To Be Long

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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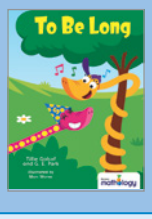
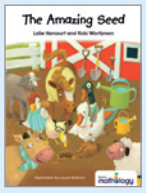
Pearson

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.

To Be Long 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

  ISBN 9780655701514

Comparing by length

- Do you agree with Sally? Do you think she is long?
- Sally seems glad that she is growing. Think about how tall you are. Have you grown a lot since last year? Show us how much you think you have grown.

CONNECTING TO PATTERNING AND ALGEBRA

Identify and Compare Patterns: Focus on the snakes’ skin. Ask: **How would you describe the pattern of Sally’s skin covering? What about Sam? How are these patterns the same? How are they different?**

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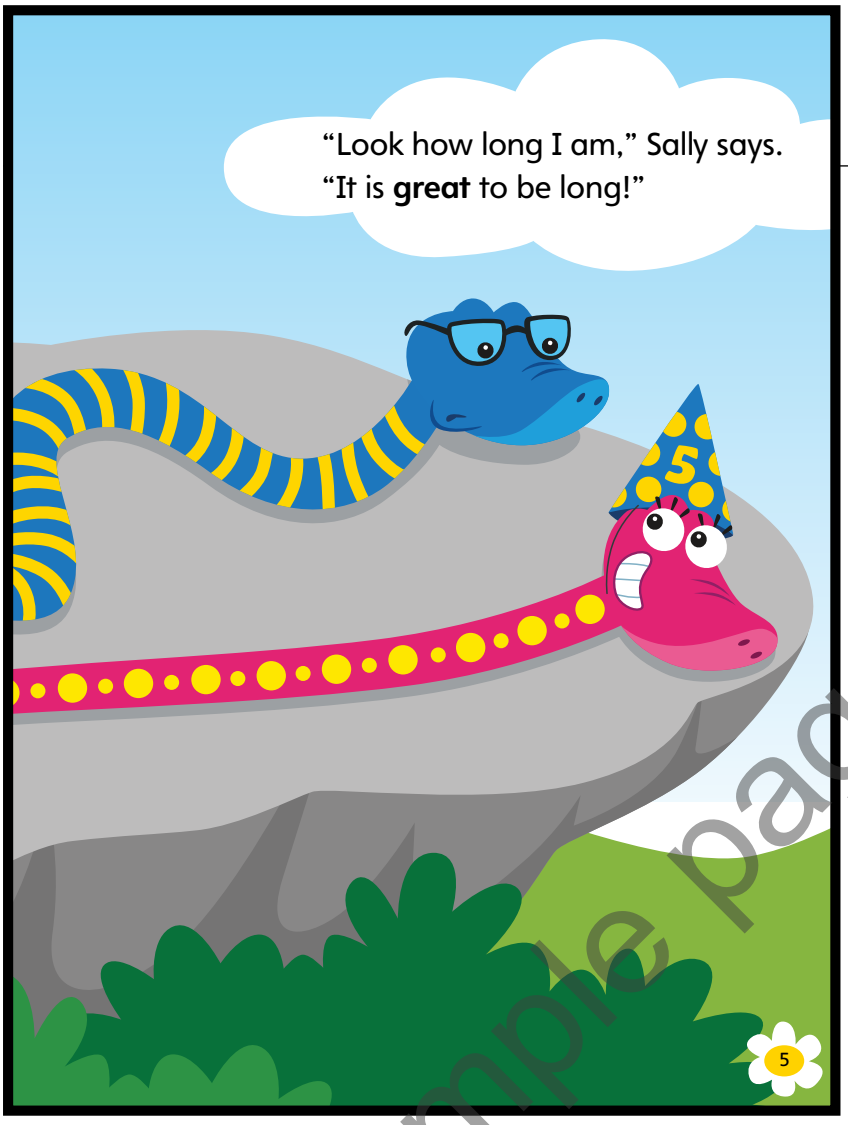


Comparing by length

- Do you think Sally is longer than, shorter than, or the same length as Sam? Can you tell for sure? *(no)* Why not? *(Sam is not stretched out and lined up beside Sally)*

WATCH FOR...

- When responding to the question of whether it is possible to know if Sam is longer, shorter, or the same length as Sally, do children raise the need for a baseline? You might try to compare the heights of 2 children without a baseline (have 1 child stand on a chair) to raise awareness.

Large Group Options

If you read ***To Be Long*** 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 compare lengths; choose the activities that best address your children's learning needs.

TO BE TALL

ENGAGE

Direct attention to pages 2–3 of ***To Be Long***. To prompt discussion, ask:

- **What do we know about Sally?** *(answers may include: she is 5 years old; she is a snake; she likes growing longer; she is happy)*
- **When do you measure how much you have grown?**
- **Who measures you? What do they use? How are your measurements recorded?**
- **How is measuring how long Sally is like measuring how tall you are? How is it different?**

Present a roll of adding machine tape. Ask: **How can we use this to make a model of how tall (Hamza) is?** Explore ideas to arrive at a method to create a length of the tape that represents the child's height. Ideas may include asking the child to remove shoes, lying on the carpet, and ensuring that the measurements are from toes to the top of the head.

WORK ON IT

Children work in small groups to measure and cut strips to represent their heights, paying attention to the baseline. When children have their tapes ready, continue:

- **What do you think you can find that is as tall as you? What about the easel? What about the length of this bookshelf?**

A volunteer can offer an estimate, and then discuss and model how to use her/his tape to check. When procedures are established, invite children to use their personal tapes to compare their heights to various classroom objects.

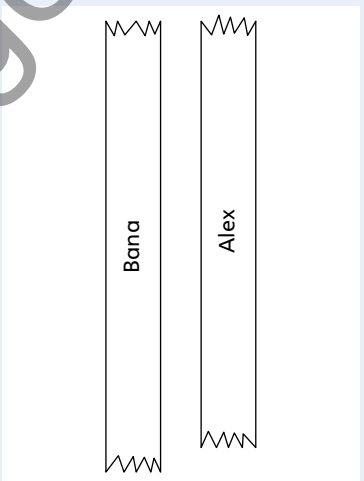
SHARE AND REFLECT

Meet and prompt reflection by asking questions such as:

- **What did you find that is taller than you? Shorter than you? Exactly the same height as you?**
- **Who found out that they are shorter (taller) than (the edge of the whiteboard)?**
- **Did you have any problems using your measuring tape? How did you solve the problem of (keeping it still)?**
- **How can we work together to hang up your tapes in order?**

MATHS FOCUS: describe and compare by length and by height

MATERIALS: ***To Be Long***, pp. 2–3; adding machine tape



WATCH FOR...

- Does the child describe height using terms such as *shorter than*, *taller than*, and *as tall as* appropriately?
- How does the child use the tape to measure? Does he/she try to align the tape to ensure a baseline?
- Can the child use an indirect measure (the tape) to compare?

DIFFERENTIATE: Children may be ready to record their findings. They can do so directly on the tape or on Recording Mat—Height (LM 4).

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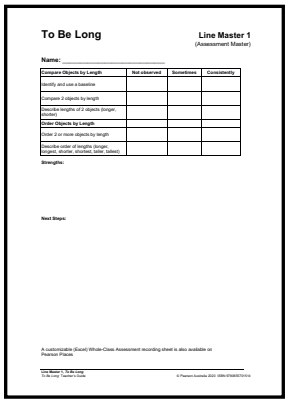
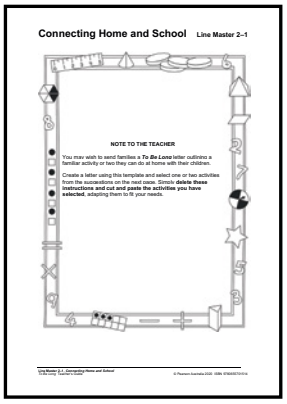
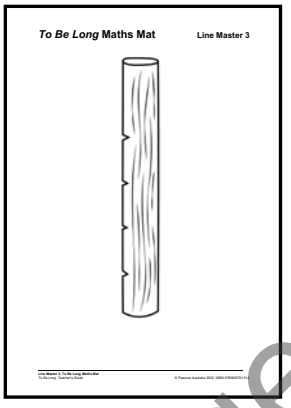


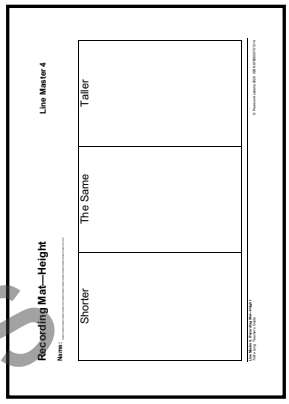
Line Master 1
Assessment Master



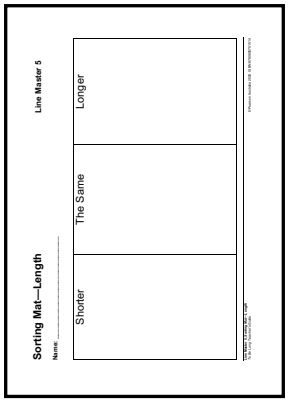
Line Master 2
Connecting Home and School Letter Template



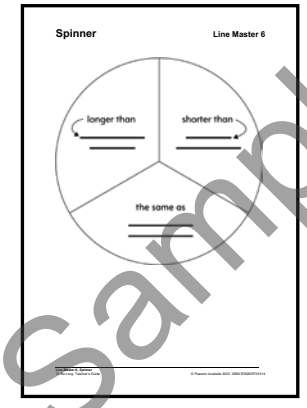
Line Master 3
To Be Long Maths Mat



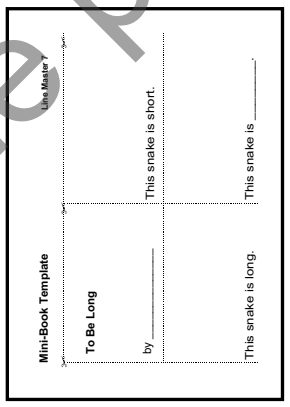
Line Master 4
Recording Mat—Height



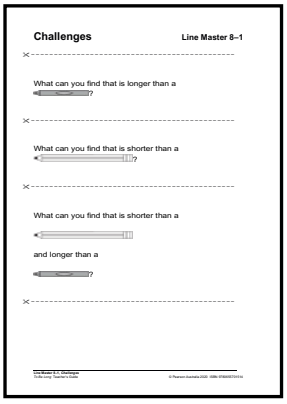
Line Master 5
Sorting Mat—Length



Line Master 6
Spinner



Line Master 7
Mini-Book Template



Line Master 8
Challenges