on top.
  - A dog licking a nephew.
  - A big blue wagon.
  - A giraffe and a lion.
  - A bumblebee.





## Writing Activities

### Who is Grandma? ~ Character Study

How a character acts says can tell readers a lot about who the character is.

Read *Grandma's Tiny House*. Scene by scene, record your thoughts regarding character, in a chart like the one below.

Text	What Grandma does	How would you describe Grandma?
Example: <i>Tiny in size, at the edge of Brown Street, sits Grandma's old house, where we all go to meet.</i>	Looks out the window and waits.	Friendly, welcoming, excited.

After gathering information regarding Grandma's character, use the scenarios below to write a new scene for *Grandma's Tiny House*. What would Grandma do in one of the following situations?

- She is sick and can't leave the house.
- She wants to plant a garden.
- She is babysitting her grandchildren.
- During a snowstorm.

### **Going to Grandma's House**

Imagine that you have an invitation to Grandma's tiny house at the edge of Brown Street.

Create a fictional story about how you get there, what you bring to eat, and what you do when you get to the party.

Remember all stories need to have a beginning (going to the party), a middle (at the party), and an ending (saying goodbye and heading home).

*Optional:* Create the story together as a class.



## **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some ways to bring *Grandma's Tiny House* to life in the classroom and have fun with speaking and listening skills.

### **Mime**

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.

### **Drama**

- Create a TV commercial to encourage people to read *Grandma's Tiny House*.
- In small groups, act out *Grandma's Tiny House* as an opera, a western, a "breaking news" story, a thriller, etc. The rest of the class should guess what the "style" is.



## **Language Activities**

### **It's Rhyme Time**

*Grandma's Tiny House* is written in rhyme. Here are some activities to help introduce rhyming to your class.

### **Engine and Caboose**

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same but the engines will be different. Pick a sound for the caboose



(e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

### "I Spy"

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be visible in the room. Have the child on your right create her own "I Spy" sentence. You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.

### Fill in the Blank

Re-read *Grandma's Tiny House* aloud. When you get to the end of a rhyming sentence, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

*"Tiny in size, at the edge of Brown Street,  
sits Grandma's old house,  
where we all go to \_\_\_\_\_."*

Offer opportunities for the children to make up silly sentences using other words that rhyme but don't make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

### Rhyming Sounds Cube

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the procedure until the student creates six rhyming words.



## The Adjective Box

Grandma's house is tiny, but are there other words you would use to describe it?

This is an excellent activity to teach that adjectives are describing words.

Decorate an empty shoe box and cut a hole in one of the ends.

*You can attach a sock (with the toes cut off) to the hole on the end to make it easy to guide little hands in and out of the box. Attach one end of the sock around the hole and the rest of the sock serves as a tube into the box.*

Place various items in the box (ie. A LEGO, pinecone, Play-doh, feather, etc.) These should be very tactile items. The kids will not be able to see inside the box, but only feel around.

Although they might be able to identify the object, the game is to DESCRIBE the item using adjectives. (ie. Hard, soft, squishy, bumpy, etc)

Each child should have a chance to reach inside the box.  
See how many adjectives the class can come up with and create a list.

Then, read through *Grandma's Tiny House* and identify the many adjectives used to describe what is going on.

Rename *Grandma's Tiny House*, substituting the adjective tiny with another adjective. How does another adjective change the story?



## All About Adjectives: The Missing Shoe Game

This is a game to sharpen describing skills.

- Everyone needs to take off their shoes.
- Have each student spend some time studying their shoe and coming up with 4 adjectives to describe it. They may write these adjectives down, if it makes it easier to remember.
- Then place all the students' shoes in a pile. (Only one shoe in the pair is needed, but if the other is not placed in the pile, it should be hidden from sight.)
- The students should form a circle around the pile.
- The first student to go, says their 1<sup>st</sup> adjective and sees if anyone can identify their shoe. If not, then they say their 2<sup>nd</sup> adjective and so on until they have said all 4.
- The objective is to use as few adjectives as possible.
- If the student says all 4 adjectives and no one identifies their shoe, it is the next student's turn.

## Vocabulary Time!

This game is a fun way to learn new vocabulary. It is based on commands that the Teacher or Leader calls out while the kids move about the room.

Each command requires the kids to strike a certain pose or do a certain action.

It is best to introduce only a few of the commands at a time so kids do not get overwhelmed. After playing the game, kids can make up their own commands and actions based on the many action words in *Grandma's Tiny House*.

<u>Command</u>	<u>Action</u>
Wait	curl into a ball on the floor, as if napping, until the command "Party Time" is given, then move about
Party Time	move around the space
Skip	two people link arms and skip
Knock	knock a rhythm on any surface
Burst	Jump up and down
Strut	four students form a conga line
Slap High-Fives	groups of three, share high-fives
Crowd	groups of five, clump close together and freeze until "Party Time"
Tiny House	with a partner, raise arms and form a house shape

## Math

### Word Problems

*For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Grandma's Tiny House or any other book of study.*



- 1) There are five sweet potato pies. Uncle Carl cuts into one whole sweet potato pie for the cousins to share. How many sweet potato pies are left?  
( $5 - 1 = ?$ )
- 2) Four aunts sit at the table, chatting away. Three more aunts join them. How many aunts are sitting at the table?  
( $4 + 3 = ?$ )

- 3) There are six honeydew melons in the wagon. Five honeydew melons roll out of the wagon and down the path. How many honeydew melons are still in the wagon?  
(6 – 5 = ?)
- 4) Cousin Elba carries two lawn chairs to the backyard. Cousin Freddy carries one lawn chair. How many lawn chairs do they carry to the backyard? (2 + 1 = ?)
- 5) Nine guests remain at Grandma's house. At eight o'clock, seven guests leave Grandma's house. How many guests remain? (9 – 7 = ?)

### How Many People in the House?



For this activity students will need to draw the above math equation on a piece of paper.

Have students pair up. Give each pair of students 10, 20, or whatever sum "people". These can be buttons or pennies or even jelly beans.

One partner closes their eyes, the other partner places some "people" in each of the first two squares.

They write the total in the square at the end and then covers up one of the squares with a "house" (paper cup).

The other partner guesses how many people are in the house.

### How Many Will Fit? Learning Capacity and Volume

Grandma's house is tiny, but it can fit a lot of people and a lot of food. This activity helps students learn capacity and volume.

For this activity, you will need:

- Several different sized and shaped containers
- Dried beans or other small items

Students are to guess which containers will hold the most beans and which containers will hold the least beans. Have students put the containers in order according to their capacity. Once the class has agreed on the order, fill each container with beans, one at a time. Count how many beans are in each container. Were they right about the order?

### **Snack by the Numbers**

Just like the friends and family in *Grandma's Tiny House*, you can plan a snack using numbers one through five. How many apples would you eat? One? Two? Five? What about crackers?

Share your Snack by the Numbers menu with the class. For example:

*My snack is one apple, two pieces of cheese, three carrot sticks, four crackers, and five grapes.*

Draw a picture of your plate, including all of the items in your snack, to display on a bulletin board.

### **Under Where? Spatial Sense**

Look at the "One Grandma waits in her big easy chair" spread in *Grandma's Tiny House*.

Describe where the puppy is lying.

[examples: on the easy chair, inside the house, on top of Grandma]

Describe where the kitty is sleeping.

[example: on top of the chair, above Grandma, under the pictures on the wall]

Describe where the lamp is located.

[examples: next to/beside the chair, underneath the kitty, in the living room]

Describe where the turkeys are cooling.

[examples: on top of the stove, in the pots, away from Grandma]

Describe where the pictures are hanging.

[examples: on the wall, above Grandma, behind the chair]



Have students pick another spread in *Grandma's Tiny House* and discuss where things are spatially within that illustration.

Now look around your classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

## Science

### **A Handy Family Tree**

Ever notice that some family members look or act like each other?

Some of the special traits about each one of us are “handed” down from our family members. These traits are *inherited* traits. Other traits are *learned* traits that you pick up from the environment.

As a class, create a list of inherited traits and a list of learned traits to make sure everyone understands the difference.



To create their family trees each student will need:

- A piece of poster board or large piece of paper
- Colored construction paper
- Scissors
- Pens or markers
- Tape or glue

Instructions:

1. Trace the right and left hand of the student onto a piece of colored construction paper. There will need to be a pair of handprints to represent each family



member. So, depending on the size of their family, more handprints might be needed. Students with large families may choose to only do immediate family.

2. Cut out the handprints.
3. On each finger of the left hand, list an inherited trait (physical characteristic), such as eye color, hair color, dimples, freckles, chin shape, etc. There should be 5 inherited traits, one for each finger.
4. On each finger of the right hand, list a learned trait that has been acquired or learned based on personality, such as hobbies, interests, likes or dislikes, etc. There should be 5 learned traits, one for each finger.
5. Draw a tree trunk onto a large piece of paper or poster board.
6. Glue or tape the handprints above the trunk to form a tree. The oldest person's pair of hands should be placed the closest to the trunk. Work upward with the youngest person's handprints on top.

Create a bulletin board display of the family trees. Allow time for discussion in which students trace their own inherited and learned traits through their family trees.

### **Make Your Own Insect Repellent**

Nothing ruins an outdoor party more than mosquitos and other pesky bugs! Be a picnic *scientist* and make some bug spray using these materials!

- ½ cup witch hazel
- ½ cup apple cider vinegar
- 40 drops essential oils (eucalyptus, lemongrass, citronella, tea tree or rosemary)
- one 8-ounce glass spray bottle

#### **DIRECTIONS:**

1. Mix witch hazel, apple cider vinegar and essential oils in 8-ounce glass spray bottle.
2. Spray over all portions of the body but avoid repellent in eyes and mouth.

## **Social Studies**

### **All About Me; All About My Family**

The first community we ever belong to is family.

This project allows students the opportunity to get to know one another, and serves as an introduction to community.

Students will make books that contain pages with answered questions and pictures about themselves and other loved ones in their lives.

Yarn is used to bind the pages together.

Each student should have a special day that he reads his book to the class.

- Pages in each book include:

A portrait  
I am called \_\_\_\_  
My first and last name is \_\_\_\_  
My address is \_\_\_\_  
I live in \_\_\_\_ (the country, a city,  
etc.)  
I live with \_\_\_\_  
I am good at \_\_\_\_



- In addition to the page about themselves, additional pages should be created about other loved ones in the student's life. This is their community.

### **Tiny House, Big Heart**

Ask students to think of someone in their life that they like spending time with and makes them feel good. It can be a family member or a friend or someone they know of in the community. What are 5 things that they enjoy doing with this special person?

The Project:

- Have each student lay down on a large piece of paper while someone traces their body with a pencil.
- Once the student has the silhouette of their body, write the 5 things they chose inside the outline.
- Then decorate the silhouette to further depict the relationship between the student and their special person. Photos can be added to create a collage.
- Finished silhouettes can be displayed with the title "Tiny House, Big Heart."

## Types of Homes

Discuss, as a class, different types of homes, including their own.

- Describe the home.
- What do they like best about the home?
- What do they like least about the home?
- If they could add something to their home to make it super cool what would it be?

Assign a type of home for students to research. A list of 6 are below, but do not feel limited to those on the list.

- Houseboat
- Mobile home
- Logcabin
- Highrise apartment
- Stilt house
- Townhouse

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following 6 topics:

- History of the kind of house
- Information about where houses like this are located
- Statistics
- What makes this house unique
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

**BONUS:** Design your own home! Be as creative and wacky as you want!

