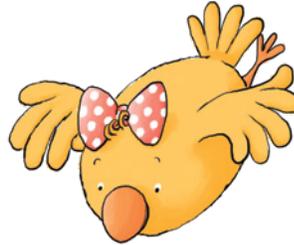


The New Nest

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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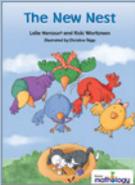
Mathology Little Books

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.

The New Nest engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that “Objects can be located in space and looked at from different perspectives.”*

Big Idea: Objects can be located in space and looked at from different perspectives

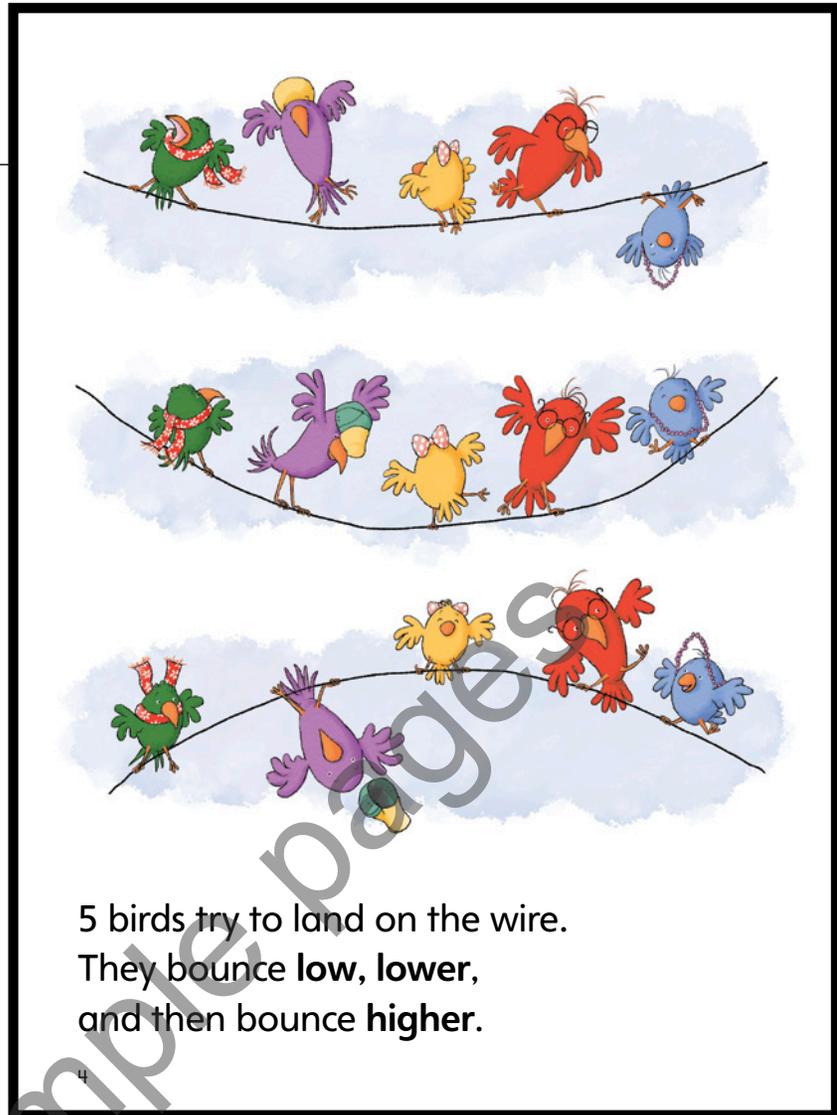
(2-D and 3-D shapes. Location, position and movement.)

TITLE	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Locate objects in space Recognise shapes	Use positional language to describe location and movement Follow simple directions Give simple directions Describe and name 2-D shapes Identify 2-D shapes in 3-D objects		Count and compare quantities to 5 Make combinations to 5
	Locate and map objects in the environment Investigate 2-D shapes and 3-D solids	Identify and describe geometric attributes of 2-D and 3-D shapes Identify 2-D shapes on 3-D objects in the environment Locate objects by interpreting a map Use positional language to locate objects and give and follow directions		Organize information into graphs Count in groups to determine how many Add and subtract to 20 Estimate and compare measures
	Describe the location of objects Explore and describe the movement of objects	Provide instructions to locate an object in the environment Visualizes and create 2-D representations of 3-D objects Uses positional language to describe movement of objects	Use a map to describe movement of an object Uses words and/or gestures to show directions	Visualize 2-D representations of 3-D objects Collect and organize data Digital technologies (coding)

* This book can also be used to address the big idea that “Shapes and solids can be explored and compared based on attributes.”

Locating objects

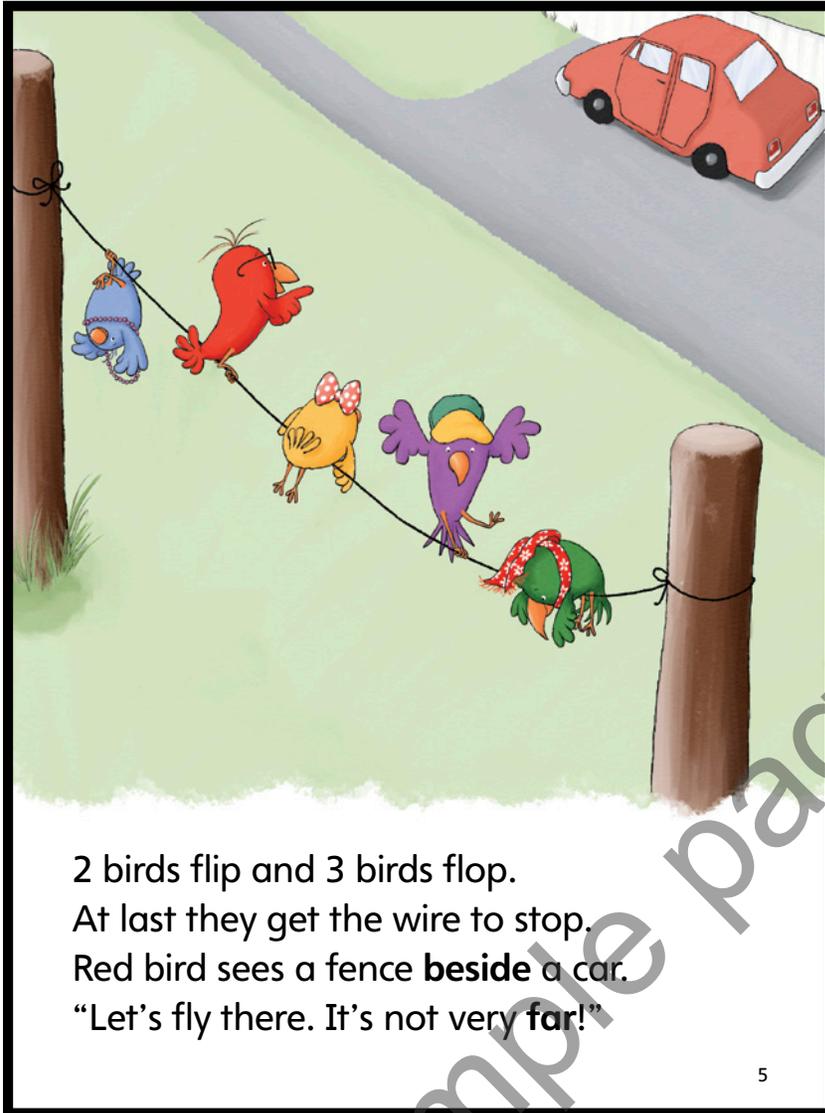
- In the top picture, which bird is upside down? (*blue bird/bird wearing a necklace; bird on the far right; bird at the end of the wire*) Where do you see another bird that is upside down? Which bird is it? (*in the picture at the bottom, purple bird/bird wearing a baseball cap*)
- Which picture shows the birds bouncing higher? (*the last picture/the third picture/the picture at the bottom*)
- In the middle picture, which bird is between the blue bird and the yellow bird? (*red bird*) Which bird is beside the green bird? (*purple bird*) Which bird is lower than all the other birds here? (*yellow bird/bird with a hair bow; bird in the middle*)



5 birds try to land on the wire.
They bounce **low, lower,**
and then bounce **higher.**

CONNECTING TO NUMBER

Combinations of 5: Ask children to think about different ways that 5 birds can be below and above a wire. Discuss and sketch possibilities. (*4 above and 1 below, 3 above and 2 below, and so on*)



2 birds flip and 3 birds flop.
 At last they get the wire to stop.
 Red bird sees a fence **beside** a car.
 "Let's fly there. It's not very far!"

5

Locating objects

- Look at the birds on the wire. Which birds are below it? Standing on it? What are the other birds doing? (*accept reasonable answers and descriptions that children can justify*)
- Which birds are between the bird wearing glasses and the bird wearing a scarf?
- Which bird is on the right (left) end of the wire?

Recognizing shapes

- Draw a circle in the air. Look for a circle on this page. Who will come and trace some circles for us to see?
- Suppose the birds fly higher and look down for a bird's-eye view. What would the top of the pole look like? What shape would the birds see? Trace the shape in the air.

WATCH FOR...

- Which positional terms are children comfortable responding to? Are there terms that seem unfamiliar and cause hesitation or confusion? Note such terms as you read through the story. Make an effort to use them in daily routines and familiar contexts. For example: **(Suri), can you please stand between.... (Ettie), please place the glue above the....**

Large Group Options

If you read *The New Nest* to a large group or whole class, you might project the book to facilitate reading aloud and better engage children in describing the location and position of the birds as they search for a new nest. These activities engage children in describing location and movement, as well as in describing 2-D shapes from a bird's-eye view. Choose the activities that best address your children's developing geometric and spatial thinking.

WHERE ARE YOU?

ENGAGE

Invite children to sit in a large circle. Define the centre of the circle as a warm, cozy nest. Give directions using positional language so that a few children move to “rest” inside the nest and others “fly” outside the nest.

- **If you are (wearing a T-shirt), you are a bird resting inside the nest. If you are (wearing a sweater), you are a bird flying outside the nest.**

Invite children to identify where different “birds” are located:

- **Where is (Jenna)? Is she inside or outside our nest?**

Children return to sit in the circle after their location (inside or outside the nest) has been identified. When everyone is back in the circle, repeat using different attributes. For example: **If your name starts with the letter (J), come rest inside the nest. If you are wearing a (striped shirt), fly outside the nest. If you (are wearing glasses), stand with one leg inside and one leg outside the nest.**

WORK ON IT

Invite all children to stand and “fly” slowly. After a few seconds, ask children to stop wherever they are and rest. Focus their attention on their location and position, and invite movements. For example:

- **If you are standing beside (the art table), flap your wings above your head. If you are in front of (the whiteboard), flap your wings below your knees. If you are between (the carpet and the book centre), put your wings behind your back.**

Continue, using terms that refer to location (e.g., *on the carpet*) and relative position (e.g., *behind, between, next to*).

SHARE AND REFLECT

Have the group return to sit around the “nest.” Invite a few children to fly to a spot of their choice. Prompt descriptions of location and position:

- **Tell us where (Ethan) is resting now.**
- **Who is standing between (the table and the chart stand)?**
- **Is anyone standing beside (to the right/left of) the filing cabinet?**
- **Who is behind/in front of (my chair)? Beside (my chair)?**

You might invite volunteers to offer directions for classmates to follow.

MATHS FOCUS: follow directions; describe location using positional terms

WATCH FOR...

- Which terms do children respond to comfortably and accurately, and which cause hesitation or confusion?
- Are children able to describe location and position clearly and accurately?

DIFFERENTIATE Some children may hesitate and look to others to know how to respond. Consider further scaffolding by focusing on only a few specific terms, or on pairs of related terms (*above/below, in front of/behind*, and so on).

