Animals Hide

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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Pearson

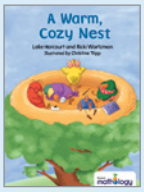
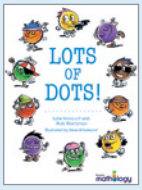
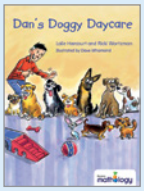
Mathology Little Books

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.

Animals Hide engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that "Numbers tell us how many and how much."*

Big Idea: Numbers tell us how many and how much

(Count and subitize. Read, write, model and order numbers.)

	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Count sets to 5 Recognize numerals to 5	Stable order 1-1 correspondence Cardinality Subitize	Count on Touch and Count	Describe 1 more than a given number (to 5) Use positional language to describe location Compare height
	Count and compare sets to 10 • Connect number names and quantities to 10 Compose and decompose to 10	Subitize 1-1 correspondence Stable order Cardinality Identify parts and the whole	Count on Touch and count Count forward and back Tens friends	Copy and describe repeating patterns Recognise circles Use positional language to describe location
	**Count sets to 10** **• Connect number names and quantities to 10** **Compare quantities to 10**	**1-1 correspondence** **Stable order** **Cardinality** **Counts on or back by 1 or 2 from a number** **Compare, identify and create sets with 1 or 2 more, less or equal**	**Count on** **Touch and count** **Count forward and back** **Predict how many**	**Compare height** **Use positional language to describe location** **Sort and record findings**
	Count and compare sets to 10 • Connect number names and quantities to 10 Compose and decompose 10	1-1 correspondence Stable order Cardinality Subitize Determine how many more/less Identify parts and the whole	Count on Touch and count Tens friends	Use positional language to describe location
	Count sets to 10 • Write and match numerals to counted numbers Compare sets to 10	1-1 correspondence Stable order Cardinality Match, name and write numerals to 10 Subitize Compose and decompose to 10	Count on Touch and count	Use positional language to describe location Sort and identify sorting rules

* This book can also be used to address the big idea "Numbers are related in many ways."

  ISBN 9780655701446

Comparing quantities to 10

- Are there more (fewer) deer, or more (fewer) Arctic hares, or are there the same number? *(the same number)* How did you figure that out? *(e.g., counted each group of animals)*

Counting sets to 10

- Hold up your fingers to show how many Arctic hares you find. *(6)*
- How many Arctic hares are there after 2 run away? *(4)* How did you figure that out? *(4 is 2 fewer than 6)* How do we print 6? Let's turn the page and see.

WATCH FOR...

- Does the child count accurately? Does he/she count each animal once and only once? (one-to-one correspondence)
- Does the child know that the number of animals does not change no matter the order (or the method) by which he/she counts them? (conservation of number)
- Does the child predict how many there will be and explain her/his response?

Comparing quantities to 10

- How many Arctic hares are there? *(4)* Let's count to check. How do we print 4?
- Are there more or fewer Arctic hares on page 6 than there were on page 5? *(fewer)* How did you figure that out? Let's look back and check.
- How many fewer hares? *(2)* Use numbers to tell what happened. *(e.g., There are now 4. There were 6. 4 is 2 less than 6.)*

Now 4 Arctic hares
hide on deep snow.

6

CONNECTING TO DATA MANAGEMENT AND PROBABILITY

Identifying and Comparing Attributes: Ask children to describe the attributes of the Arctic hare (e.g., colour, size, shape). **Look carefully at the Arctic hare. Tell about it using one or two words.** Consider repeating with another animal in the book. Then ask: **What is the same about the two animals? What is different?**

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Large Group Options

If you read ***Animals Hide*** 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 10; choose the activities that best address your children's learning needs.

SILENT AND STILL

ENGAGE

Invite the group to sit in a circle. Decide together what setting the centre space will be (log, leafy floor, snow). Tell 1(2) more and 1(2) fewer stories for children to act out:

- **When I tap you, you are an Arctic hare. Hop through the snow and stop in the middle of our snowy circle.** Tap a set of children (5). Say: **You smell a fox. Stay silent and still. How many hare are hiding?** Touch and count with the children to check. Continue by saying: **Shh... (1) is going to hop away.**
- **How many hares will be left in the snowy circle? Let's find out.** Tap a child to hop away. **How many are left in the snow?** *(4)* Model and encourage responses to stress the relationship of the numbers, that is: **4 is 1 fewer than 5. 5 is 1 more than 4.** Continue until there are 0 hares in the middle.

Repeat as long as interest is sustained.

WORK ON IT

Have children work co-operatively to create and act out different situations where 1 (2) is added or 1 (2) is removed. Place children in groups (2–6). Say: **You are animals. Think of a story in which some (or all) of you are doing something. Then either 1 joins you, or 1 leaves you. Practise showing and telling your story using numbers.** Assist children as needed.

As each group shares their story, invite others to join in the counting, re-counting, and retelling. Record the stories using numbers and have children read them back.

SHARE AND REFLECT

Prompt reflection by asking:

- **If there are (3) deer in the trees and 1 (2) more joins, how many are in the trees?** *(4; 5)* **How can we check? Are there more deer at the end of the story or at the beginning?** *(more at the end)*
- **When there are (5) frogs on the log and 1 (2) leaves, how many are left on the log?** *(4; 3)* **How can we check?**
- **How many is 1 more than (4)? How many is 1 less than (3)? How can we check?**

MATHS FOCUS: count and describe sets to 10; count and create sets with 1 or 2 more (fewer)

MATERIALS: open floor space

OUR STORIES

6 ants and 1 more.
That's 7 ants!

4 elephants less 1 elephant.
That's 3 elephants!

WATCH FOR...

- Does the child work co-operatively to create an appropriate number story?
- Is the child able to identify how many are in a set?
- Does the child use numbers and the terms more/less/fewer correctly to describe the story?

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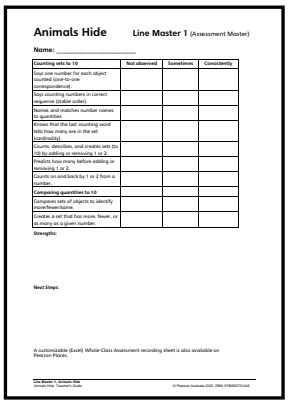
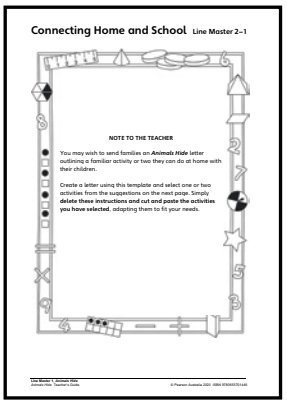
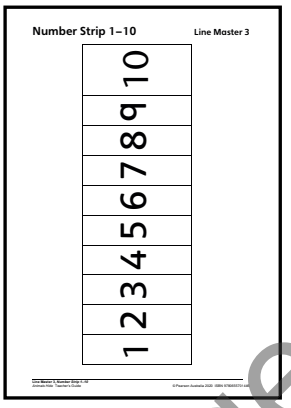


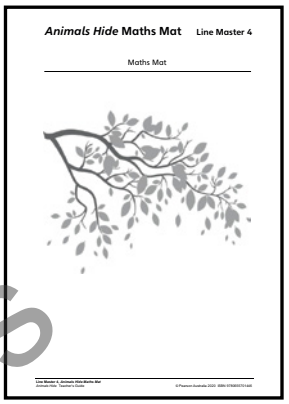
Line Master 1
Assessment Master



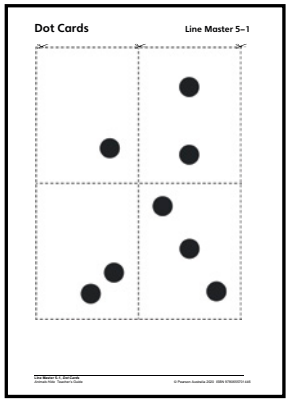
Line Master 2
Connecting Home and School Letter Template



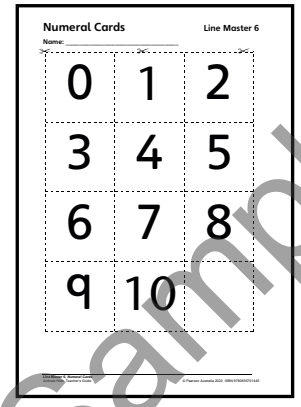
Line Master 3
Number Strip 1–10



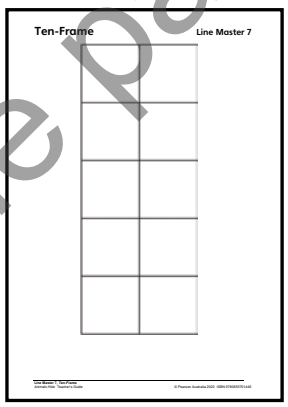
Line Master 4
Animals Hide Maths Mat



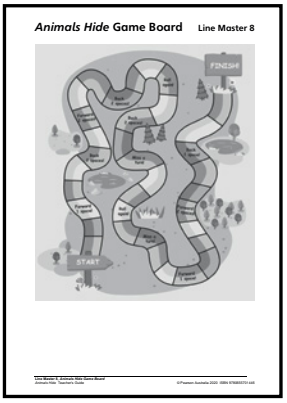
Line Master 5
Dot Cards



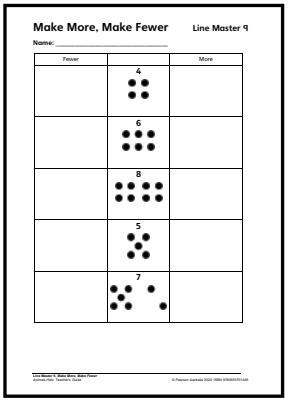
Line Master 6
Numeral Cards



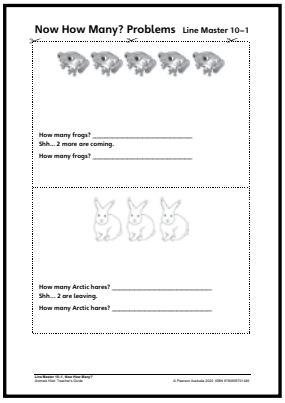
Line Master 7
Ten-Frame



Line Master 8
Animals Hide Game Board



Line Master 9
Make More, Make Fewer



Line Master 10
Now How Many? Problems