Getting Ready for School

Teacher's Guide

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Line Masters

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

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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.

Getting Ready for School engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that "Units can be used to measure and compare attributes."*

Big Idea: Units can be used to measure and compare attributes
(Length, volume and capacity, mass, area, perimeter time)

TITLE	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Estimate and measure length Compare measures according to length	Describe measures (e.g. longer, longest) Select and use appropriate measures	Use a baseline	Count by 5s
	Estimate and measure length, duration, and distance around Compare, order, and describe measures	Estimate and measure length, distance, and time Compare and order objects according to length, distance, and time Use relative terms to describe length, distance around, and time	Use personal and familiar referents to estimate measures Select and use appropriate measuring tools	Duration of time (1 min) Addition and subtraction story problems Create a tally Days of the week Compare and order numbers
	Estimate and measure length, perimeter, and area Compare and describe length, perimeter, and area	Select and use appropriate measuring tools Compare and order objects according to length, perimeter, and area Uses relative terms to describe length, perimeter, and area	Use personal referents and benchmarks Skip count by 5s and 10s Use repeated addition	Identify symmetry in the environment Estimate how many is in a group (to 100)

* This book can also be used to address the big idea that "Many things in our world have attributes that can be measured and compared."

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Estimating and measuring time

- Eric says school starts in a week. How many days is that? *(7)* What month do you think it might be in the story? *(January)* What month do you think it will be in 1 week's time? *(January or February)*
- Addie uses the term *in 2 shakes of a lamb's tail*. What do you think that means? Let's get a sense of how long that is. Hold up your hand and imagine it is a lamb's or dog's tail. Now wave it back and forth 2 times, as if it were a tail wagging. How would you describe how long that was? What do you think you could do in that amount of time? *(e.g., say my name; stamp my foot; clap my hands; stand up)*

"Here's another cool fact," says Eric. "School starts in a week."

"No way! Really?" replies Addie. "Summer can't be almost over!"

"Yup, our holiday is coming to an end. We need to get ready for school. Did you try on your uniform to see if it still fits?" asks Eric.

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"It's way too small—it's too short, and it's torn," answers Addie.

"Mine is, too. You fill in the order forms for new uniforms and send them to the tailor, and I'll make lunch," says Eric. "Deal?"

"I'll have the forms filled out **in 2 shakes of a lamb's tail**," says Addie.

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Comparing measures

- Each year, Eric and Addie mark their height on the door jam so they can track their growth over time. How and when have you measured your height or kept track of how much you have grown?
- What kind of information do you think the tailor might need to make new school uniforms for Addie and Eric? How might the completed information on Eric's form be different from that on Addie's form?

WATCH FOR...

- Does the child make reasonable estimates of what he/she could do in a very short period of time?

Large Group Options

If you read ***Getting Ready for School*** to a large group or whole class, you might project the book to facilitate reading aloud and better engage children in estimating and measuring using standard and non-standard units. These activities engage children in estimating, measuring, and comparing measurable attributes; choose the activities that best address your children's learning needs.

HAND MEASURES

ENGAGE

Remind children how in ***Getting Ready for School*** Addie learned that the heights of horses are measured in hand widths. She then measured Eric and herself using her hands. Say: **Show me your own hand width. How many hand widths long do you think your (leg) is? Measure to find out.** Discuss the results and their estimates. Ask children to demonstrate how they positioned and moved their hands to measure.

WORK ON IT

Place strips of adding machine tape at work areas. Ask: **Remember how, on page 17 of the book, Addie made a personal measuring tape using her hands? Let's make our own personal measuring tapes and use them for measuring.** Invite children to mark 10 hand widths with a line along the paper strip, numbering each one while you do the same.

Provide craft and drawing supplies (including a hole punch and ribbons) and say: **Use your personal measuring tape to measure, then cut out a superhero cape from the crepe paper. Make your cape (10) hand widths long and (5) hand widths wide. Personalize your cape and create a logo for it. To create a tie, punch two holes at the top and attach ribbon. Be prepared to tell us how many hands long your ribbon is!**

Have children gather in small groups to share and compare their capes. Ask children to use their personal measuring tapes to measure each cape, then record and share the results. Ask: **What do you notice? Now use my personal measuring tape. What do you notice?**

SHARE AND REFLECT

Gather as a large group and invite volunteers to share the results of their measuring. Prompt:

- **In the story, Addie's cape was too long when the tailor used his hands to measure. Why do you think your capes are almost the same length (width)? Why do you get a different measure when you use my personal measuring tape?**

To emphasize the need for a standard measure, you might prompt:

- **What measuring tools could we have used instead of a personal measuring tape so all the capes would be the same size?**
- **Which was easier: measuring with your hands or with your personal measuring tape? Why?**

MATHS FOCUS: use personal referents to estimate measures; measure length

MATERIALS: ***Getting Ready for School***, p. 17; strips of adding machine tape; cape-making materials (e.g., scissors, crepe or butcher paper, craft and drawing supplies); hole punch; ribbons

WATCH FOR...

- Does the child place her/his hand widths side by side with no gaps or overlap to measure accurately?
- Does the child measure accurately using her/his personal measuring tape? (i.e., align the ends; keep the tape straight)

DIFFERENTIATE: To extend the experience, prompt: **What can you find that is about 10 hand widths?** Children use their personal measuring tapes to measure objects around the room. Ask children to estimate before measuring and keep a record of their work.

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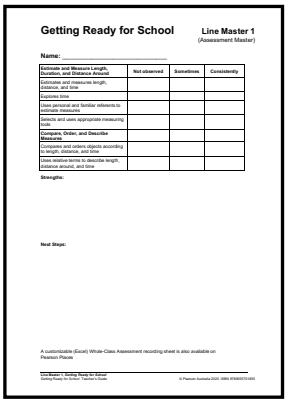
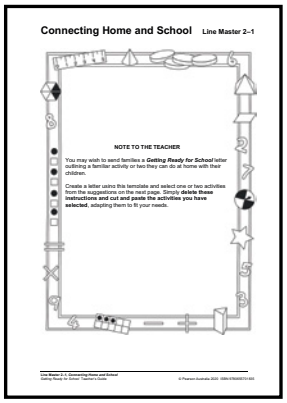
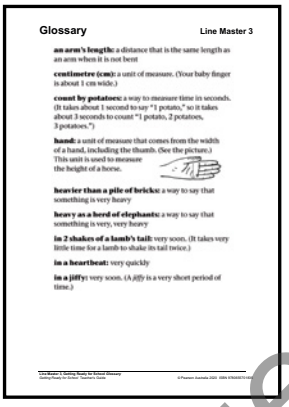

Getting Ready for School — Line Master 1 (Assessment Master)

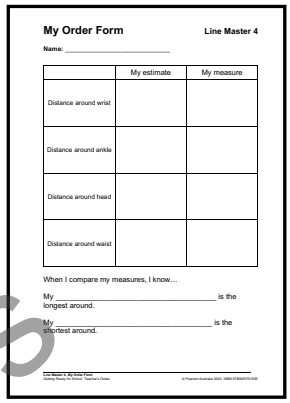
Line Master 1
Assessment Master


Connecting Home and School — Line Master 2–1

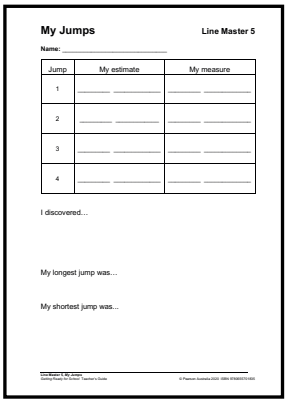
Line Master 2
Connecting Home and School Letter Template


Glossary — Line Master 3

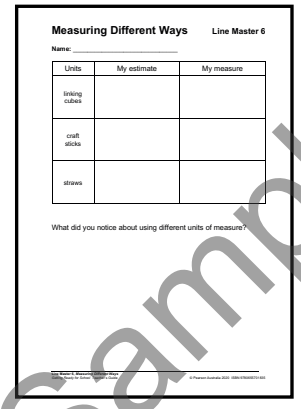
Line Master 3
Getting Ready for School Glosssary


My Order Form — Line Master 4

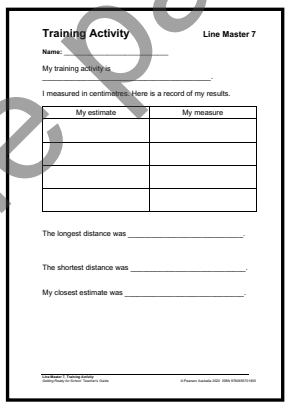
Line Master 4
My Order Form


My Jumps — Line Master 5

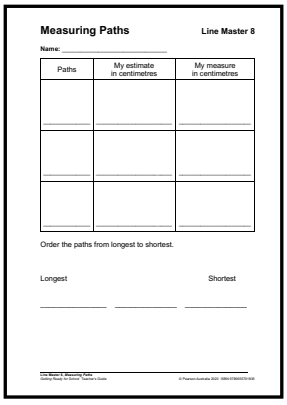
Line Master 5
My Jumps


Measuring Different Ways — Line Master 6

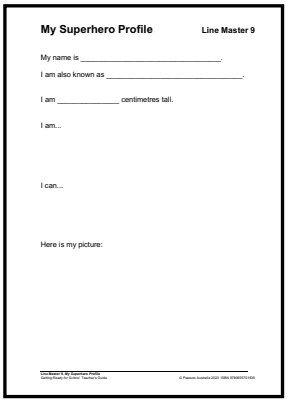
Line Master 6
Measuring Different Ways


Training Activity — Line Master 7

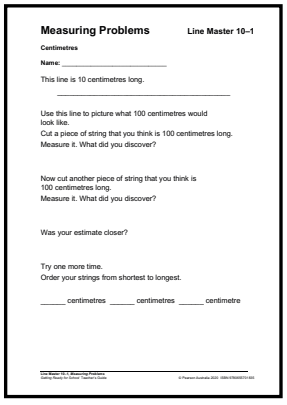
Line Master 7
Training Activity


Measuring Paths — Line Master 8

Line Master 8
Measuring Paths


My Superhero Profile — Line Master 9

Line Master 9
My Superhero Profile


Measuring Problems — Line Master 10–1

Line Master 10
Measuring Problems

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