

A Lot of Noise

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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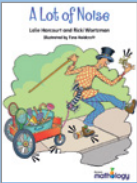

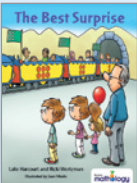
Mathology Little Books

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.

A Lot of Noise engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that “Patterns can be described mathematically.”

Big Idea: Patterns can be described mathematically

(Sort and Classify. Copy, continue and create patterns.)

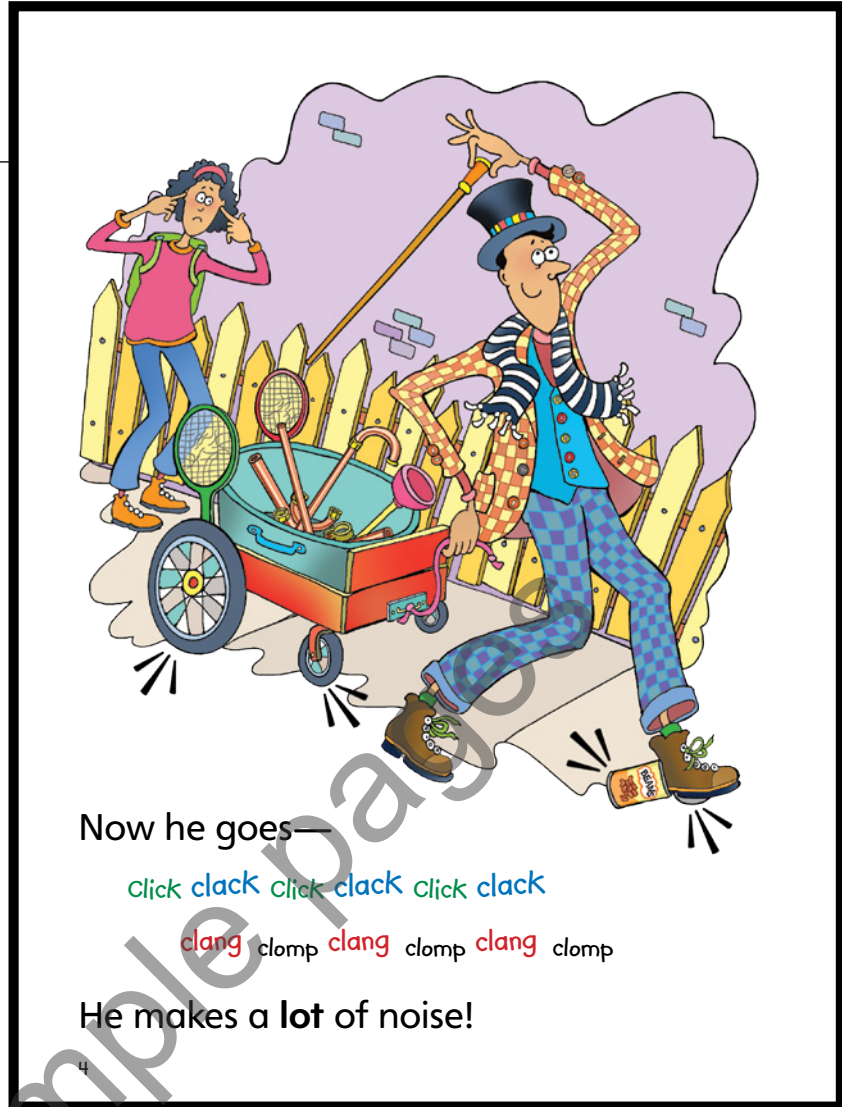
	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Identify and extend repeating patterns Reproduce and create repeating patterns	Find the repeating core of a pattern Distinguish between repeating and non-repeating sequences. Represent the same pattern in different ways (action, colour, shape)	Predict a missing element	Count how many Recognise 2-D shapes
	Identify and describe repeating patterns Compare and create patterns	Identify the repeating core of a pattern Distinguish repeating and non-repeating patterns Represent patterns in different ways Identify missing elements Sort, create and describe patterns	Use the repeating core to extend patterns	Use positional language to describe location Count by 2s
	Explore growing and shrinking patterns Investigate number patterns	Identify, describe, extend and create number patterns (including increasing and decreasing patterns) Make connections to addition and subtraction	Identify missing terms and pattern rules	Story problems Addition strings to show pattern Combining 2-D shapes Identifying congruent shapes

Identifying and extending patterns

- Listen as I make the sound of the boot and can. Join in when you are ready. (clang, clomp; clang, clomp; clang, clomp; ...) Is that a pattern? (*yes*) How do you know? (*e.g., the same part repeats; clang and clomp repeat*)
- I am going to chant the sound pattern made by the wheels. Join in when you are ready. Keep the pattern going after I stop. Ready? (click, clack; click, clack; click, clack; ...) Why was it easy to keep the pattern going? (*the same part repeats over and over*)

Reproducing and creating patterns

- Let's use the sounds "clang" and "clomp" to make a different pattern. Who has an idea? (*use suggestions to create different patterns*)





This very same guy
 buys some keys.
 I don't know why
 he buys some keys.
 But he does.

5

Identifying and extending patterns

- What patterns do you see in the illustration? How would you describe the pattern? (e.g., the lampshade has a colour pattern: blue, red; blue, red; blue, red; ...) What is a different way to describe the pattern? (e.g., a shape pattern: circle, diamond; circle, diamond; circle, diamond; ...)
- Suppose the guy's scarf was another stripe longer. What colour would come next? (*white*) How do you know?

CONNECTING TO NUMBER

Counting How Many: Ask: **How many keys is the guy holding?**
 (6) **How many bowls are on the table?** (6) **Use numbers to tell about something you see.**

Large Group Options

If you read *A Lot of Noise* to a large group or whole class, you might project the book to facilitate reading aloud and better engage children with repeating patterns. These activities engage children in identifying, representing, extending, and creating patterns; choose the activities that best address your children's learning needs.

LET'S MAKE SOUND PATTERNS

ENGAGE

Draw attention to the sound patterns in *A Lot of Noise*. For example, pages 4–5:

- **What sounds are the objects making?** (*cart: click clack; can: clang; boot: clomp*)
- **Let's read the cart sounds together. What do you notice?** (*e.g., the sounds repeat; it's a pattern; or other response children can justify*)
- **This time, let's keep the sound pattern going. Join in when you are ready. Stop when I raise my hand.**

Then invite children to identify and extend the sound pattern made by the can (clang) and the boot (clomp). (*clang, clomp; clang, clomp; clang, clomp; clang, clomp; ...*) Vary the sounds (e.g., high/low; loud/soft; fast/slow; sad/happy). Repeat using other examples from *A Lot of Noise*.

WORK ON IT

Post drawings cut from *A Lot of Noise Objects* (LM 4) or display real objects. Explain they will use the objects to make sound patterns. To begin, invite volunteers to select 2 of the objects. Ask:

- **What sound will the (cart) make? What sound will the (can) make?**
- **When I point to the drawing, you make the sound. If I tap the drawing twice (three times), you say the sound twice (three times). When I raise my hand, stop. Ready?**

“Conduct” an AB sound pattern, then discuss: **We just made a sound pattern. What did you notice?** (*e.g., it used 2 sounds; sounds repeated or other reasonable response*) Repeat using two different objects (drawings) to make a different AB pattern. You might consider asking: **How were the sound patterns the same? How were they different?** Invite volunteers to act as conductor. Over time, expose children to other types of sound patterns, such as ABB, ABC, AAB, AABB.

SHARE AND REFLECT

Invite children to reflect on each pattern by asking questions such as:

- **Is this a pattern? How do you know?**
- **What sounds repeat over and over again?**

MATHS FOCUS: identify and extend repeating patterns; identify the repeating unit (core) of a pattern

MATERIALS: *A Lot of Noise*; *A Lot of Noise Objects* (LM 4)

Our Sound Patterns



jingle jingle, clang
jingle jingle, clang
jingle jingle, clang
jingle jingle, clang

WATCH FOR...

- Does the child join in the chanting of the pattern?
- Does the child identify the pattern core (the sounds that repeat)?
- Does the child identify and describe the sounds as a pattern?

DIFFERENTIATE: You might consider posting a pattern starter (created by gluing drawings from LM 4 or Action Cards, LM 5) onto a long strip of paper and using it to “conduct” a sound pattern.

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A Lot of Noise Line Master 1
(Assessment Master)

Name: _____

Identify and Extend Vocabulary	Not observed	Observed	Continuity
Identify the vocabulary words/verbs			
Describe the meaning and context of a word			
Compare and contrast meaning and pronunciation			
Apply and identify a variety of verb tenses			
Recognise and Create Spelling			
Identify and Create Sound (verb), Noun, Adjective, Adverb			
Describe the sound pattern observed			

Example:

Word:

Next Step:

A downloadable Worded Whole Class Assessment recording sheet is also available on Pearson Places.

Line Master 1
Assessment Master

Connecting Home and School Line Master 2-1

NOTE TO THE TEACHER
You may wish to search for items in A Lot of Noise before outlining a similar activity or task for use in class with your children.
Create a letter using the template and add one or two activities from the suggestions in the next page. Clearly state these instructions and get and state the activities you have selected, adapting them to fit your needs.

Line Master 2
Connecting Home and School
Letter Template

A Lot of Noise Maths Mat Line Master 3

Line Master 3
A Lot of Noise Maths Mat

A Lot of Noise Objects Line Master 4

Line Master 4
A Lot of Noise Objects

Action Cards Line Master 5

Line Master 5
Action Cards

Cube Strips Line Master 6

Line Master 6
Cube Strips

Pattern Starters Line Master 7-1

Line Master 7
Pattern Starters

Musical Patterns Line Master 8

Line Master 8
Musical Patterns

Sounds Are Everywhere! Line Master 9

Name: _____

I see	I hear

A downloadable Sound Pattern Recording sheet is also available on Pearson Places.

Line Master 9
Sounds Are Everywhere!

Solving Problems Line Master 10-1

Circle what comes next.

○ □ ○ □ ○ □ ○ □

△ □ △ □ △ □ △ □

◇ ○ ◇ ○ ◇ ○ ◇ ○

○ ○ ○ ○ ○ ○ ○ ○

□ ○ □ ○ □ ○ □ ○

Line Master 10
Solving Problems