Hedge and Hog

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

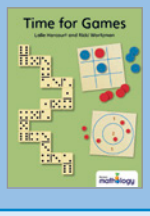
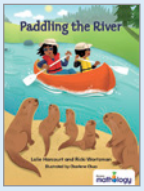
Mathology Little Books

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.

Hedge and Hog engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that "Collecting and displaying data can help us predict and interpret situations."

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	1-1 correspondence Subitize Stable order Cardinality Conservation of number Compare and create sets that have more, less or as many as a given number	Count on Touch and count Create sets to 10	Recognise circles Use positional language to describe location Compare height
	**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

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Sorting a collection

- Hedge moved some stuff. What do you notice about the groups he made? *(e.g., looks like the groups have things that are the same; all the nails are together; all the acorns are together)*
- What if you were asked to put all the things made of (plastic) in a group. What things would you put in that group? *(e.g., building blocks, buttons, bottle cap, yogurt container)*

CONNECTING TO GEOMETRY

Positional Language: You can prompt a focus on relative position by saying: **Look on page 4. Where is the key?** *(below Hedge)* **Where is the feather?** *(below Hog)* **Hedge is standing to the left of Hog. Where is Hog?** *(to the right of Hedge)* Focus attention on page 5, and ask: **Is Hedge still standing to the left of Hog?** *(no, he is standing to the right of Hog)* **Where is Hog?** *(to the left of Hedge)*

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Collecting and interpreting data

- What do you think their question might be? What do you think the plan might be?

WATCH FOR...

- When offering possible questions that Hog and Hedge might be thinking of, does the child take into account the differences and similarities among the objects being sorted?

Large Group Options

If you read ***Hedge and Hog*** to a large group or whole class, you might project the book to facilitate reading aloud and better engage children in describing objects and the graph as it develops. These activities engage children in sorting and re-sorting objects and creating graphic organizers that display decisions; choose the activities that best address your children's learning needs.

THE SECRET RULE

ENGAGE

Display pages 2–3 of ***Hedge and Hog*** and a collection of small objects. Say:

- **At the beginning of the story, we didn't know why Hedge and Hog were making 2 groups. They decided on float and sink. Look at this collection of stuff! I have a secret rule for sorting this stuff. It is NOT float and sink!**

Using loops of 2 colours of yarn (or hula hoops), create 2 sorting spaces. Provide each child with 2 interlocking cubes of the same colours as the yarn. While pointing out the looped spaces, say:

- **I will put things here or there.**

Decide on a sorting rule that will create 2 groups (e.g., red/not red, round/square, soft/hard). Place at least 3 objects in each group, and then hold up another object and ask, **Here or there?** Have children indicate the colour of the yarn loop for the group they choose by silently putting the cube of the matching colour on a finger and holding it up to respond. Continue until most children are responding. Invite discussion by asking:

- **What's my sorting rule? What other things can you find that belong in these groups?**

Discuss and agree on the rule you used. Repeat using a new secret rule.

WORK ON IT

Provide collections of small objects and copies of the Maths Mat (inside back cover of the book or LM 3). Invite children to work individually or in groups to choose a secret rule and use it to make a group. Say:

- **Now you get a chance to make a group of things that follow a secret rule. Shh! Don't tell, because we all want to guess!**

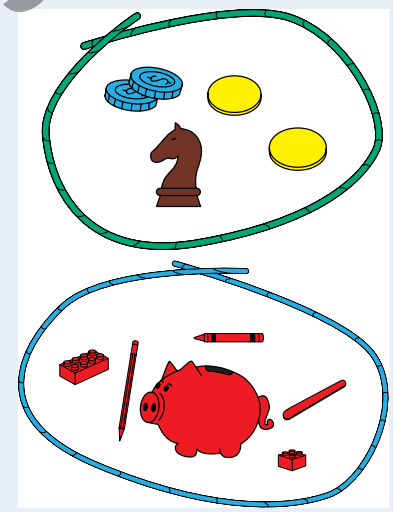
SHARE AND REFLECT

Lead a "tour" so each child's sorted group is viewed and discussed. Ask:

- **What do you think (Ravi's) secret rule is? What else can you find that would belong in his group?**
- **Why does this (blue block) not belong in (Sammy's) group?**
- **What other way can you think of to sort this collection of (blocks)?**
- **Which sorting rules were easy (hard) to guess? Why do you think it was easy (hard) to figure that rule out?**

MATHS FOCUS: sort and re-sort a collection; identify a sorting rule

MATERIALS: ***Hedge and Hog***, pp. 2–3; collections of small objects; 2 colours of yarn (or hula hoops); interlocking cubes of the same colours as the yarn; Maths Mat (inside back cover of the book or LM 3)



WATCH FOR...

- Does the child identify shared attributes of objects?
- Can the child keep the sorting rule discreet or does she/he change direction during the sorting process?

DIFFERENTIATE: Collections might be all like items (a collection of buttons) or collections of different items, as in the book.

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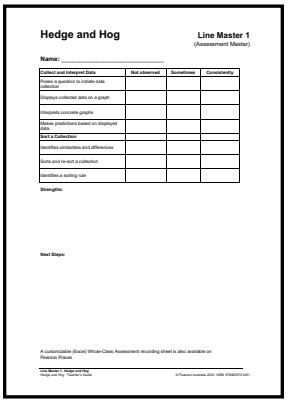
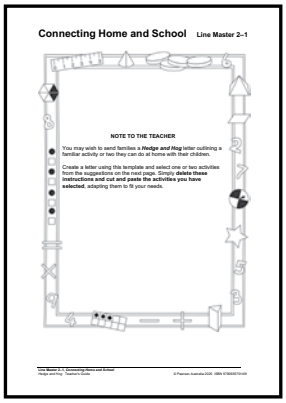
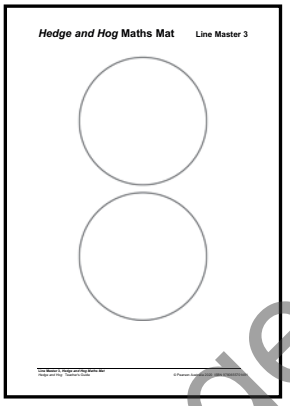


Line Master 1
Assessment Master

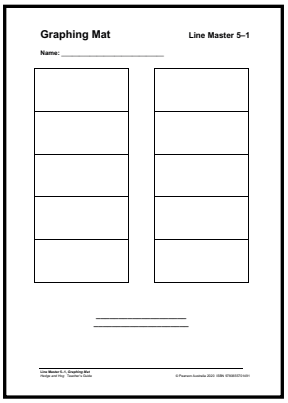


Line Master 2
Connecting Home and School Letter Template

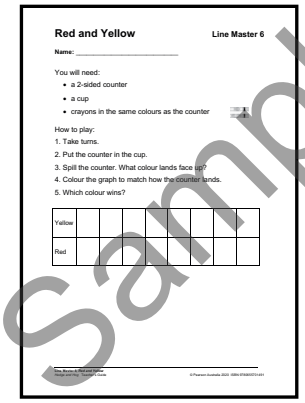


Line Master 3
Hedge and Hog Maths Mat

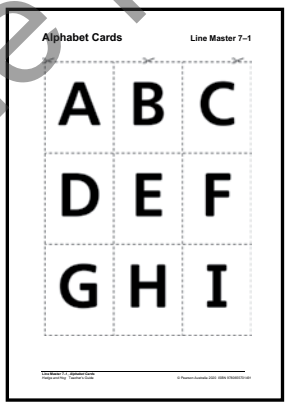
Line Master 4
Labels



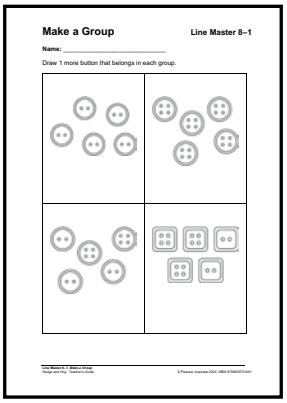
Line Master 5
Graphing Mat



Line Master 6
Red and Yellow



Line Master 7
Alphabet Cards



Line Master 8
Make a Group

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