

# Memory Book

Teacher's Guide



Carly Bardikoff

## 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](http://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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Once you have your Pearson Places account details you can record them below for reference.

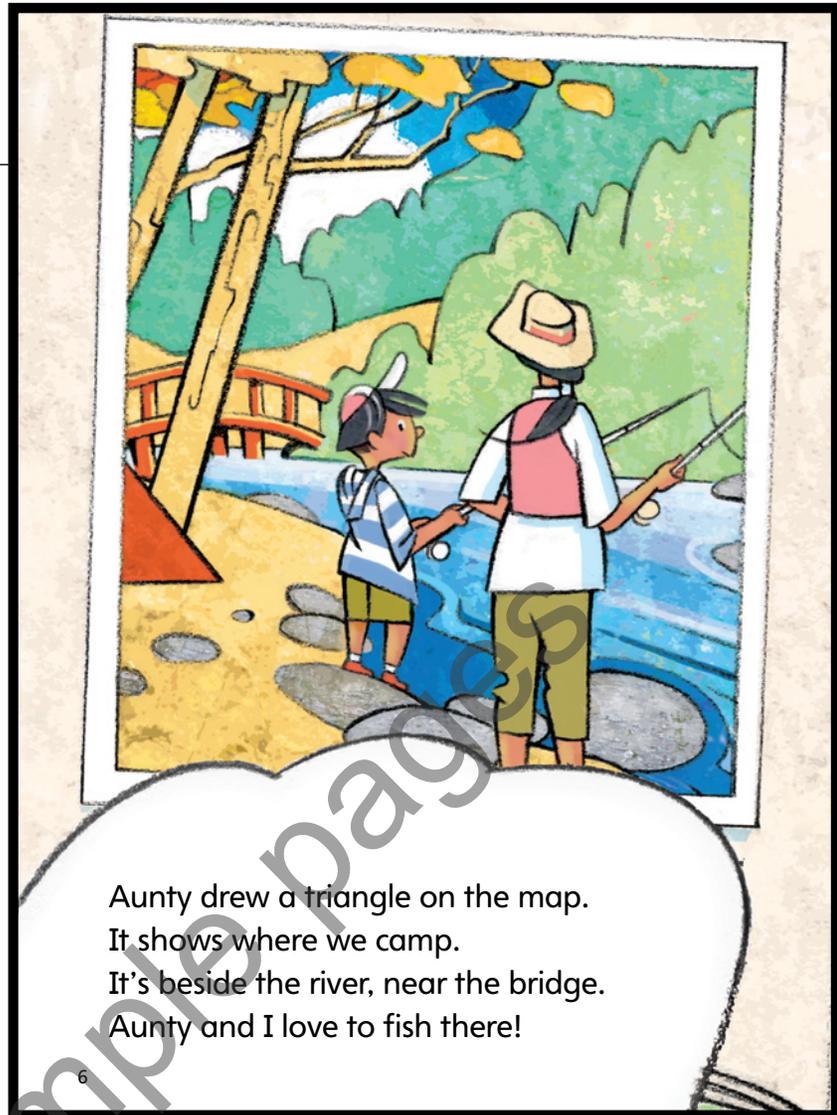
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## Investigating 2-D shapes and 3-D solids

- Aunty drew a triangle to show their campsite. What do you know about triangles?
- Use your finger to trace a triangle on the carpet. How many sides does it have? (3)  
How many corners? (3)
- Do you see any triangles in our classroom?



### CONNECTING TO NUMBER

Counting to Determine How Many: Say: **Suppose there were 2 (3, 4) triangles (tents). How many sides would there be altogether? (6, 9, 12) How many corners would there be? (6, 9, 12) Explain how you know.**

Our picnic spot is on top of a hill,  
under a big fir tree.  
My job is to unpack the picnic basket.



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### Locating objects

- What is under the picnic basket? (*a blanket*) What is inside the picnic basket? (*a roll of paper towel, containers*) What is behind the picnic basket? (*a fir tree*)
- Let's look around our classroom. What is in the (blue basket)? What is under it? What is beside it?

### Investigating 2-D shapes and 3-D solids

- What 3-D solids can you find in the picnic basket? (*a cylinder, a rectangular prism, and a cube*) What solids did Art take out of the basket? (*e.g., cubes, cylinders, a rectangular prism*) What do the solids in the basket have in common with the solids on the blanket? (*accept any answers children can justify*)

#### WATCH FOR...

- Does the child identify what is around the picnic basket and use appropriate positional language to communicate her/his understanding?

# Large Group Options

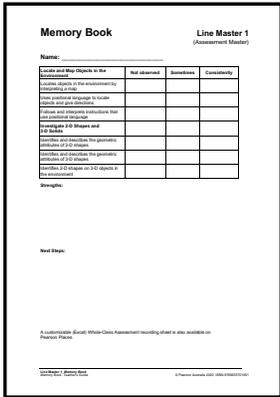
If you read *Memory Book* to a large group or whole class, you might project the book to facilitate reading aloud and better engage children in interpreting maps to locate objects, and investigating 2-D shapes and 3-D solids. These activities engage children in exploring and communicating their understanding of relative location, positional language, identifying 2-D shapes and 3-D solids, and classifying geometric properties; choose the activities that best address your children's learning needs.

MY MAP	
<p><b>ENGAGE</b></p> <p>Draw attention to pages 4 and 5 of <i>Memory Book</i>. Say:</p> <ul style="list-style-type: none"><li>• <b>What do you notice about Aunty's map?</b></li></ul> <p>Encourage children to share their observations with a partner before sharing with the whole group. Record their comments and ideas. Say:</p> <ul style="list-style-type: none"><li>• <b>There is a picnic blanket on the map. Can you find it? How would you describe where it is?</b></li><li>• <b>Do you also see a bridge? Where is it? Share your answer with your partner.</b></li><li>• <b>How can you move from the picnic blanket to the bridge? What steps should you take?</b></li></ul> <p>Continue asking children to locate items on the map and describe how to move from one item to another. Invite them to trace routes with their fingers on the carpet and compare them with a partner's route.</p> <p><b>WORK ON IT</b></p> <p>Provide children with drawing materials and copies of My Map (LM 4). Explain their task by saying, for example:</p> <ul style="list-style-type: none"><li>• <b>You are going to make your own map of the (classroom, school library, gym) using this outline. Be sure to include everything you think is important! Before you start drawing, make a list of what you want to include and plan where each item should go.</b></li></ul> <p>Encourage children to work in pencil, placing the larger items first. Invite them to label their items and to explain their thinking. Extend the activity by asking children to map one storey of the school and to include more than one classroom.</p> <p><b>SHARE AND REFLECT</b></p> <p>Meet and prompt reflection by asking questions such as:</p> <ul style="list-style-type: none"><li>• <b>What did you choose to put on your map? Was it a challenge to get everything you wanted on the map?</b></li><li>• <b>Does everyone in the class have the same map? Why? Why not?</b></li><li>• <b>What would you do differently next time? Why?</b></li></ul>	<p><b>MATHS FOCUS:</b> locate objects in the environment by interpreting a map</p> <p><b>MATERIALS:</b> <i>Memory Book</i>, pp. 4–5; carpet; My Map (LM 4); drawing materials</p> <p><b>WATCH FOR...</b></p> <ul style="list-style-type: none"><li>• Does the child identify and locate items on the map?</li><li>• Does the child describe how to move from one item to another?</li><li>• Does the child create her/his own map, and explain the placement of items on the map?</li></ul> <p><b>DIFFERENTIATE:</b> Children might benefit from a pre-made list of items to include on the map. The list can be generated by the class or can be teacher-made.</p>

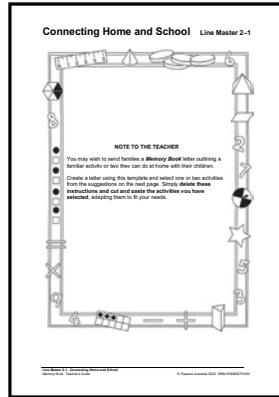
# Line Masters

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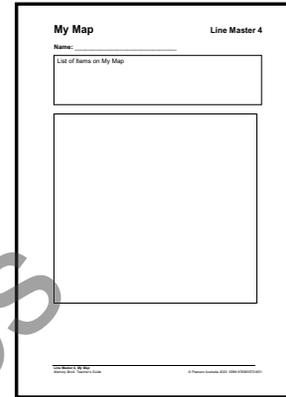
**Line Master 1**  
Assessment Master



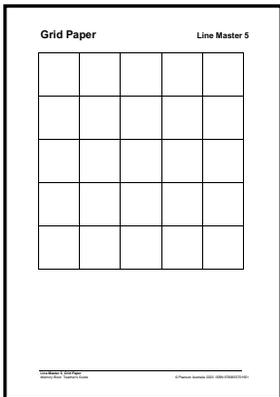
**Line Master 2**  
Connecting Home and School  
Letter Template



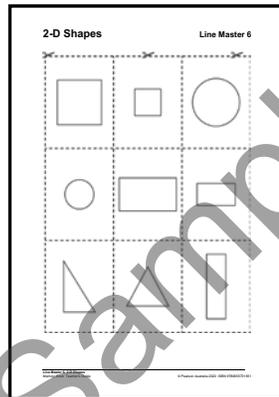
**Line Master 3**  
Memory Book Maths Mat



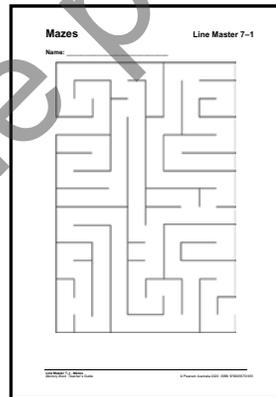
**Line Master 4**  
My Map



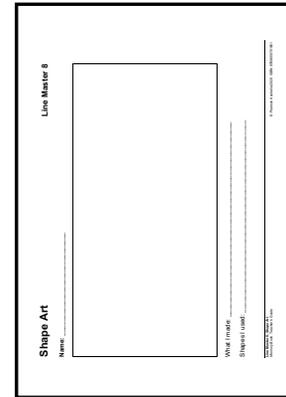
**Line Master 5**  
Grid Paper



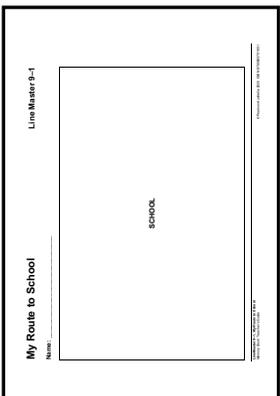
**Line Master 6**  
2-D Shapes



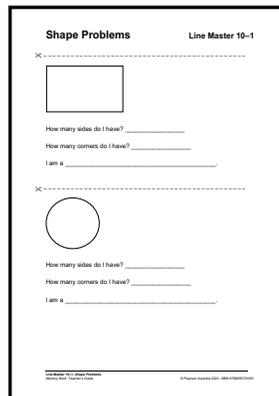
**Line Master 7**  
Mazes



**Line Master 8**  
Shape Art



**Line Master 9**  
My Route to School



**Line Master 10**  
Shape Problems