

Math Literature Connections

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One Hungry Monster: A Counting Book in Rhyme by Susan Heyboer O’Keefe, illustrated by Lynn Munsinger (K-3)

ISBN: 978-0316633857

Description of contents:

This utterly delightful rhyming story is filled with wit, food, ornery horned monsters, and opportunities to count and play “I Spy.” In this charming tale, a young child is woken from sleep by “one hungry monster underneath [his] bed, moaning and groaning and begging to be fed.” Monsters may be a handful under the best of circumstances but on this occasion they pose a particular challenge and soon there are “ten hungry monsters, about to fuss and kick, won’t get out, they tell [him], unless [he feeds] them quick!” Looking at the monsters sitting at his dining room table clutching utensils and staring him down, the resourceful young narrator takes action. He procures:

“1 jug of apple juice, 2 loaves of bread, 3 bowls of spaghetti that they dump upon my head, 4 purple eggplants, 5 pickled pears, 6 orange pumpkins they climb up and down like stairs, 7 roasted turkeys, 8 pizza pies, 9 watermelons that they wish were twice the size, 10 jars of peanut butter, but not a speck of jam
(‘cause I want every monster mouth shut tighter than a clam).”

Chaos ensues as the ungrateful and naughty monsters utterly trash the dining room. Finally, in a speech reminiscent of the fish from “Cat in the Hat,” our young narrator banishes the monsters from his home.

Munsinger’s illustrations depict ugly and annoying monsters that are never frightening. She meticulously draws every object mentioned thus making counting achievable even for young preschoolers. Paired with O’Keefe’s soaring rhythms and clever language, this entertaining counting rhyme is suitable and enjoyable for multiple repetitions.

How to use this source:

- “One Hungry Monster” provides an instructional opportunity to teach number sense and recognition of both numbers and numerals. Twice, the text counts up from 1 to 10. The first time (when counting monsters as they appear one at a time) the number is used. The second time (when counting the food objects presented to the monsters) the numeral is used. On all occasions, the corresponding objects are visible but presented within the context of a larger illustration, thus providing an “I Spy” activity for the reader.
- Monster and food icons can be reproduced or drawn by students and attached to flannel or magnets for use in large bar graphs displayed in the classroom.
- On individual worksheets, students can construct their own labeled bar graphs itemizing the monsters and food items from the story.
- Students can act out this rhyme. This story was a regular element of my preschool’s Halloween presentation. My pre-kindergarteners would chant out the rhyme while holding large numerals at the appropriate time.

O’Keefe, S.H. (1989). *One hungry monster: A counting book in rhyme*. Boston: Little, Brown and Company.

The Big Buck Adventure by Shelley Gill and Deborah Tobola, illustrated by Grace Lin (2-5)

ISBN: 978-0881062946

Description of contents:

Raises are always a cause for celebration. In this rhyming story, a little girl receives an increase in her allowance. She now has an entire dollar – “a buck” – to spend as she would like. Her father drops her off at a variety store with a wide range of purchasing options. The young narrator must decide between an array of items such as a hundred jawbreakers, twenty dill pickles, and creepy night crawlers. In making her decision, she must examine price tags and calculate exactly what can be purchased with her one precious dollar. The price of some items exceeds her single dollar while other goods are within her price range.

“Four quarters times three equals

Twelve gummy bear treats,

A much better deal

Than ten at ten cents each.”

She considers several possibilities before deciding to save her allowance

This text includes actual photographs of both US bills and coins that are superimposed on Lin’s vibrant art. This technique causes the money to be highlighted and clearly visible on the page, a major advantage over similar picture books that feature money as a subject. Although younger children can certainly understand the theme of this picture book, older students will reap the greater benefit from its math connections. While younger students can recognize the currency featured in the book, they are unlikely to be as familiar with the eclectic array of items found in the store and will be less likely to be as successful with the computations involved in this text.

How to use this source:

- This book is a suitable for instruction of Computation and Estimation as well as Measurement. The illustrations provide concrete examples of coins and bills thus providing opportunities for students to identify US currency. Using classroom sets of US play money, students can recreate the pricing scenarios in the book.
- The book does not model the specific computations of total cost of the items found in the store. Students can use their addition and subtraction skills to determine the total price of the items, whether they total less than a dollar, and how much change would remain if the narrator purchased the items. A natural school-to-home extension is to ask students to examine the prices of items in a visit to the store, to note the unit price of the item, and to list the quantity that could be purchased for a single dollar.
- Students can graph the items’ prices on a bar graph. Each bar can represent the aggregate cost with individual units clearly delineated within.
- Studying money provides an opportunity to count by 1’s, 5’s, 10’s, and 25’s.
- A simulated classroom market is an effective instructional tool that incorporates economic and mathematics lessons. Students can take turns pricing items, totaling costs at the registers, and purchasing goods in the “store.”

Gill, S.& Tobola, D. (2000). *The big buck adventure*. Boston: Charlesbridge Publishing.

One Hundred Is a Family by Pam Ryan, illustrated by Benrei Huang (K-2)

ISBN: 978-0786811205

Description of contents:

“ONE is a family finding a place to call home

TWO is a family starting a new life on their own.”

This beautiful book celebrates multicultural families enjoying simple pleasures of home, neighborhood, and community. Many ethnic groups are represented gathering around a dinner table, performing a Chinese New Year dragon dance, watching a baseball game, and snuggling together in bed as morning light shines through the window.

Number words rather than numerals are used as the book counts up from one to ten and then expands its perspective to count by tens up to one hundred.

“TWENTY is a family hiking on dusty mountain trails.

THIRTY is a family listening to campfire tales.”

The text concludes by emphasizing global interconnection:

“ONE HUNDRED is a family caring for the fragile universe...

And making life better for every ONE on earth.”

As the numbers increase and the view broadens, counting each individual is challenging but achievable. Even in the most densely packed images, all eighty people can be found on a snowy hill and one hundred individuals can be identified in a neighborhood cul-de-sac.

How to use this source:

- Number and number sense including place value can be addressed through this text.
- This book can help celebrate the 100th day of school.
 - Counting up to 100 on this special school day is an opportunity to explore counting by 5’s (each standard schoolweek is 5 days long), by 10’s (ten dimes equals 100 cents), 25’s (four quarters equals 100), and 2’s (even numbers). “100” also presents the subject of place value. Hands on manipulatives can be grouped into these various amounts.
 - Collections are often a part of the 100th day celebration. Students are encouraged to bring in from home a collection of 100 items. I recall my children amassing “100s” of paper clips, stickers, beanie babies, baseball cards, and even a corkboard stuck with 100 pushpins shaped as a “100.” At school, these collections are then labeled and presented, often in “math museum” exhibit.
 - Beginning on the first day of school and built into a morning meeting format, students can focus on place value by bundling popsicle sticks or straws and displaying them in purpose-made pocket charts. On the 100th day, the students bundle the previous 9 bundles of 10 with the new bundle of ten and move this new, larger bundle into the “100” pocket.

Ryan, P. (1994). *One hundred is a family*. New York: Hyperion.