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Lee and Colin are friends. Colin isn't like Lee. They're great at doing different things which is just the way they like it.

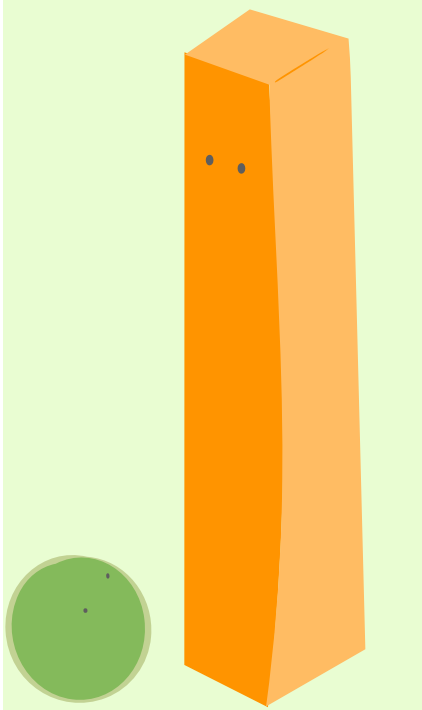
Ages: Infant to 8 years

ATOS Reading Level: 1.6

Lexile: N/A

ISBN: 978044868427

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Carrot and Pea

What's great about Colin and Lee's friendship?

Topics: three-dimensional shapes, classifying, spatial awareness, comparisons, engineering

Activities To Do Together:

Before you read the book *Carrot and Pea* with your child:

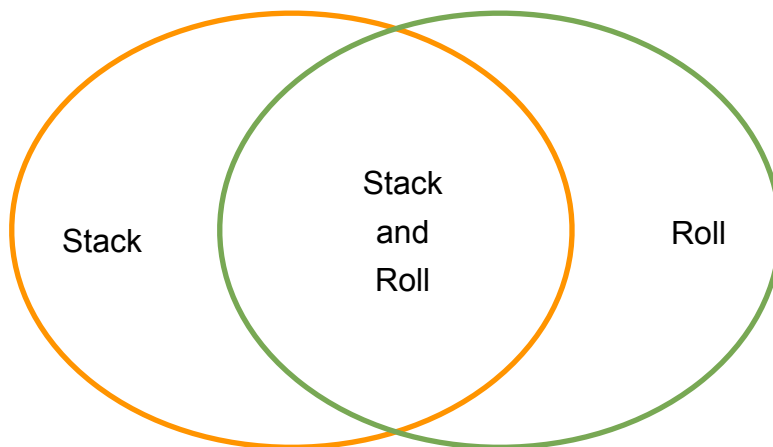
- Ask your child to tell you what they notice about the carrot and the peas on the cover of the book. Are they alike in any way? How are they different?

As you read *Carrot and Pea* with your child:

- Talk about the shapes of Colin and Lee.
- Ask your child if they think Colin really is much too tall or much too orange or just perfect the way that he is? Why do they think so.
- Talk about the things Lee does well because of his shape and the things that Colin does well because of his shape.

When you have finished reading *Carrot and Pea*:

- Build a structure using spheres (balls, oranges, etc.) and rectangular prisms (boxes, blocks, etc.).
- Test objects to see if they will stack or roll. Sort them into groups of rolling objects and stacking objects and objects that both stack and roll (ie. wheels, potatoes, and apples).
- Make a Venn diagram of objects that stack and objects that roll. In the middle, write the names of the objects that both stack and roll.



Conversations During Daily Routines for Infants and Toddlers:

1. Play time - Test to see what toys will roll. Talk about what the rolling toys have in common.
2. Snack time - Make a stack of crackers. Can you stack five crackers on top of each other? Count as you eat them. Can you stack a group of five blueberries? Talk about why some things are easier to stack than others.
3. Cooking time - Talk about the shapes and attributes of different types of foods. What foods are green and round?
4. Park time - Look for objects that will stack and roll. Make a ramp from found objects and see what objects will roll down the ramp.

Questions for Mathematical Thinking:

1. What does Lee look like? Does Lee look exactly like all of the other peas? Why?
2. How is Colin like Lee's other friends? How is Colin different?
3. What does Lee's shape help him to do well? Why do you think that is?
4. What does Colin's shape allow him to do well? What other things do you think Colin might be able to do well?
5. Why do you think the peas didn't make an excellent tower? What do you think makes Colin such an excellent tower?
6. Colin was easy to find playing hide-and-seek. Where do you think Colin might hide where he would be difficult to find?
7. What types of things were Colin and the peas able to do as a team that they couldn't have done very well on their own?

Early Math Project Resources:

Visit [Carrot and Pea Activities](http://www.earlymathca.org/colin-and-lee-carrot) (www.earlymathca.org/colin-and-lee-carrot)

Follow this [link](#) or visit earlymathca.org/external-resources for additional online resources



Vocabulary

Math words found in the story: all, except, much, other, tall, too

Related math words: attributes, characteristics, classify, rectangular prism, sphere

Words to build reading comprehension: bounce, bridge, carrot, excellent, fantastic, pea, slide, tower

Spanish Title: Not available

Also Available in: French

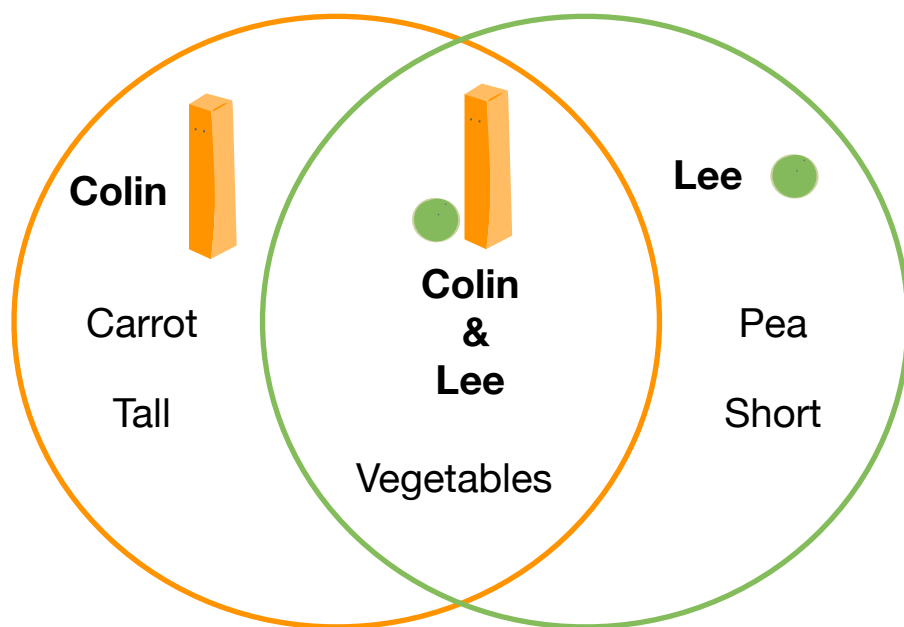
Related Books: *Circle! Sphere!* by Grace Lin; *Jack the Builder* by Stuart J. Murphy

Click this link to the [World Catalog](#) or enter <https://bit.ly/3EDPR63> to find *Carrot and Pea* in the public library.



Math Connections: Colin and Lee are as different as two friends can be! Use this book to start a conversation about the special characteristics of Colin the carrot and Lee the pea. Talk with your child about how they are alike and how they are different.

Consider making a Venn diagram together like the one started below to keep track of how Colin and Lee are unique and how they are the same. Use the section where the circles overlap to write down characteristics they both have in common. These might include: both have two eyes, are parts of a plant, and are three-dimensional.



Use *Carrot and Pea* to talk about 3-dimensional shapes. Colin the carrot is a rectangular prism and Lee the pea is a sphere. Ask your child how they think the shape of the two vegetables affects what they do well. What does Lee do really well as a result of his shape? What does Colin do really well? Why do the two shapes work so well together? In what ways are they able to have fun together as a result of their very different shapes? Why do Lee and Colin make a better tower together? Why aren't Lee's pea friends as successful when they try to make a tower?

Have fun engineering with spheres and rectangular prisms. Use recycled cardboard boxes (rectangular prisms) to create a series of ramps that a 3-dimensional round object (sphere) will roll down. Change the angles of your ramps to change the speed of the sphere. Experiment with different spheres and note which moves most quickly. Find out how well other 3-dimensional shapes will roll.

EARLY MATH PROJECT LITERATURE REVIEW

Age Level	Related Infant Toddler Foundations , Preschool Foundations and CA State Standards
Infant/ Toddler	Spatial Relationships The developing understanding of how things move and fit in space Classification The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes
Preschool/ TK	Algebra and Functions 1.0 Children begin to sort and classify objects in their everyday environment Geometry 1.0 Children begin to identify and use common shapes in their everyday environment Geometry 2.0 Children begin to understand positions in space
Kindergarten	Measurement and Data K.MD 1 Describe and compare measurable attributes Geometry K.G 1,2,3 Identify and describe shapes K.G 4 Analyze, compare, create, and compose shapes
First Grade	Geometry 1.G 1 Reason with shapes and their attributes

