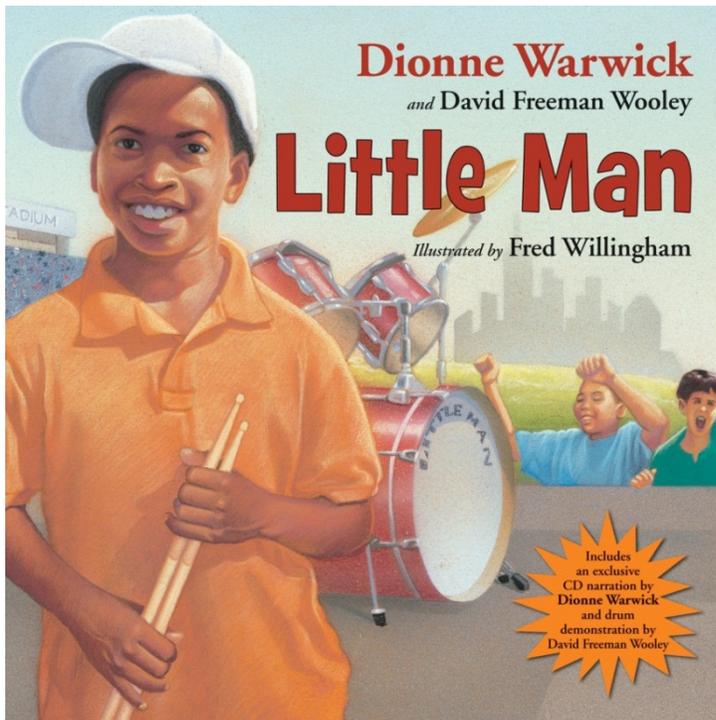


# Little Man

by Dionne Warwick and David Freeman Wooley  
(authors) and Fred Willingham (illustrator)

A Choose to Read Ohio Toolkit



## About the Book

Little Man is a drummer--that's his thing. He's bursting with rhythm and wants to improve his groove.

With support from his father, Little Man practices every day. Soon he has enough confidence to play the drums at the local block party and is pleasantly surprised when his neighbors take up a collection for him. Now Little Man has money to buy a new bike to transport him to drum lessons!

Inspired by Dionne Warwick's and coauthor David Freeman Wooley's shared passion for music and performing, **Little Man** also includes

an exclusive audio CD narration and demonstration of the parts of a drum set.

*Permission to use book jacket image and book description granted by Charlesbridge Publishing.*

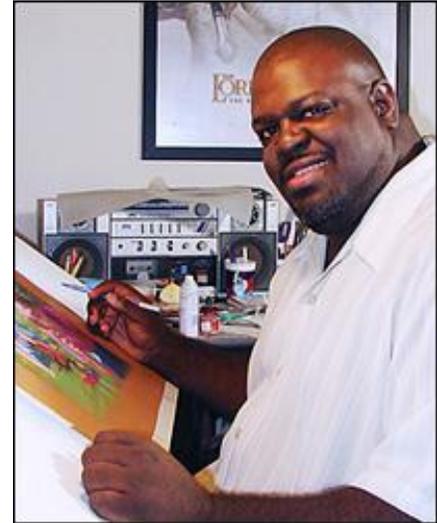
## Book Details

**Little Man** by Dionne Warwick and David Freeman Wooley, illustrated by Fred Willingham. Charlesbridge Publishing, 2011, ISBN 9781570917318. Ages 4-8. 590 Lexile.

<http://www.charlesbridge.com/>

## About the Illustrator

Fred Willingham has loved to draw since he was a young boy. His favorite subject matter has always been people; he started with comic book characters and moved on to draw his family and friends. His high school art teacher encouraged his talent and love of drawing, which helped lead Fred to attending art school at the Art Institute of Pittsburgh. He graduated with a degree in visual communication and became a freelance illustrator. He has illustrated several children's books for both the trade and educational markets, including ***Busy Toes*** and ***Busy Fingers***, which won an Oppenheim Toy Portfolio Gold Book Award in 2005. Fred currently lives in Cleveland with his family.



*Photograph and biographical information courtesy of Charlesbridge Publishing; used with permission.*

### Illustrator Resources:

**Christina A. Tugeau, Artist Agent, page about Fred Willingham**

<http://www.catugeau.com/artists/willingham.html>

**Illustrator Page on Charlesbridge website**

<http://www.charlesbridge.com/contributorinfo.cfm?ContribID=57>

**For publicity and speaking engagement inquiries:**

Please contact Christina Tugeau at [Chris@CATugeau.com](mailto:Chris@CATugeau.com) or by phone: 757-221-0666.



## About the Authors

Dionne Warwick has been a performer for over fifty years and has won five Grammys. She is also the author of the children's book **Say a Little Prayer**. Dionne divides her time between Brazil and the United States.

David Freeman Wooley is an advocate for children's art and education programs. He co-wrote **Say a Little Prayer** with Dionne Warwick. David lives in Wilmington, Delaware.

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### Author Resources:

**Dionne Warwick's official website**

<http://www.dionnewarwick.info/>

**David Freeman Wooley's official website**

<http://www.davidfreemanwooley.com/>

**Author pages on Charlesbridge website**

<http://www.charlesbridge.com/contributorinfo.cfm?ContribID=550> (Dionne Warwick)

<http://www.charlesbridge.com/contributorinfo.cfm?ContribID=551> (David Freeman Wooley)



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## Get Ready To Read!

*Encouraging early literacy skill-building in young children.*

**Little Man** is a good book for preschoolers as well as early elementary aged children. Many of the activities, ideas, and discussion questions included in this toolkit incorporate the **five practices** that help young children get ready to read:

### **Reading - Writing - Talking - Playing - Singing**

**Reading** to and with a child is the single most important way to help children get ready to read as it helps develop six key early literacy skills: print motivation, phonological awareness, vocabulary, narrative skills, print awareness and letter knowledge. **Writing** (including drawing and scribbling) helps children learn about print, letters, and vocabulary, and helps establish pre-reading skills. **Talking** helps children learn oral language – a critical early literacy skill – and also increases vocabulary and comprehension. **Playing** helps children think symbolically, learn self-expression, and put thoughts into words. **Singing** slows language down so children can hear the different sounds that make up words and develop letter knowledge and phonological awareness. All of these components lead to children being ready to learn how to read when they begin school.

Parents, teachers, and librarians are encouraged to utilize these activities with children whether at home, in the classroom, or at the library.

The Five Practices are featured in **Every Child Ready to Read** (<http://everychildreadytoread.org>), a library-based early literacy outreach initiative of the Public Library Association and the Association for Library Service to Children. For more information, please visit **Ohio Ready to Read** at <http://www.ohreadytoread.org/>.

## Talk About It!

*Topics to share when discussing **Little Man** with children.*

- Little Man has a passion for drumming. Talk to the children about their passion. What talents do they have? If your school has a talent show, encourage students to participate and share their talent.
- Little Man really wants to take some music lessons across town, but he needs a bike to get there. What does Little Man do in order to get the bike?
- Talk about the three P's mentioned in the book: passion, purpose, and perfection. What do these words mean? What are some examples of each?



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- Talk about the illustrations. What colors do you see? What time of year is it? What images are in the background?
- Little Man is nervous right before he performs, so nervous he cannot even eat. Little Man was brave and performed for his community anyway. Talk with the children about a time they were nervous or scared. How did they overcome or address their fear?
- When Little Man begins to play the drums, he is not great. His brother and others tease him but he does not give up his passion. Talk to children about why it is important to be persistent even if you struggle. Talk about how you become better at things with practice.
- Talk with children about what following their dreams means to them. What interests do they have that they would like to continue into adulthood?

## Learn and have fun!

*Here are some fun ideas for extending the experience of reading **Little Man**.*

- Have children write a short story with words and/or pictures about a time when they had to work hard to achieve or obtain something they wanted.
- All of Little Man's friends and family loved his beat. Demonstrate to children how music has a rhythm and a beat, then have them try keeping a beat while singing a tune or listening to a song. This can be done with clapping or tapping.
- When Little Man starts playing his drums at the block party everyone begins to dance. Use a simple dance that only involves a few moves to help children understand the concepts of rhythm, beat, and sequencing.
- Music involves a lot of rhyming and repetition. Have children create a short paragraph or two that involves rhyming words or a repeated phrase.
- Little Man lives in a supportive and close-knit neighborhood. Have children select one of his named or unnamed neighbors and write or describe a backstory for that character.
- Fun storytimes to associate with **Little Man** might include:
  - Community or Neighborhood
  - Music
  - Talents
  - Follow your dreams!



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## Additional Activities and Ohio's New Learning Standards

**Educators:** Every Choose to Read Ohio book for children may be used to support Common Core Reading Standards. Here are examples of activities using **Little Man** that align with additional content standards. These are examples. Other content standards may also apply.

**Librarians, parents, and others:** These activities may also be used in library programs, family activities, and other projects. Academic Content Standards define what students should know and be able to do at each grade. They are included for teachers who want to use this book in school. For more information, see the Ohio Department of Education website, <http://education.ohio.gov>. Click on "Academic Content Standards" in the Educators section.

### Science

- *Physical Science – Properties of Everyday Objects and Materials.* Focus on the production of sound and have students observe, explore, describe, and compare different ways that sounds can be produced. Bring Little Man's passion for drumming to life by using household items (like empty liter bottles, oatmeal containers, rubber trashcans) or even real instruments (like bongo or whirling drums) to determine how many different sounds can be made from an object by touching, blowing, tapping, etc. Instruct students to experiment with new ways of creating sounds. (Kindergarten).

### Social Studies

- *Government – Civic Participation and Skills.* Little Man's community comes together to raise funds for Little Man's bike so he can get to his drum lessons. As a class, discuss what it means to work together as a group for a common goal, collaborate with others respectfully, and be accountable for one's actions. Brainstorm a goal for your classroom and make a plan and/or timeline for meeting that goal through the individual and collective work of the students. (Grade 1, 2, 3).
- *Economics – Markets.* Using the money that is earned to buy Little Man's bike as an example, encourage students to develop their decision-making skills and understanding of economics by setting up your own market in the classroom. "Sell" various items by taping up pictures around the room (such as bicycles, groceries, clothing, books, video games, etc.) with assigned monetary values. Each student will be given a different amount of "money" that they will use to buy an item of their choice as well as an assigned special skill or service that they may choose to sell to another student for profit. At the end of the "market," create a bar graph or similar visual display to demonstrate the exchanges of money that occurred during the activity. (Grade 2 and 3).

### Math

- *Geometry – Shapes (K.G.1, K.G.5).* Develop students' early mathematical skills by having them identify, describe, and compose different shapes. Little Man's story is full of music and music is full of instruments; as a class, view and observe different



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types of musical instruments and find the geometric shapes they contain (a circle in a drum, a rectangle on a piano, a triangle in a balalaika). Then have students practice drawing these shapes on paper. (Kindergarten)

- *Number and Operations in Base Ten – Place Value (2.NBT.1)*. Demonstrate the meaning and function of place value by using play money. Imagine that Little Man's bike cost \$250. Pass out play coins and bills to students; pennies will represent units of one, dimes will represent units of ten, and \$100 bills will represent units of 100. Using a worksheet with placeholders for the various units, have students count up to \$250 (or any designated number) in different ways by using their play money to count by ones, tens, and hundreds. (Grade 2).

### English Language Arts

- *Reading: Literature – Integration of Knowledge and Ideas (RL.1.7)*. Take students on a "picture walk" of **Little Man** in order to help them make connections and draw meaning from both the illustrations and the text of the book. Before reading the story aloud, allow students to look at the cover and the illustrations as you guide them from page to page without reading any of the words. Ask questions as you go along, such as "Who do you think this is?"; "What do you think is happening here?"; "When is this story taking place?"; "Where do you think this character is going?"; "How do you think the story is going to end?" After you finish reading the story aloud, compare their predictions to the story. Retell the story together as a class using the pictures to prompt as you go. (Grade 1).
- *Reading: Literature – Craft and Structure (RL.2.6)*. Develop comprehension skills by hosting a Reader's Theatre of **Little Man**. After reading the story as a class, analyze the characters to identify their traits, emotions, and mood and note the structure and meaning of the story. Then, create a Reader's Theatre script of **Little Man** to demonstrate each character's point of view and help students understand how character perspective, voice, and opinion influence the meaning of the story. See <http://www.thebestclass.org/rt.html> for more information about Reader's Theatre. (Grade 2).

## Explore More!

*Additional ideas and resources to use with **Little Man**.*

### Listen to the Story Here!

<http://www.youtube.com/watch?v=bXXZ-5zQEKg>

Listen to a read-aloud by Dionne Warwick of **Little Man**.

### What Is a Community?

<http://learningtogive.org/lessons/unit261/lesson1.html>

Little Man is very involved in his community. He assists his neighbors, makes friends with the other children in the community, and performs at the community block party. Talk with children about what it means to be in a community and what they can be done to make a community better. This first-grade lesson plan may get you started.

### Financial Skills for Kids

<http://www.handsonbanking.org/htdocs/en/k/>

The Hands on Banking® program offers helpful information about money, financial cycles, banking, budgeting, spending, and more geared towards children. It also offer a glossary of financial terminology, calculating tools, quizzes, and an interactive cartoon video presentation.

### San Francisco Symphony for Kids

<http://www.sfskids.org/templates/splash.asp>

The San Francisco Symphony offers a fun and educational music learning website for kids that allows them to learn about the different sections and instruments in the orchestra, music notation, tempo, pitch, and more. Kids can even make their own tune with the "composerizer."

## About Choose to Read Ohio

Choose to Read Ohio, a project of the State Library of Ohio and the Ohioana Library Association, encourages public libraries, schools, families, and others to build a community of readers and an appreciation of Ohio authors and literature. CTRO is adaptable for use in classrooms, libraries, bookstores, by book discussion groups, families, and other community groups.

Explore Choose to Read Ohio resources & toolkits: <http://library.ohio.gov/ctro>.

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