Math and Literature Resources

Elk Island Public Schools

Table of Contents

Number Strand **2**

Ten Black Dots by Donald Crews 3

My Little Sister Ate One Hare by Bill Grossman 6

Five Creatures by Emily Jenkins 9

Six Dinner Sid by Inga Moore 10

Zero by Kathryn Otoshi 11

Centipede's 100 Shoes by Tony Ross 12

Alexander, Who Used to be Rich Last Sunday by Judith Viorst 15

Mouse Count by Erin Stoll Walsh 17

The Napping House by Audrey Wood 18

Pattern and Relations Strand **24**

The Quiltmaker's Gift By Jeff Brumbeau 25

The Rabbit Problem By Emily Gravett 26

My Little Sister Ate One Hare by Bill Grossman 27

The Napping House by Audrey Wood 28

Shape and Space Strand **29**

Guinness World Records 30

Incredible Comparisons by Russell Ash 31

The Greedy Triangle by Marilyn Burns 34

Biggest, Strongest, Fastest by Steve Jenkins 37

How Big is a Foot? by Rolf Myller 39

Statistics and Probability Strand **41**

Knots on a Counting Rope by John Archambault & Bill Martin Jr. 42

Tally O'Malley by Cynthia Jabar & Stuart J. Murphy 44

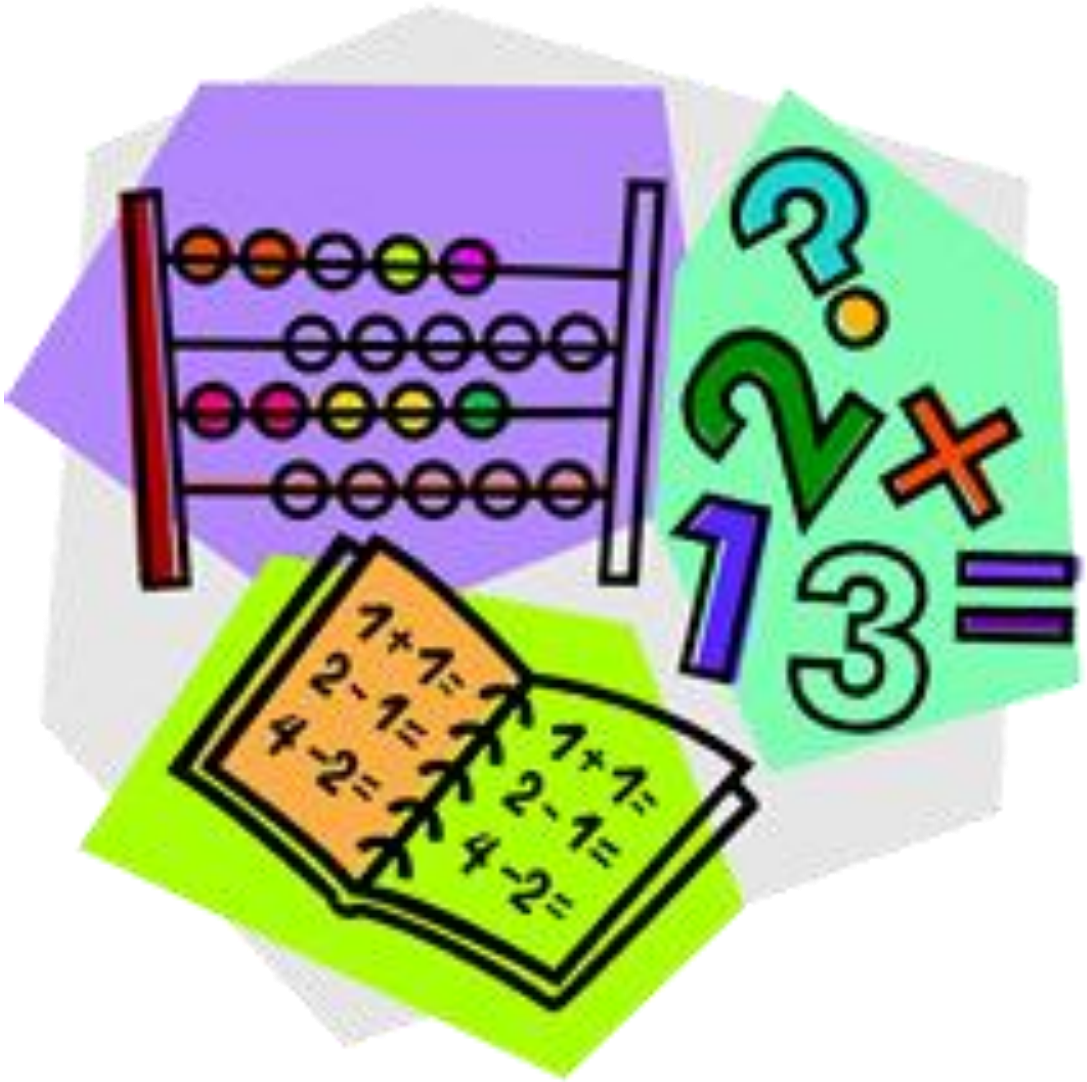
The Great Graph Contest By Loreen Leedy 46

Emma's Christmas By Irene Trivas 49

Appendix **51**

Recommended Titles 52

Number



Activity: Make a Classroom Book
Literature Resource: *Ten Black Dots* by Donald Crews
Recommended Grade Level: Grade 4
Mathematical Strand/Outcome: Numbers

Multiples:

10 suns, how many dots?

12 foxes, how many dots?

12 snowmen how many dots?

Together: Make classroom books or artwork, for each page add one dot and create a picture. e.g. " One dot can make a _____ Two dots can make a _____. Etc…

Activity: Make a Classroom Book or Artwork
Literature Resource: *Ten Black Dots* by Donald Crews
Recommended Grade Level: Grade 5
Mathematical Strand: Numbers

Activity 1

Multiples:

10 suns, how many dots?

12 foxes, how many dots?

12 snowmen how many dots?

Together: Make classroom books or artwork, for each page add one dot and create a picture. e.g. " One dot can make a _____ Two dots can make a _____. Etc….

Activity 2

-Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots.

-Demonstrate an understanding of counting by:

-indicating that the last number said identifies "how many"

-using the counting-on strategy

-using parts or equal groups to count sets

-Represent and describe numbers to 20, concretely, pictorially and symbolically.

-Compare sets containing up to 20 elements using:

-referents

-one-to-one correspondence

-Demonstrate an understanding of conservation of number.

-Identify the number, up to 20, that is

one more, two more, one less, two less

-Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically.

-Compare 2D shapes to parts of 3D objects in the environment (dot arrangements)

How did it look in the classroom:

Preview and read the book

Make classroom books, for each page add one dot and create a picture. e.g. " One dot can make a _____ Two dots can make a _____. Etc….

Assessment: Look at the books students have made and have them circle a set of number of dots, as you call out a number from 1-10.

Activity: Counting
Literature Resource: *My Little Sister Ate One Hare* by Bill Grossman
Recommended Grade Level: Gr. 1-2
Mathematical Strand: Numbers

Materials:

- *My Little Sister Ate One Hare* by Kevin Hawkes
- Problem Worksheets
- Counters
- Pencils
- Crayons

Procedure:

Show students *My Little Sister Ate One Hare.* Tell them that the little girl has a big appetite and eats many strange and interesting things. Give students counters and tell them that they will use them to keep track of all the things the little sister eats. Read the story to the students and count along with them as they find out how much the little girl eats in the story. After reading the story, have students count up the total things eaten.

Ask the students if they can think of faster ways to count up the total. Can they group the numbers together in different ways? Can they count more than one at a time? Have students share their strategies for counting up the counters. Students can use the worksheet to draw pictures of the different things in the story and count them that way as well.

Let the students create their own story about their brother or sister. Using the worksheet, have them write two things that they ate, and then draw a picture. Students will then trade their story with a partner and will add together how many things the brother or sister ate. Students can use counters if necessary.

My Little Sister Ate One Hare

Write your own little sister or brother story. Ask someone at your table to find out how many things were eaten.

My little _____er ate

_____

_____

_____

_____

and _____.

My Little Sister Ate One Hare

Math Problem: How many things did the girl eat altogether?

Activity: How many creatures live in your house?
Literature Resource: *Five Creatures* by Emily Jenkins
Recommended Grade Level: Grade 4
Mathematical Strand:
Patterns and Relations, Numbers

Create a bar graph on the computer or together on the Smartboard. (How many have 2, 3, 4, 5, 6, … creatures in their house.)

Write 3 riddles about the number of creatures living in your house.

How many creatures in your classroom? How many number riddles can you write about the creatures in your classroom?

Create a bar graph on the computer or together on the Smartboard. (How many creatures in the class have green eyes, brown eyes, blue eyes.)

Kindergarten - Grade 4: How many creatures live in your house?

Draw them. Find a friend who has more creatures in their house, less, the same number.

Help the Kindergarten students think up one riddle about their family.

Activity: Dinner with Sid
Literature Resource: *Six Dinner Sid* by Inga Moore
Recommended Grade Level: Grade 2 & Grade 6
Mathematical Strand/Outcome: Numbers

Grade 2 Activity:

Discuss Sid's meals and how we know how many dinners Sid will eat. How many dinners does Sid get to eat in a week? (Six houses X seven days in the week)

Let students use the strategy of their choice to solve the problem. (There would be the potential to show this function on the calculator.)

Buddy Activity

If Sid had a total of 39 dinners one week, how many dinners do you think he had on each of the days? (There is no correct answer here, only reasonable answers that the students can defend.)

How many meals does the grade 2 class eat if every student eats three meals each day for one week?

Let students use the strategy of their choice to solve the problem.

Grade 6 Activity

The Canadian Government would like to send a cruise ship to Haiti filled with non-perishable food. The ship can take a total of 200 000 kg of food. They plan to stock it with a combination of:

Flats of soup	4 kg each
Boxes of canned beans	6 kg each
Boxes of granola bars	3 kg each

What combination of food should the government send to make as many meals of the three items as possible? (There is no correct answer here, only reasonable answers that the students can defend.)

Activity: Place Value
Literature Resource: *Zero* ~ by Kathryn Otoshi
Recommended Grade Level: Gr. 1-2
Mathematical Strand: Number

Materials:

- *Zero* By Kathryn Otoshi
- Erasable place value charts
- Various manipulatives (ten frames, counters, etc.)

Procedure:

Read *Zero* to the students. As you read, have the students count along with you as you read. Practice counting by tens. After reading, ask:

Why was Zero sad?
What made him feel better?
How did Zero become useful?
What happened to the numbers when Zero was counted?

Get out the place value chart. Show them a single digit in the ones place. Discuss what happens to the number after they've added a zero to the end. Ask:

Can a zero ever be at the beginning of a number?
Does it change the value of the number if the zero comes first?

All by itself, zero has no value, but as soon as you add it to the end of a number, that number increases in value. Give students place value charts and have them make numbers, starting with just a single digit in the ones place, then adding a zero. Have students compare the numbers they made. Can you make a pattern with all of the class's numbers?

Practice representing numbers that end with zero in a variety of ways. Give students various manipulatives and have them use them to represent numbers ending in zero. Allow students opportunity to be creative and then talk about how they represented their number.

Activity: Too Many Shoes
Literature Resource: *Centipede's 100 Shoes* by Tony Ross
Recommended Grade Level: Grade 3
Mathematical Strand: Numbers

Materials:

- *Centipede's 100 Shoes* by Tony Ross
- Problem Worksheet
- Pencils
- Crayons
- Cube-a-Links
- Counters
- 100 Chart

Procedure:

Read *Centipede's 100 Shoes* to the class. There are two problems that students can work out that relate to this story. The problem works well as individual, partner, or group work. These problems are flexible and can be used as assessment at the end of a unit or can be used for practice while learning the concepts.

Centipede's 100 Shoes

Math Problem: Centipede has 42 socks. A ***pair*** of socks is 2 socks. How many ***pairs*** of socks does he have? Show me how you know.

Centipede's 100 Shoes

Math Problem: Centipede had 100 shoes. He had 58 shoes left over. In the space below, prove that he only has 42 feet. Use pencil, crayons, blocks, counters or a 100-chart to show me.

Activity: Confusing Combinations
Literature Resource: *Alexander, Who Used to be Rich Last Sunday* by Judith Viorst
Recommended Grade Level: Grade 5
Mathematical Strand: Numbers

Discuss with students:

What if Alexander was confused about the coins that Anthony had? What is another possibility for the numbers of coins? (Different arrangements of numbers 1,2,3,7 and 18 with the coins)

Together: "Handful of Coins" – Calculate with a partner, how much money they can grab in one handful of coins from a bucket. How do the amounts that partners have vary? Why are they different amounts?

Handful of Coins

You and your partner will take one handful of coins back to the desk. Calculate with your partner how much money you each have in your handful of coins. Show your strategies and calculations on this page. Did you end up with the same amount of money?

Handful #1

Handful #2

Activity: How Many Mice Were There?
Literature Resource: *Mouse Count* by Ellen Stoll Walsh
Recommended Grade Level: Kindergarten & Grade 2
Mathematical Strand: Numbers

Kindergarten Activity

Making Mice: Cut and paste mice into the jar. Count the number of mice and record the number on the page.

Grade 2 Activity

Write out the numbers of mice that the snake added to the jar. How many were there in total? (3+4+3=10)

What other combinations of mice could the snake have added to the jar to make 10. Students can write out the different equations, draw pictures use 10 manipulatives to see the combinations.

OR If there were 40 mice and the snake put them all into the jar in two groups what combinations of mice could he have taken? (30+10, 25+15, etc.)

Activity: How Many Feet Were in the Bed?
Literature Resource*: The Napping House* by Audrey Wood
Recommended Grade Level: Grade 1-3
Mathematical Strand: Numbers

Discuss the following questions:

Grade 1: How many feet were in the bed?

Grade 3: How many feet were in the bed? Who might come to visit if the number of feet have doubled in the house?

If there were 12 feet in the bed, who could have been sleeping there?

Together: How many feet live in your house? Grade 3's will help Grade 1 students make a folding house with their family picture inside and their house number (number of feet in their house) on the front.

Grade 2:

Materials:

- The Napping House, by Audrey Wood (1984)
- 8 ½ by 11 inch paper – 1 per student
- 12 by 18 inch construction paper, 1 sheet per student
- pencils

Overview of Book: "The Napping House, by Audrey Wood (1984), is a beautifully illustrated book about a house full of napping inhabitants. The story begins with a granny snoring away on a dark and rainy day. One by one, she is joined in bed by a dreaming child, a dozing dog, a snoozing cat, a slumbering mouse, and finally, a wakeful flea. This last arrival begins a chain reaction that results in the whole group awakening just as the rain stops and the sun comes out."[1]

[1] Burns, Marilyn, and Stephanie Sheffield. 2004. *Math and Literature, Grades K-1*. Sausalito, CA: Math Solutions.

Problem: Find out how many feet we have in our classroom. Try to find two different groups of living things that could be in one room and have that same number of feet.

Developing the Concept:

- read the story to the class

- discuss – Describe something in the book that changed gradually. *(ensure all children understand the meaning of gradually)*

(goes from night to morning; the mattress sags as more creatures get on the bed; the rain slows as the characters wake up; the characters leave the bed gradually;)

- pose question: "When all the sleepers were piled up, how many feet were in the bed?"

- have them make a prediction and state why they made their prediction (What previous knowledge do they have that they based their prediction on?)

- just do orally as they hate being wrong and are not as willing to predict if they have to have a record of it in writing

- make a list of characters in the story and record the number of feet each one has

- record on board -

a snoring granny	2
a dreaming child	2
a dozing dog	4
a snoozing cat	4
a slumbering mouse	4
a wakeful flea	6

- review question posed: How many feet were in the bed? – give them some time to reach a solution

- discuss assorted ways of solving – make sure to include finding "friendly tens"

- explain that they can look for pairs or groups of numbers that add up to ten. For example, 6+4=10 as does 4+4+2. Therefore, we have two groups of 10 and 2 left over which we can add quickly to see it is 22.

- individual assignment

Each child will make a house and think about the number of feet in their family (including pets).

- give each child a piece of 8 ½ by 11 inch paper and demonstrate the origami folds needed to make a house

Directions for making the paper house:

- have the children open the house and sketch who lives in their house (include pets).

- have them count to find out how many feet live in the house and record that number on the outside. (*Make sure they are recording <u>the number of feet</u> that live in the house not the number of people.)*

- when done discuss – Who has the smallest number of feet in their house?

- record that number on the board and have anyone with an equivalent number of feet to bring their house up and post it next to the first one creating a pictograph

Whose house might have the next smallest number of feet?

- record number on board and post all houses with equivalent numbers next to it

- continue until all houses have been posted

Does anyone have an odd number of feet in their house? Why not?

(concept of even and odd is not part of grade 1 curriculum so they may not be familiar with this concept yet)

How many more houses do we have with (8) feet than with

(6) feet? – have the child explain how they found their solution

- once all the houses are posted point to one of them

What could live in this house? – record solutions on board

i.e. If the house has ten feet, it could be a mom (2), dad (2),

sister (2), brother (2), and a bird (2)

- after you have recorded several different solutions, ask

Is this all the ways that there could be (ten) feet in the house? (there will be many more solutions, but explain that we will move on so that each of them is solving their own problem)

- have everyone try to find at least 8 different groups of living things that

could live in their house and have the same number of feet

- take 12”x18” construction paper and fold the paper in half, in half again

the other way, and then in half again

- before opening paper ask,

How many boxes do you think there will be when the paper is open? (8)

Use each box to record each different grouping of things that could live in your house and have the same number of feet as your family does now?

- expand this problem to see how they do using larger numbers

- have the children figure out how many feet we have in the classroom. Ask them

to show you two different ways that they could show you that same number of feet.

- tell the children: “You must show on your paper how you solved the problem

and you will need to be able to explain it clearly enough that the rest of the class will be able to understand what you did. You may use pictures, words, or numbers to show how you solved it. "

- circulate as the children work on the problem, aiding as necessary

- tell them they must clearly show how they found out how many feet are in the classroom in at least two different ways

- also have them tell you whether this problem was easy, medium, or hard to solve. (This gives you an opportunity to assess their confidence and competence.)

- once everyone has reached a solution, have them explain their method to one other people in the class. That person should then be able to explain it to someone else.

Name:_____

The Napping House

How many feet do we have in our classroom? _____

Find a different group of living things that could be in our classroom with that same number of feet. Show with words, pictures, or numbers. You will need to be able to explain it clearly enough that the rest of the class will be able to understand what you did.

Patterns and Relations

Activity: Creating Quilts
Literature Resource: *The Quiltmaker's Gift* ~ by Jeff Brumbeau
Recommended Grade Level: Gr. 4-6
Mathematical Strand: Patterns and Relations

Materials:

- *The Quiltmaker's Gift* by Jeff Brumbeau
- Picture or cloth examples of quilts
- White squares of paper
- Graph paper
- Pattern blocks
- Various colours of construction paper

Procedure:

Talk about what a pattern is. Ask students if they've ever seen a quilt before. Read *The Quiltmaker's Gift* to the class. Have students try to find as many quilt patterns in the story as possible. Show them some examples of quilt squares or a full quilt if you have one. Talk about the patterns and colour in the quilt.

Give each child a white quilt square. They can choose two or three different pieces of coloured paper for their quilt patterns. Have them cut out a variety of shapes for their quilt block, creating patterns on their white square and gluing them down. Before they create their quilt, students could plan their quilt on a piece of graph paper, using pattern blocks to help them create their designs.

Depending on the level of difficulty, you can have different requirements for the patterns. You may also want to have students use pattern blocks to design a pattern, then cut the shapes out of paper and glue them onto their white square.

Other good quilt stories:
Oma's Quilt by Paulette Bourgeois
The Quiltmakers Journey by Jeff Brumbeau
The Keeping Quilt by Patricia Polacco
Papa and the Pioneer Quilt by Jean Leeuwen

Activity: Building Patterns
Literature Resource: *The Rabbit Problem* ~ by Emily Gravett
Recommended Grade Level: Gr. 2-4
Mathematical Strand: Patterns and Relations

Materials:

- *The Rabbit Problem* by Emily Gravett
- Whiteboard and markers
- Pattern blocks

Procedure:

Explore *The Rabbit Problem* with the class. It is uniquely structured with lots of different things to look at. Ask students if they notice what is happening in the story. Do they see anything that repeats? Do they notice any patterns?

Go through the book again and write down on the board how many rabbits are in each page. Be sure to write the numbers in the correct order. Ask students if they notice a pattern. The pattern follows the Fibonacci sequence. This is a pretty complex pattern, so younger students may need the pattern to be pointed out to them.

Talk about patterns and what a pattern is. Brainstorm patterns students see in the classroom (e.g. boy, girl, boy girl, short sleeves, long sleeves, etc.).

Give students a tub of pattern blocks and have them build a pattern around their desk top. Have students share their pattern to a partner, describing it in detail. Encourage them to see how many different patterns they can create on their desks. Make sure they take time to talk about their patterns with a partner before starting a new one.

Activity: How Many Creatures Did the Little Sister Eat?

Literature Resource: *My Little Sister Ate One Hare* by Bill Grossman

Recommended Grade Level: Grade 2, Grade 6

Mathematical Strand: Number, Patterns and Relations

Grade 2: How many creatures did the little sister eat? How many *things* did she eat?

Grade 6: How many *things* did the little sister eat? If she ate 3 fewer things each day for the next 6 days, how many things would she have eaten on day 7?

Together: Make the sequel book, The Next Day, My Little Sister Ate…, using a type of number pattern.

Activity: How Many Feet Are In the Bed?
Literature Resource: *The Napping House* by Audrey Wood
Recommended Grade Level: Grade 5
Mathematical Strand: Patterns and Relations

Grade 5: How many feet were in the bed? Who or what might come to visit if the number of feet have doubled in the house?

If there were 12 feet in the bed, who could have been sleeping there?

Work with a buddy:

How many feet live in your house? Grade 5's will make a folding house with their family picture inside and their house number (number of feet in their house) on the front.

Find a different group of living things that could be in our classroom with that same number of feet. Show with words, pictures, or numbers. You will need to be able to explain it clearly enough that the rest of the class will be able to understand what you did.

Shape and Space

Activity: Bubbles, Bubbles, Bubbles
Literature Resource: *Guinness World Records*
Recommended Grade Level: Grade 4-5
Mathematical Strand: Shape and Space

Materials:

- *Guinness World Records*
- Picnic tables or concrete surface
- Straws
- Bubble soap
- Measuring tapes, rulers, or other measuring devices

Procedure:

Show students a copy of *Guinness World Records.* If you have multiple copies, you can give them to students and have them look up as many records as possible that have to do with bubbles. If you only have one book, show the class the different records for the longest bubbles, largest bubbles, etc.

Take the students outside and show them how to blow bubbles onto a picnic table or onto a concrete surface. Have them practice blowing bubbles, trying to make the biggest bubbles they can. Tell them that the mark left by the bubble after it pops is a bubble print and that you can measure how big it is across. This is called finding the bubble's diameter. Have them practice making bubbles, then measuring the bubble's diameter. You can even make it into a contest with the students trying to make the biggest bubble.

For those in Grade 5, you can have them practice using the unit mm by switching the goal and have students try to create the smallest bubble possible. Talk with them about whether or not it would be better for them to use cm or mm to measure the bubble's diameter. Have them justify their choice.

Have students try to cover a specific surface (e.g. picnic table top or square drawn in the concrete) entirely with bubbles. Ask:

How many bubbles does it take to cover the surface area?
Is this an accurate measurement of the space? Why or why not?
What would be a more accurate way to measure the surface area of the space?

Activity: Comparing Units of Measurement[2]
Literature Resource: *Incredible Comparisons* by Russell Ash
Recommended Grade Level: Grade 5-6
Mathematical Strand: Shape and Space

Materials:

- *Incredible Comparisons* by Russell Ash
- Recording Sheets

Procedure:

Provide groups of students with a copy of *Incredible Comparisons* and a recording sheet. Allow the students to explore the book, making comparisons and completing the sheet.

There are many possible problems that could be created from this book. You may want to start a project where students create posters of their own comparisons. You could do a whole class project where you create your own book of incredible comparisons with each student contributing a page.

[2] Adapted from activities found in *Exploring Mathematics Through Literature* edited by Diane Thiessen

Incredible Comparisons

1. If the line segment below represents a meter, draw a line segment that would represent a centimeter.

_____

2. Name something that you think is about one mile from our school.

3. Name something that weighs about one kilogram. Name something that weighs about 5 kilograms.

   _____ 1kg _____ 5kg

4. About what part of a ton do you weigh?

5. How many gallons of water do you think it might take to fill in a wading pool, or baby pool, or the public swimming pool?

   Wading pool: _____

   Baby pool: _____

   Public pool: _____

6. About how many meters tall are you?

7. Look through the book and find three comparisons that are interesting to you. Describe them here:

Activity: So Many Shapes
Literature Resource: *The Greedy Triangle* by Marilyn Burns
Recommended Grade Level: Grade 2-4
Mathematical Strand: Shape and Space

Materials:

- *The Greedy Triangle* by Marilyn Burns
- Pictures of different 2D shapes (triangle, square, pentagon, etc.)
- Construction paper
- White paper
- Pencils
- Glue
- Scissors

Procedure:

Before reading the story, review the names of the different types of shapes. Tell the students that, as you read the story, you'll be asking them to name the different 2D shapes they can find. Read *The Greedy Triangle* to the students, pointing to different shapes as you read and asking students to name the shapes you find. After reading, show students pictures of different shapes. Ask the students to tell you what the shape will become if you add one more side.

Have students create pictures of things they see every day that are made up of 2D shapes. Before they start, brainstorm the things found in the book that are 2D shapes (e.g. triangles are seen in sandwiches and musical instruments, etc.). To help students, provide them with pre-cut out shapes of various shapes, then have them glue the shapes to the paper and draw a picture around them. To extend, have students label the different shapes they used in their picture.

Activity: Greedy Triangle's Friends Had a Party
Literature Resource: *The Greedy Triangle* by Marilyn Burns
Recommended Grade Level: Grade 3-5
Mathematical Strand: Shape and Space

Activity 1

Materials:

-pattern blocks
-triangle grid paper

Activity:

Share with students, "All of the Greedy Triangle's friends had a party for him when he was back in shape! All of his friends were at the party, including the hexagon, the trapezoid triplets, the blue parallelogram and the triangle twins. The shapeshifter came with his camera to get lots of pictures of the Greedy Triangle and all his friends. The shapeshifter was curious about how he could get a photograph of the Greedy Triangle with his friends in different arrangements."

Have students select the pattern blocks that represent the Greedy Triangle and his friends who were at the party. Have students arrange all the partygoers, with each shape touching another with one edge, so the shapeshifter can take his photographs.

Have students try at least 3 shapes. Ask them to determine the area and perimeter of each shape and organize the shapes from least to greatest area or perimeter. (Or do this as a class.)

Is there more than one shape with the same perimeter? Is the area different in any of the new shapes? Why or why not?

Activity 2

Materials:

-toothpicks
-modelling clay

Activity:
Share with students, "The Greedy Triangle is a 2-D shape. If the greedy triangle was a stamp of one face of a 3-D object, what object could it be?

Using toothpicks and clay, have students experiment with 3-D skeletons that would have one face as the Greedy Triangle. Have them try to create skeletons that would reflect the Greedy Triangle at different stages of the story; a triangle, quadrilateral, pentagon, hexagon.

Note: The 3-D shapes do not need to have regular sides. One side could be a triangle and another a pentagonal side.

Activity 3

Materials:

-pattern blocks
-triangle grid paper

Activity:
Share with students, "All of the Greedy Triangle's friends had a party for him when he was back in shape! All of his friends were at the party, including the hexagon, the trapezoid triplets, the blue parallelogram and the triangle twins. The shapeshifter came with his camera to get lots of pictures of the Greedy Triangle and all his friends. During the course of the evening, the shapeshifter's photographs showed each partygoer speaking to somebody different at the party."

Have students consider that a piece of triangle grid paper represents the party room. Ask them to record each guest that was at the party, except for one of their choice around the edges of the party room. Have students draw a map of the route that their chosen partygoer took to talk to each friend. Students should:

-draw their chosen partygoer in position

-explain the movement of the partygoer, using the terms translation, rotation and reflection, as he or she moves from one friend to another.

Activity: Measuring Animals[3]
Literature Resource: *Biggest, Strongest, Fastest* by Steve Jenkins
Recommended Grade Level: Grade 3-5
Mathematical Strand: Shape and Space

Materials:

- *Biggest, Strongest, Fastest* by Steve Jenkins
- Measuring tape
- Recording Sheets

Procedure

After reading *Biggest, Strongest, Fastest*, ask students which animals they found to be most interesting. Ask students to try to picture in their minds what a 2 meter whale would look like. Explain that comparing the length with something known, such as the length of a football field, makes it easier to picture. These familiar referents are called "benchmarks." Ask: "To help you understand how big some of these animals really are, how could you use your own height as a way to measure them?" Provide measuring tapes to discover how tall they are. Allow them to discuss with a partner and figure out strategies for how to solve this problem. Have students use the record sheets to record their processes and strategies.

[3] Adapted from activities found in *Exploring Mathematics Through Literature* edited by Diane Thiessen

How Tall Is Your Animal?

Name: _____

Date: _____

How many students would it take to equal the height of an elephant? Of the giraffe? How many students would it take to equal the length of the snake? Of the blue whale? Of the tentacles of the jellyfish?

In the space below, draw or write about the comparison you found and show how you solved the problem.

Activity: All Kinds of Measurements[4]
Literature Resource: *How Big Is A Foot?* by Rolf Myller
Recommended Grade Level: Kindergarten - Grade 2
Mathematical Strand: Shape and Space

Materials:

- *How Big is a Foot?* by Rolf Myller
- Various sized cups, containers, cubes, squares of paper, or other potential non-standard units
- A variety of objects to be measured (e.g. surface of a book, surface of a desk, etc.)
- Recording sheet

Procedure:

Read *How Big is a Foot?* with the class. To develop the concept that area is amount of surface covered, have students use a non-standard square unit, such as small square tiles or pieces of paper, to cover the area of a book, sheet of paper, or other surface. Have students try measuring the same object with different size units. Talk about how different size units give us a different number and what that means.

Give students a recording sheet, two different objects to be measured and a variety of units. Decide what you will be measuring (e.g. how many squares does it take to go across the desk?). Have them choose their unit of measure, then measure the two objects with the same unit. Next, have them measure the same objects again, but use different units this time.

Discuss what you've learned about measuring the same object with two units and why it's important to always record the name of the unit and the number of units.

[4] Adapted from activities found in *Exploring Mathematics Through Literature* edited by Diane Thiessen

All Kinds of Measurements

Name: _____

Measure two different objects using the same unit.

Object to be measured: _____

Unit of measure: _____

Estimate: _____

Measure: _____

Object to be measured: _____

Unit of measure: _____

Estimate: _____

Measure: _____

Measure the two objects again, but use a different unit.

Object to be measured: _____

Unit of measure: _____

Estimate: _____

Measure: _____

Object to be measured: _____

Unit of measure: _____

Estimate: _____

Measure: _____

Statistics and Probability

Activity: Counting Knots[5]
Literature Resource: *Knots on a Counting Rope* by John Archambault & Bill Martin Jr.
Recommended Grade Level: Grade 2 - 5
Mathematical Strand: Statistics and Probability

Materials:

- *Knots on a Counting Rope* by John Archambault & Bill Martin Jr.
- Recording sheets
- Rope, string, or yarn
- Rulers or tape measures
- Graph paper

Procedure:

Read *Knots on a Counting Rope* with the class. Tell students they will be exploring the number of knots and the length of the rope. The students should be able to generalize that, as the knots are accumulated, the rope becomes shorter and shorter. Have the students work in groups of three. Have them take a piece of rope about 1 meter long, measure the length of the rope, and record the result on their sheet. Have each student make one knot in the rope, then measure again. The students will continue knotting and measuring to fill in their chart. Students should be able to predict the length of the rope at 10 knots and 20 knots based on the data they've collected.

Extension:
Student will graph their data, labeling the axes "length of rope" and "number of knots."

[5] Adapted from activities found in *Exploring Mathematics Through Literature* edited by Diane Thiessen

Counting Knots

Group members: _____

1. Take a piece of rope, measure the length of the rope, and record the result on the chart below. Make on knot in the rope, and measure again. Knot and measure five more times using the chart below to fill in the measurement. Based on what you know, can you predict the length at 10 knots? At 20 knots? How do you know?

Number of Knots	Length in Centimeters
0	
1	
2	
3	
4	
5	
10	
20	

2. Take a piece of graph paper, and mark your results, labeling the axes of the graph with number of knots along the bottom and the length along the side.

Activity: Tally O'Malley
Literature Resource: *Tally O'Malley* by Cynthia Jabar & Stuart J. Murphy
Recommended Grade Level: Grade 3-4
Mathematical Strand: Statistics and Probability

Materials:

- *Tally O'Malley* by Stuart J. Murphy & Cynthia Jabar
- Sheet for recording tallies

Procedure:

Before you read the story, ask students what tally marks are. Have them pay close attention to the story and ask them if they can find tally marks as you read. Read *Tally O'Malley* with the students. After you read the story, ask students to tell you where they noticed tally marks in the story. Talk about the diagonal line that shows a group of five. Practice making groups of five tally marks so the students understand this grouping method.

Reread the story and have students keep track of the data in the book with tally marks. Use the chart and help them fill it in, stopping occasionally to see if everyone has the same number of tally marks.

Have students make a tally chart with each of the character's names. Reread the story one more time, having students give each character a mark for each time they are mentioned. After the story is over, ask:

- Which character is mentioned the most in the story?
- Which character is mentioned the least often?
- How do tally marks help you know so quickly?

My Tally Charts

Name	Colour	Tally
Eric	Silver cars	
Bridget	Blue cars	
Nell	Red cars	

Name	Tally

Activity: Smartie Graph
Literature Resource: *The Great Graph Contest* by Loreen Leedy
Recommended Grade Level: Grade 3-4
Mathematical Strand: Statistics and Probability

Materials:

- *The Great Graph Contest* by Loreen Leedy
- A jar of smarties (or any other object that could be sorted such as buttons or large beads)
- A sheet of graphing paper
- Sheet for recording data

Procedure:

Read *The Great Graph Contest* with the students.

Show students the jar of smarties. Brainstorm with the students the different colours of smarties that could be in the jar. Estimate the number of each colour that might be in the jar. Use the sheet provided for them to record their estimates.

Open the jar of smarties and count the total number of smarties. Have the children sort the smarties by colour. Have them count each colour and make a tally. Challenge students to arrange the smarties in such a way that allows them to quickly see which colour has the most.

Have the students transfer the data from either their tally or pictograph onto a bar graph. Remind them to label the x and y axis. Ask the following questions:

1. What colour has the biggest number?
2. What colour has the least number?
3. Did every group have the same answer?
4. What is your favourite colour of smartie?

My Estimations

I estimate there are _____ smarties in the jar.

I think there will be:

_____yellow _____purple _____brown

_____pink _____green _____red

_____blue _____orange

My Estimations

I estimate there are _____ smarties in the jar.

I think there will be:

_____yellow _____purple _____brown

_____pink _____green _____red

_____blue _____orange

Smartie Tally Sheet

There were _____ smarties in our jar.

Yellow	
Red	
Orange	
Pink	
Brown	
Green	
Purple	
Blue	

Activity: How Many Gifts?[6]
Literature Resource: *Emma's Christmas* by Irene Trivas
Recommended Grade Level: Grade 3 - 5
Mathematical Strand: Statistics and Probability

Materials:

- *Emma's Christmas* by Irene Trivas
- Unifix cubes in twelve colours
- A jar
- Recording sheet

Procedure:

Tell students this is a story about a girl who received many gifts. Brainstorm with them different ways they can record the gifts she received. As you read, use the method suggested by the students, or just use a tally chart. As you read the story, tally the number of the different gifts she receives. Ask the students, do you notice a pattern? Can you predict what will come next?

After reading, give the students the following problems to solve:
"How could we figure out the number of gifts Emma received on the twelfth day?"
"How many cubes do you think we would need to represent ALL the gifts given on ALL twelve days?"

Have students use the recording sheet to solve the problem. Provide them with unifix cubes and encourage them to create pictorgraphs in order to organize their data.

Extension:

Have students put unifix cubes in a jar to represent the gifts. There should be a different colour for each gift and there should only be as many cubes in the jar as there was number of gifts given (e.g. one cube for the gift on day one, two cubes for the gift of day two, etc.). Discuss probability. Which colour cube would you be most likely to draw? How do you know? Which colour cube would you be least likely to draw?

[6] Adapted from activities found in *Exploring Mathematics Through Literature* edited by Diane Thiessen

Emma's Gifts

Name: _____

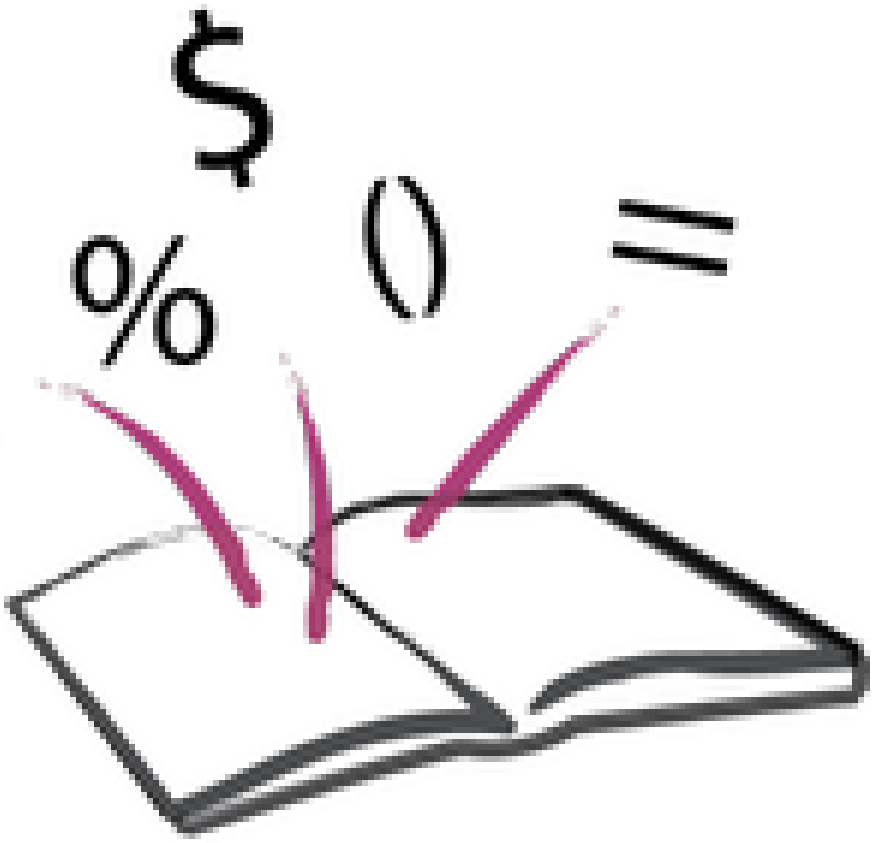
Date: _____

Clearly show how you solved the following problems on this sheet. Use the back of this page if you need more room.

Problems:
"How could we figure out the number of gifts Emma received on the twelfth day?"

"How many cubes do you think we would need to represent ALL the gifts given on ALL twelve days?"

Appendix



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The following lists are from the Pearson Education Website.[7] To access the files online, go to: http://www.pearsonschoolcanada.ca/index.cfm?locator=PS1zOt&PMDBSUBCATEGORYID=&PMDBSITEID=2621&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=25862&PMDBSUBJECTAREAID=&PMDBCATEGORYID=25876&PMDbProgramID=47168&elementType=attribute&elementID=264

[7] Pearson Education Math Makes Sense Related Materials, http://www.pearsonschoolcanada.ca/index.cfm?locator=PS1zOt&PMDBSUBCATEGORYID=&PMDBSITEID=2621&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=25862&PMDBSUBJECTAREAID=&PMDBCATEGORYID=25876&PMDbProgramID=47168&elementType=attribute&elementID=264, 2011.

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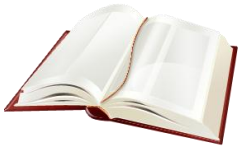
Weaver, Janice. 2006. *The Quilt of Belonging: Stitching Together the Stories of a Nation*.
Maple Tree Press Inc. ISBN 1897066503 or 978-1897066503

We are constantly discovering new books and resources that we can use in the classroom. If you have found a book that you tied into a math lesson, please add it and a brief summary of the activity you did to the list below so that we can continue to build our Math and Literature resources.



Book Title	Author	Suggested Grade Level	Activity

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