What Would You Rather?

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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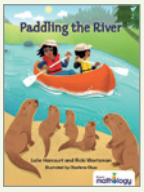
Pearson

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.

What Would You Rather? engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that "Numbers are related in many ways."*

Big Idea: Numbers are related in many ways
(Compare, order and count. Read, write and model numbers.)

TITLE	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Compare quantities to 10 Count sets to 10 • Connect number names and quantities to 10	1-1 Correspondence Subitize Stable order Cardinality Compare quantities to determine more, less or the same	Touch and count Count on Determine 1 more/less	Recognise circles, squares and rectangles Use positional language to describe location
	Count and compare sets to 10 • Connect number names and quantities to 10 Compose and decompose to 10	Name, match and write number names to quantities Compare quantities to determine more, less or the same Subitize	Describe 6 and 10 as two parts	Describe patterns
	Count, compare and order to 20 • Connect number names and quantities to 20 Compose and decompose to 20	Recall, name, match and write number names to quantities Cardinality Subitize Determine how many more/less Identify parts of a whole in different ways	Touch and count Count to compare Estimate quantities Compare quantities by matching or counting	Compare length Use positional language to describe location Collect data with tallies
	Compare quantities to 100 Estimate and count to 100	Estimate and count in different ways Determine how many more/less	Use benchmarks to estimate Skip Count Doubles Use equal groupings	Estimate and compare measures Explore duration of time
	Estimate quantities to 1000 Compare/order quantities to 1000	Explain estimates Determine greatest and least	Skip Count Use base 10 blocks Use benchmarks Grouping to estimate	Estimate and compare linear measurements (cm, m, km)

* This book can also be used to address the big idea that "Numbers tell us how many and how much."

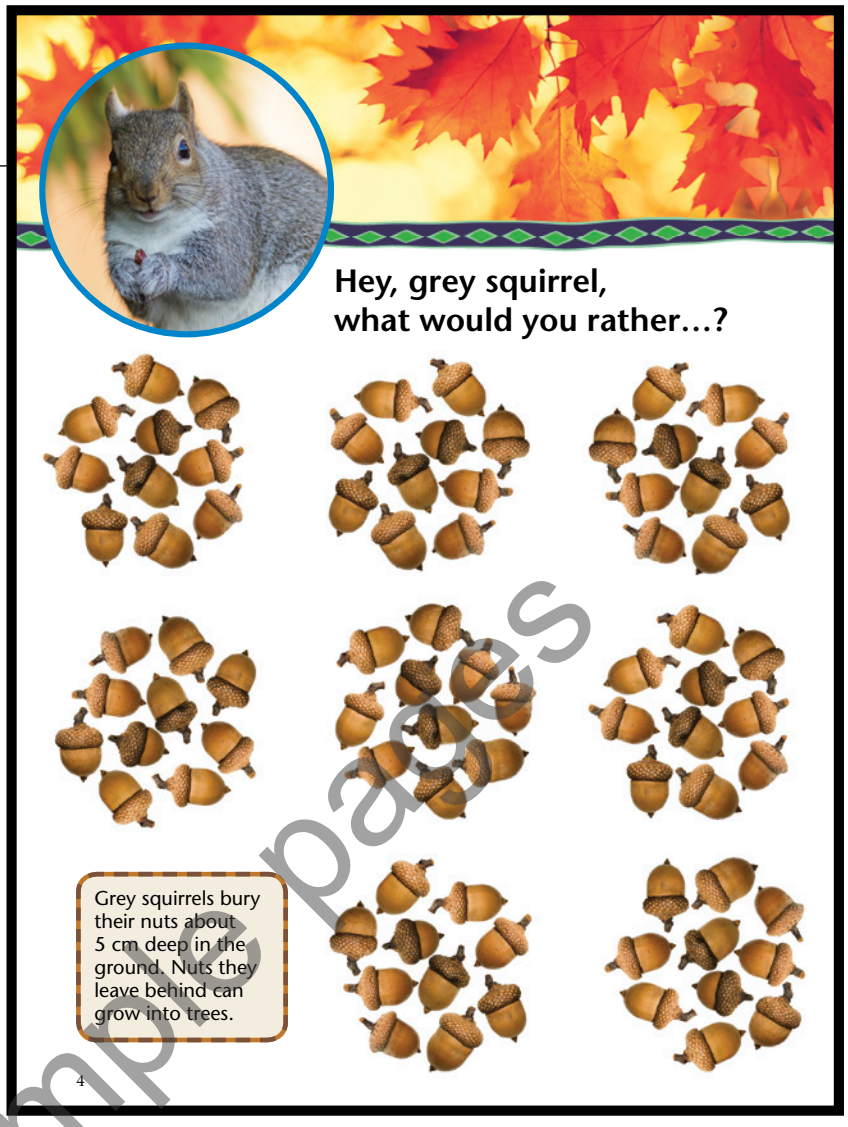
  ISBN 9780655701750

Estimating and counting

- About how many acorns do you see on this page? *(80)* How did you decide? How could we check?
- Do you know another way to count the acorns? *(accept all answers children can justify)* What numbers would you say?

Comparing quantities

- We read that a grey squirrel can eat 100 acorns each week. Are there enough acorns on this page to feed a grey squirrel for a week? *(no)* How did you decide? How could you check? *(we could count them)*
- Would all the acorns on both pages be enough to feed a grey squirrel for a week? *(yes)*



CONNECTING TO MEASUREMENT

Using Referents: Ask: **What can you find in our classroom that is the same length as the African pygmy squirrel? How many would fit across your desk?**

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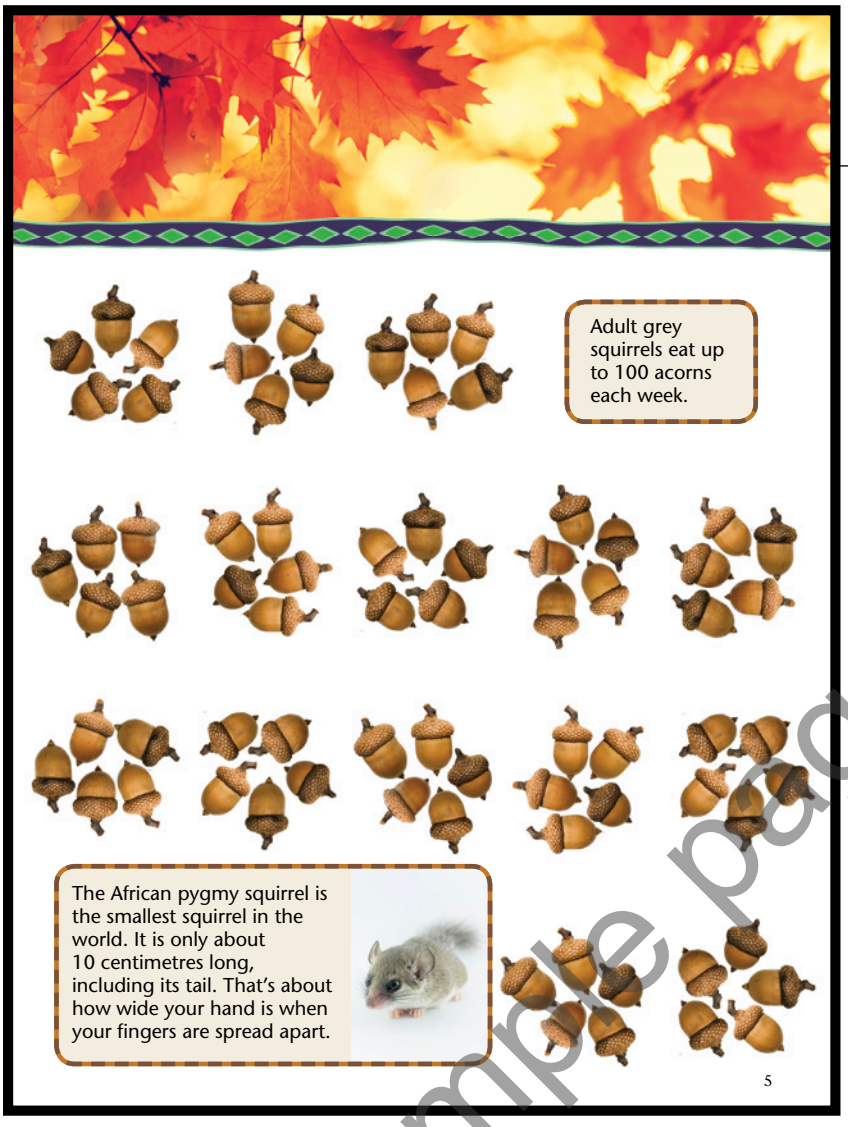

Comparing quantities

- Do you think the squirrel would rather have the set of acorns on page 4 or page 5?
- How did you count the acorns on each page? What numbers did you say?

Estimating and counting

- Look at the acorns on page 4. If the squirrel loses half of these acorns, how many acorns would be left? (*40*) How did you figure it out?

WATCH FOR...

- Does the child count accurately? Does he/she indicate a group of 5 (10) and name a multiple of 5 (10) with each count?
- Is the pace of counting even or does the child slow and seem unsure of successive numbers? At what point?
- Are the child's estimates reasonable?

Large Group Options

If you read ***What Would You Rather?*** to a large group or whole class, you might project the book to facilitate reading aloud and better engage children in counting and comparing. These activities engage children in exploring and communicating their understanding of numbers to 100; choose the activities that best address your children's learning needs.

SO MANY SEEDS!

ENGAGE

Display pages 14 and 15 of ***What Would You Rather?*** and observe with children how seeds are planted in evenly-spaced rows. Explain that gardeners with large garden plots might plant a large number of seeds and would need to figure out how much room that number of seeds would require.

Show a single unit cube from Base Ten Blocks. Explain that in this activity you will use 1 cube to represent a seed in the planting space it requires (i.e., in a row of planted seeds, 1 cube equals the space occupied by 1 properly spaced seed).

WORK ON IT

Ask:

- **How much room do you think a row of 100 of these cubes would take up?**
- **What strategies could you use to figure it out?**

Explain that each child will get only 1 unit cube to work with to create an estimate of a planting row of 100 seeds. Give each child 1 unit cube and some masking tape. Invite children to estimate how long a set of 100 cubes side by side will be, and then to make a tape strip that length. Have children write their names on their tape strips and then affix their seed row estimates to the floor.

SHARE AND REFLECT

Bring children together and have them share their strategies for estimating and creating a tape strip that is equal to 100 cubes. Use a rod from Base Ten Blocks to measure the seed rows in 10s and then record the actual lengths on each. Ask:

- **How did you create your "row of seeds"?**
- **How close did you get to 100 cubes?**
- **Was your row of seeds more than 100 cubes? Less than 100 cubes?**
- **What strategy did you use to build it?**
- **If you did this again, what would you do differently?**

Acknowledge that first estimating the length of a set of 10 unit cubes helps a lot.

MATHS FOCUS: estimate, count, compare, and describe sets to 100

MATERIALS: ***What Would You Rather?*** pp. 14–15; Base Ten Blocks (unit cubes only), masking tape

WATCH FOR...

- Do the child's estimates seem to be reasonable?
- Does the child imagine a set of 10 unit cubes to estimate with?
- Can the child say whether their "row of seeds" is longer than 100 unit cubes or shorter than 100 unit cubes?

DIFFERENTIATE: Some children may be ready to make connections to a standard metre stick and the measures there. Wherever possible, keep the exploration embedded in actual objects rather than in the more abstract metre stick, but make these connections clear should they emerge during the activity.

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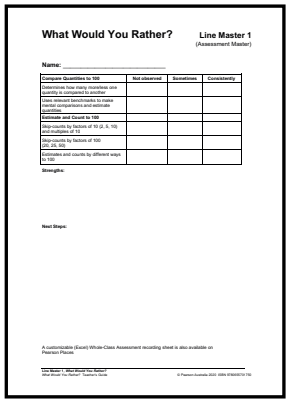
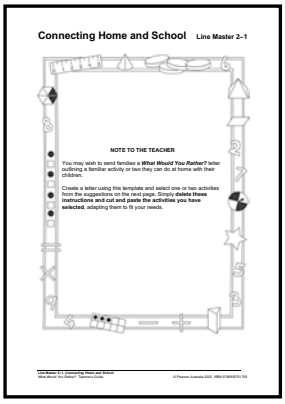
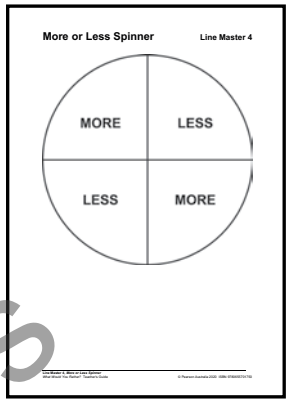


Line Master 1
Assessment Master

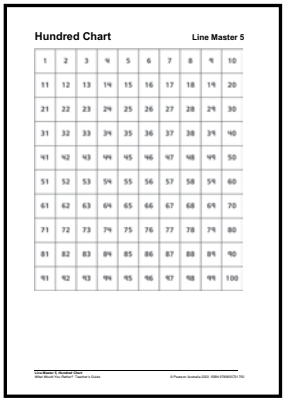


Line Master 2
Connecting Home and School Letter Template

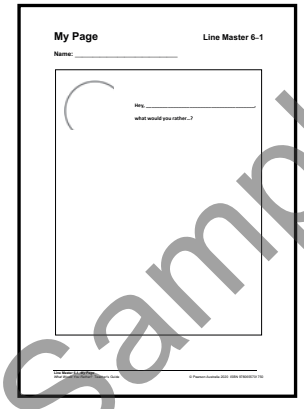
Line Master 3
What Would You Rather? Maths Mat



Line Master 4
More or Less Spinner



Line Master 5
Hundred Chart



Line Master 6
My Page