LESSON PLAN: *Super Grandpa*
by David M. Schwartz
illustrated by Burt Dodson

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Grade level: 1-3

Objective:
- Students will use information from the text to solve problems.
- Students will make connections between the real world and mathematics.
- Students will see the flaws and unfairness of stereotyping.

Materials
- Calculators (if needed)
- Manipulatives (if needed)
- *Super Grandpa* by David M. Schwartz

Introduction:
- When you hear the word "grandpa," what do you think of? What other words do you use to mean the same thing? (Note the number and diversity of words for grandparents, often reflecting ethnic backgrounds.)
- The title of the book I am going to read today is *Super Grandpa*.
- Why do you think the grandfather is called Super Grandpa?
- As I read the story or play the CD of the author reading the story (or as the students read the story in partners or to themselves), I want you to listen (or look) for why he was called Super Grandpa and why what he did was important.
- The teacher reads the book aloud to the class, students read the book in partners or the students read the book to themselves.
- Why was he called "Super Grandpa?"
- The word "stereotype" is used when people make assumptions about all members of a group of people. Stereotypes are almost always incorrect and often damaging.
- What was the stereotype in the book?
- How was that damaging?
- What was so important about what "Super Grandpa" did?
- Optional, depending on age of students: The teacher reads the author note at the back of the book.
- Discuss the lesson of stereotyping in the story. (From the back matter: "Super Grandpa shattered a stereotype. He suffered when society deemed senior citizens unfit, just as ethnic minorities, women, and those who are physically disabled suffer when society deems a whole class of people inferior or incompetent.")

Procedure

- In the book Gustaf rides a total of 1600 miles. If he rides about the same amount each day how many miles did he ride each day?
- Allow students to work together in groups to solve the problem. Provide calculators or manipulatives if needed.
- Have students share their answers and how they solved the problem.
- What if Gustaf did not ride the same amount each day? What is combination of miles he could have ridden? (Work out one example with the class.) [Note: this could be done for the entire 1,600 miles, including the distance he rode to reach the starting line; or it can be done only for the 1,000 miles of the race proper.]
- Have students work in groups to figure out as many combinations of the number of miles he could have ridden a day they can.

Closure

- Have students present the different combinations they came up with.
- Discuss the reasonableness of their combinations.
- Discuss the strategies they used to solve the problem.

Extensions

- Allow students to read the book and formulate some of their own questions based on the book. How many miles did he ride each day? About how fast did he ride? How much sleep did he get all together? Even though the answers to some of these questions might not be exact, students can estimate answers or take reasonable guesses and justify their estimates.
- Read Millions to Measure by the same author. Why do you think the United States does not use the metric system? Do you think we should switch? Why or why not?