

Big Buddy Days

Teacher's Guide



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Line Masters

This Teacher's Guide includes access to modifiable and PDF line masters.

To access these Mathology Little Book Line Masters, please log in at Pearson Places, www.pearsonplaces.com.au and select the Mathology Little Books icon. The Line Masters can be found in the 'Explore Resources' section.

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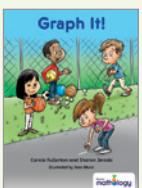
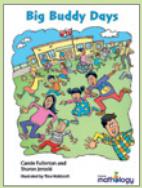
Mathology Little Books

This series recognizes that children's understanding of maths concepts develops over time, and so the series allows you to choose the book that best matches a child's or group's level of mathematical understanding. The books engage children at just the right level in a wide range of mathematical ideas, thinking, and activities in a variety of real world and imaginary contexts.

Big Buddy Days engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that "Collecting and displaying data can help us predict and interpret situations."

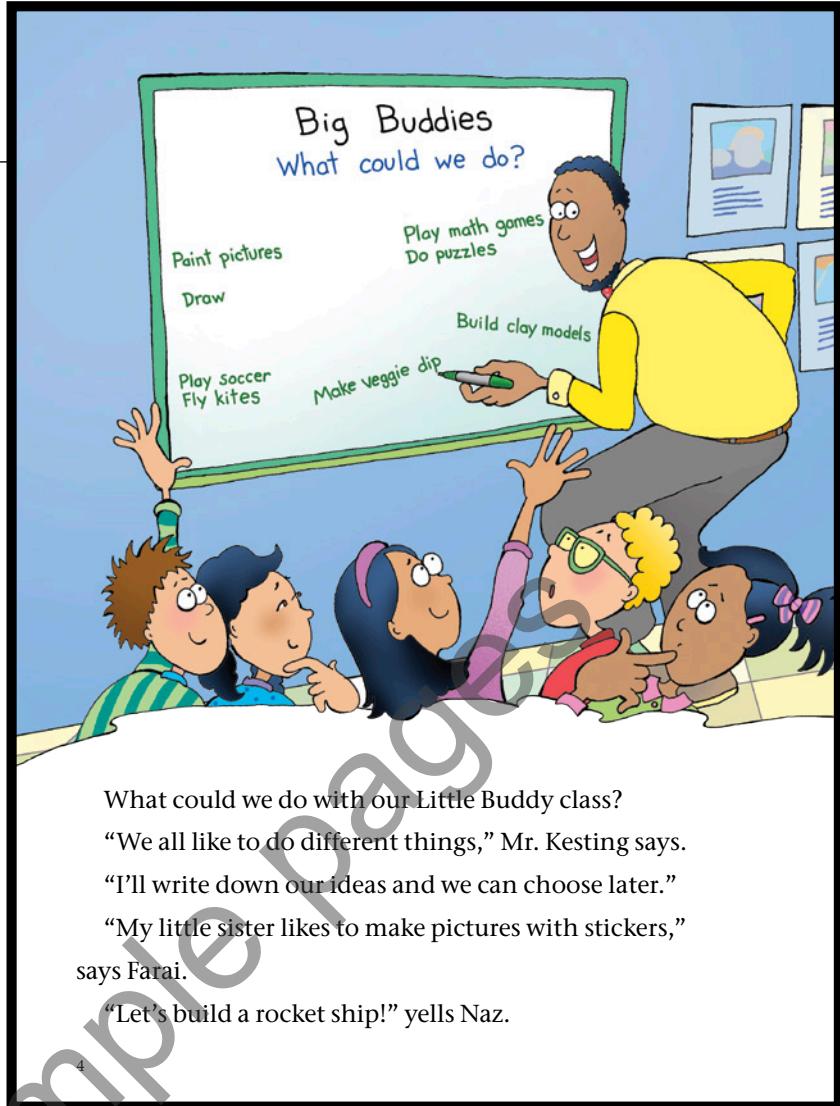
Big Idea: Collecting and displaying data can help us predict and interpret situations

(Data and Graphing)

TITLE	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Collect and interpret data Sort a collection	Display data on a graph Interpret graphs Identify similarities and differences Sort and re-sort a collection	Pose a question to initiate data collection Predict based on displayed data Identify a sorting rule	Comparing quantities to 20 Use positional language to describe location
	Interpret concrete graphs and picture graphs Build concrete graphs and picture graphs	Collect and organize concrete data Use collected and displayed data to answer questions Use real objects and pictures to make graphs Read and interpret simple graphs Compare sets of objects to determine more/less	Compare perceptually Match and count	Construct number sentences to 20 Simple equations
	Build pictographs Interpret pictographs	Collect data by determining categories in advance Create simple pictographs Read and interpret information from data displays	Choose an appropriate method to collect and organize data	Estimate how many in a group (to 100) Make groups Make 2-D shapes with a given number of vertices
	Collect, organize and display data in graphs Read and ask questions about graphs	Collect data by determining categories Conduct a survey Construct and label pictographs and bar graphs Display data collected in more than one way and describe the differences Interpret displays Pose and answer questions about data collected and displayed	Choose a method to record collected data Use tally marks Formulate questions that can be addressed through observation	Identify 2-D shapes using geometrical attributes Create addition and subtraction story problems Make doubles

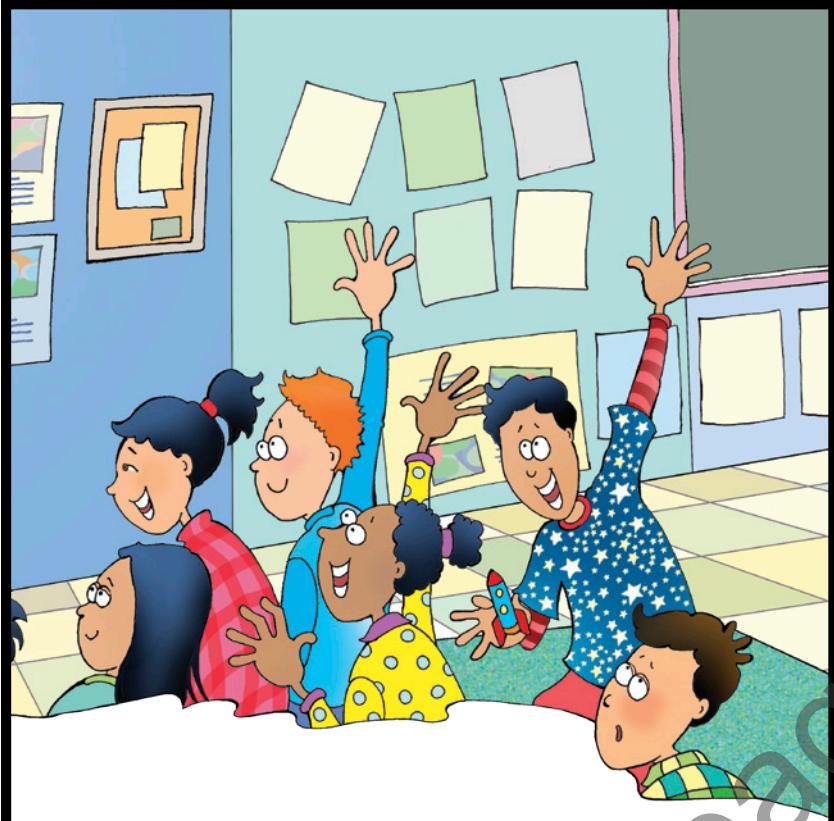
Building pictographs

- How do you think the children will decide which activities to do with their Little Buddies? (e.g., *have a vote*) Do you think it will be easy or difficult to decide what to do? Why? (e.g., *difficult: there are many activities to choose from and not everyone likes the same activity*)
- What could the children do to make it easier to decide what to choose from their list? (*organize their list*)



CONNECTING TO NUMBER

Making Groups: Say: **One of the activities listed on the board is soccer. Suppose the children want to form teams with 8 players each. How many children would be on 2 soccer teams? (16) Suppose there are 18 children in Grade 2 and 14 children in Kindergarten. How many soccer teams could they make? (4) How many games could be played at once? (2) How did you figure it out?**



The board is full of fun things to do! There are indoor games and outdoor games. There are craft ideas and building ideas.

How will we decide?

"Let's sort them," says Mr. Kesting.

5

Building pictographs

- How could the children sort the ideas on the board? (*accept any answer children can justify*) How did you decide?

Interpreting pictographs

- How do you think sorting the ideas will help the children choose what to do with their Little Buddies?

Large Group Options

If you read *Big Buddy Days* to a large group or whole class, you might project the book to facilitate reading aloud and better engage children in building and interpreting pictographs. These activities engage children in exploring and communicating their understanding of pictographs; choose the activities that best address your children's learning needs.

BUILD IT!

ENGAGE

Draw attention to page 9 of *Big Buddy Days*. Ask:

- **How did the children choose which art idea to do with their Little Buddies?** (e.g., voted; conducted a survey)
- **What survey question did they want to answer with the data on the pictograph?** (*What art could we do with our Little Buddies?*)
- **What categories did they use?** (painting, drawing, sticker crafting)
- **What symbols did the children use on the pictograph to show what they were voting for?** (paintbrush, pencil, flower sticker)
- **What symbol did someone use to show a new category that wasn't on the pictograph?** (a rocket ship)

WORK ON IT

Explain to children that they are now going to build a pictograph to decide on a building activity for your class. Children can choose from the 3 building ideas on page 6 or you can select 3 other building ideas that the children suggest. Ask:

- **What should our survey question be?** (e.g., *What building activity should we do?*)
- **What are our categories?** (e.g., build clay models, build with blocks, build a rocket ship)
- **What symbol should we use for each category?** (e.g., a lump of clay, a block, a rocket ship)

Have children collaborate to design and draw images to match the 3 choices. Work together to create a chart like the one shown on page 9 of *Big Buddy Days*. Ask:

- **What title should we put on the pictograph?**
- **What other information would make the chart clearer?**

Invite children to vote by drawing a symbol to represent their choice on a sticky note and adding it to the chart.

SHARE AND REFLECT

When everyone has had a chance to vote, meet and prompt reflection by asking questions such as:

- **What do you notice about the data?**
- **What surprises you about the data?**
- **What "more than" or "less than" statements can you make?**

MATHS FOCUS: collect data by determining (most) categories in advance; create displays using simple pictographs; interpret data displays

MATERIALS: *Big Buddy Days*, pp. 6 and 9; large sticky notes; pencil crayons

Building Ideas

Clay models	Blocks	Rocket ship

WATCH FOR...

- Do the children create displays using simple pictographs?
- Do the children read and interpret data displays?
- Do the children compare frequencies, noting how many more/less?

DIFFERENTIATE: Create a set of 3 symbols, one for each building choice, for children to choose from. Children vote by selecting a symbol and placing it on the chart.

Big Buddy Days

Line Master 1

(Assessment Master)

Name: _____

Build Pictographs	Not observed	Sometimes	Consistently
Collects data by determining (most) categories in advance			
Chooses an appropriate method to collect data			
Chooses an appropriate method to organize data			
Creates displays using simple pictographs			
Interpret Pictographs			
Interprets displays by noting how many more/less than other categories			
Reads and interprets information from data displays			

Strengths:

Next Steps:

A customizable (Excel) Whole-Class Assessment recording sheet is also available on Pearson Places

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(Assessment Master)

Name: _____

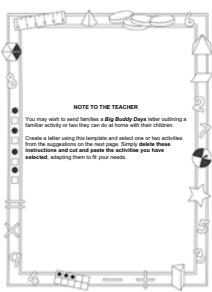
Gold Projects	Red Projects	Blue Projects	Green Projects
Children are learning about:			
Activities in the classroom			
Class rules			
Home environment			
Community			
Environment			
Geography			
Mathematics			
Music			
Physical Education			
Science			
Technology			
Writings			
Writing by using drawing			
Writing by using numbers			
Writing by using letters			
Writing by using symbols			
Writing by using words			
Writing by using numbers and letters			
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Strengths:			

Note: Steps:

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Line Master 1
Assessment Master

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER
You may wish to send home a **Big Buddy Days** letter inviting a familiar activity or two they can do at home with their children.
Create a letter to your child using the template below. Cut out the letters from the suggestions on the next page. Simply delete these letters and cut out just the ones you have selected, staying true to the needs.

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Line Master 2
Connecting Home and School
Letter Template



Line Master 3
Big Buddy Days Maths Mat

Mystery Tally Charts Line Master 4-1

Name: _____

Animals	Space	Strong Facts	Huge Structures

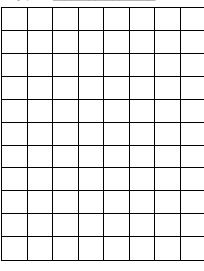
1. What do you think this tally chart is about?
2. What could be the title of this tally chart?
3. What question could this data be answering?
4. What might the answer be?

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Line Master 4
Mystery Tally Charts

Graphing Grid Line Master 5

Name: _____
Photograph Title: _____



Line Master 5
Graphing Grid

Fact Finder Line Master 6-1

Name: _____

- Draw or glue the photograph you found in the space below.
- Underline or write the title in one colour.
- Underline or write the labels in a different colour.
- Circle one of each symbol.

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Line Master 6
Fact Finder

Big Buddy Problems Line Master 7-1

30 children voted for which outdoor activity they want to play:
• 7 children voted for 4-square
• 10 children voted for soccer
• 9 children voted for tag
• 4 children voted for kites

- Make a pictograph on a graphing grid.
- Use the data on the pictograph to answer the following questions using words, numbers, and/or drawings.
 - How many children voted for each game?
 - Which game was the most popular?
 - By how many votes did the game win?

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Line Master 7
Big Buddy Problems