The Best in Show

Teacher's Guide

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Line Masters

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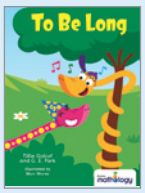
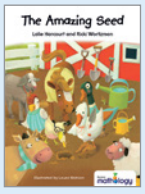
Mathology Little Books

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.

The Best in Show engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that "Many things in our world have attributes that can be measured and compared."

Big Idea: Many things in our world have attributes that can be measured and compared
(Compare length, mass, volume and capacity.)

	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Compare objects by length Order objects by length	Identify similarities and differences Compare and describe objects Sort and re-sort a collection	Identify and use a baseline Identify a sorting rule	Count on and back Identify and compare patterns Use positional language to describe location
	**Measure to compare and order objects** **Choose and use measuring tools**	**Identify measurable attributes** **Estimate, compare and order objects by length, height, distance and mass** **Use relative terms to compare** **Use non-standard units to measure and compare**	**Use an intermediary object to compare** **Use a baseline for measuring and comparing** **Use a balance scale to measure mass**	**Use numbers to show amount to 20** **Count and compare quantities** **Identify and describe patterns** **Recognise 2D shapes**
	Estimate and compare attributes Estimate and measure using non-standard units	Estimate and compare length, height, capacity and mass Use relative terms to describe length, height, capacity and mass Use non-standard units to estimate and measure Measure accurately using several units	Use a baseline to compare Select appropriate units and tools for measuring	Identify and describe patterns Use positional language to describe location Explore and read calendars

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Comparing and ordering

- Which zucchini do you think is the longest (shortest)?
- Which zucchini do you think is longer (shorter) than (Zack)'s?
- Which zucchini is longer than Zander's but shorter than Zack's? *(Zane's)*

"Which zucchini is the longest?
I'll size them up and line them up.
Then I'll know," says the judge.

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  ISBN 9780655701538

Choosing and using measuring tools

- When the judge says she is going to "size them up," she means she's going to look at the zucchinis and think about how long each one is. She might even be estimating which one she thinks will be the longest. What do you think she means when she says she will "line them up"? *(e.g., put them in a line so she can check which is the longest; put one beside the other to compare their lengths; put them in a line from shortest to longest)*
- Why do you think the judge has lined up the ends of all the zucchinis along the edge of the table? How does that help her compare the lengths of the zucchinis? *(e.g., she can see which one sticks out more than the others; starting from the same point makes the measuring fair)*
- Why do you think the judge is using a piece of string to recheck that Zelda's zucchini is the longest? *(e.g., as a model of Zelda's zucchini; to compare the length of Zelda's zucchini to the others; accept any answer the child can justify)*

WATCH FOR...

- Does the child point out or describe what is meant by the word *long* (*length)*?
- Does the child find the task of comparing more than 2 objects overwhelming? If so, reduce the comparison to 2 items that are aligned and beside one another.
- Does the child use relative terms to describe length (*longer, shorter, longest, shortest, about the same*)?

Large Group Options

If you read ***The Best in Show*** 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 measuring to estimate, compare, and order by length, height, mass, and distance; choose the activities that best address your children's learning needs.

COMPARING LENGTH

ENGAGE

Display pages 4 and 5 of ***The Best in Show***. Discuss how the judge compared and measured the zucchinis to determine which one was the longest.

Present 2 objects (e.g., zucchinis) of different lengths. Point to one. Say:

- **Thumbs up if you think this is longer (shorter). Why? How can we find out?** *(e.g., lay them next to each other with their ends together)* Pursue suggestions and reach an agreement. Ask: **Which one is longer (shorter)? Is it a lot longer or are they almost the same length?**

Present a third object and ask children to compare its length to the others. Have children explore ideas for comparing the length. Ask them to put the objects in order and then describe the objects in terms of their lengths.

WORK ON IT

Prepare large sorting mats labelled "longer," "shorter," and "about the same" (see Sorting Labels, LM 4). Provide groups with labelled sorting mats, a collection of objects, and an object to use as a measuring standard, such as a crayon. Say:

- **Look at the (crayon) and your collection. Do you think there are more things that are longer than your (crayon) or more things that are shorter? How will you find out?**

Children sort the objects onto the mats to show what they discover. As they work, ask:

- **How are you comparing the objects so the measuring is fair? Does your group agree with where you placed the (craft stick)? What does it mean when something is shorter (longer)?**

SHARE AND REFLECT

When children are finished, meet with each group and ask:

- **Did you find there were more things that were longer than your (crayon) or more things that were shorter? How many things did you find that were longer (shorter) than your (crayon)? If you had used a (ribbon) instead, how do you think the chart would change?**

Blank paper or Comparing Length (LM 5) can be offered for recording.

MATHS FOCUS: estimate and compare length; use relative terms to describe length

MATERIALS: ***The Best in Show***, pp. 4–5; objects of varying lengths (e.g., zucchinis, straws, pencils); collections of objects for comparing length (e.g., cut straws, ribbons, wool, string, paper strips, crayons, pencils, craft sticks); sorting mats; Sorting Labels (LM 4); blank paper or Comparing Length (LM 5)

WATCH FOR...

- Does the child use appropriate strategies (e.g., place one item beside another; use a baseline) when using direct comparison?
- Does the child use relative terms to describe and compare length (e.g., *longer, shorter; longest, shortest; almost as long as; same length*)?
- Does the child sort according to length?

DIFFERENTIATE: Some children might be interested in using indirect comparison to compare length. Have children cut a piece of string the length of something that is not portable or easily compared (e.g., their foot or shoe, length of their table). They compare the string model to the items in the collection and sort the results.

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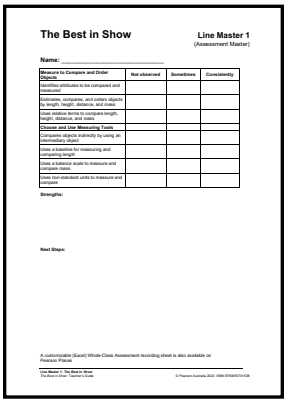
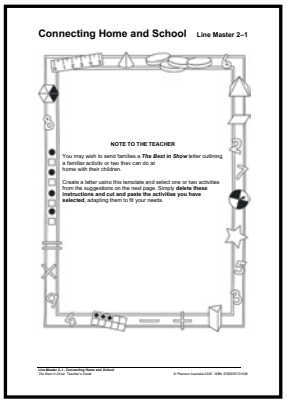
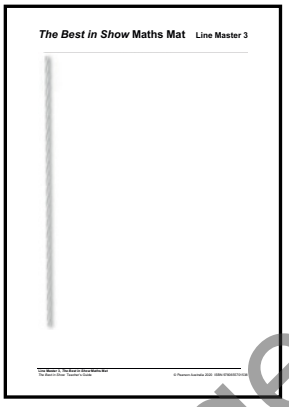

The Best in Show
Line Master 1
(Assessment Master)

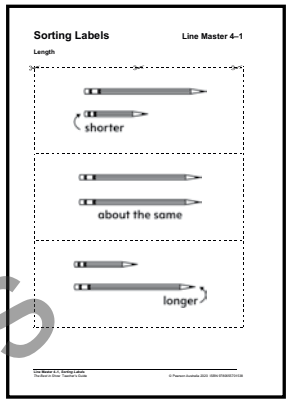
Line Master 1
Assessment Master


Connecting Home and School
Line Master 2–1

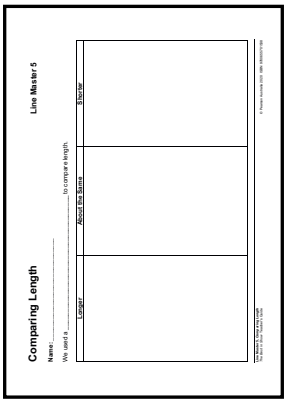
Line Master 2
Connecting Home and School Letter Template


The Best in Show Maths Mat
Line Master 3

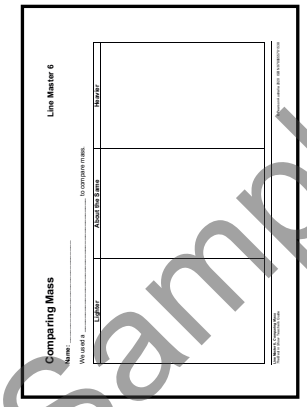
Line Master 3
The Best in Show Maths Mat



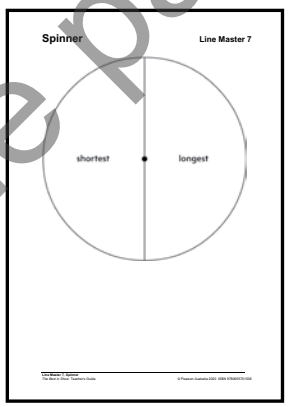
Line Master 4
Sorting Labels


Line Master 5
Comparing Length

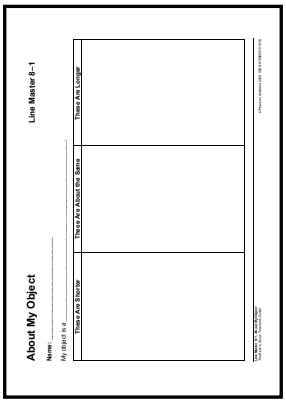
Line Master 5
Comparing Length


Line Master 6
Comparing Mass

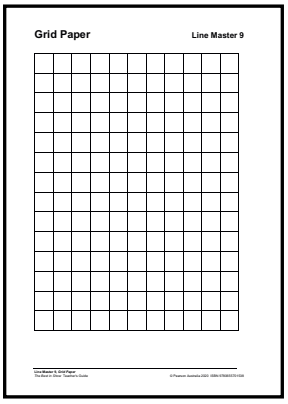
Line Master 6
Comparing Mass



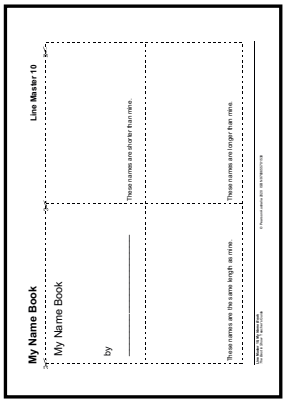
Line Master 7
Spinner


Line Master 8–1
About My Object

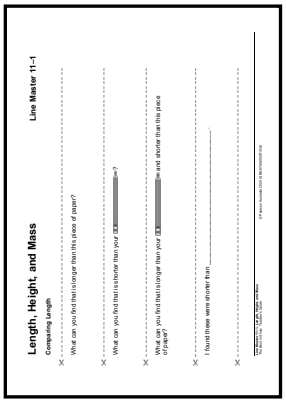
Line Master 8
About My Object


Grid Paper
Line Master 9

Line Master 9
Grid Paper


Line Master 10
My Name Book

Line Master 10
My Name Book


Line Master 11–1
Length, Height, and Mass

Line Master 11
Length, Height, and Mass