

Mathematics Knowledge and Skills: Measurement: Shell-Sizes

Child: Big.

Teacher: Big and...?

Girl: He's not going to fit in the big one.

Teacher: That's a good point. The big one, I think, is just a little too big right now, don't you think? Whoop, there goes your ring. Oh, dear, get your ring back on your finger. We don't need him to be eating that. And then we have a medium-size shell, and then we have --

Girl: We have a little one, like the three bears and Goldilocks.

Teacher: I'm telling you the truth; you are so right. Like the three bears and Gold-- no, what is it again?

Girl: And Goldilocks.

Teacher: Goldilocks and the three bears. And what's the other one with three? That has something to do with houses and sticks and hay and bricks. What was that other --

Girl: The three little pigs.

Teacher: There it is. The three little pigs. That makes me think of that, too -- when I say small, medium, and -- whoop -- small, medium, and large. Or we could say large and medium and small. That makes me think of those bears with those chairs and those beds. It sure does. Now, tell me, what do you think -- if he were going to change shells, which shell do you think he would choose?

Girl: The small one.

Teacher: Why do you think he would choose that small one?

Girl: He's small.

Teacher: Because he is small. That's a good point. He is small right now. But do you know --? Girl: When he'll get bigger, he's going to get in the big old shell.

Teacher: I agree. I agree with you. When he gets bigger, he'll fit in here. And if we take really good care of him and make sure everything is just right in his house, he might grow big enough to go inside this shell.