

Math Little Books: Accessing Teacher Resources

This guide walks you through the navigation steps to use Math Little Book teacher guides and materials.

1 Click a Little Book Teacher Guide

← [Grade 1 Sample Plan by Unit \(Ontario\)](#)

[Use Sample Plan](#)

Section 1: Plan Contents

Interactive Math Tools	0/2
Patterning & Algebra: Investigating Repeating Patterns (Sept.)	0/7
Patterning & Algebra: Creating Patterns (Sept.)	0/6
Number: Counting (Oct.)	0/7
Number: Spatial Reasoning (Oct.)	0/5
Number: Comparing and Ordering (Oct.)	0/8 >
Number: Skip-Counting (Nov.)	0/6
Number: Composing and Decomposing (Nov.)	0/12
Geometry: 2-D Shapes (Dec.)	0/8

[Planning Tool \(5-8\)](#) ⁵

Section 2: Lessons & Resources

Number: Comparing and Ordering (Oct.)



A Family Cookout

Join a Dene family at their cookout campsite. Find out what makes this a very special day! A Family Cookout offers children opportunities to ...

TAGS: [Grade 1](#) [Little Book](#) [Number](#)



FAVOURITE



A Family Cookout: Teacher Guide

Join a Dene family at their cookout campsite. Find out what makes this a very special day! A Family Cookout offers children opportunities to ...

TAGS: [Grade 1](#) [Little Book](#) [Number](#)



FAVOURITE



Cats and Kittens!

The playroom at the animal shelter is full of cute cats and kittens. Will they all find homes? Cats and Kittens! offers children opportunities to count back to find out how many cats and kittens are left determine how many more or less a quantity...

TAGS: [Grade 1](#) [Little Book](#) [Number](#)



FAVOURITE

2 On the About page fins the Curriculum outcomes/expectations

The screenshot shows the Mathology website interface. At the top left is the 'mathology' logo. A search bar is located next to it. The navigation menu includes 'Home', 'Favourites', 'Plan', 'Analytics', 'Buy Now', and 'Help'. The user profile 'Kim Mastromartino' is visible in the top right. The main content area is titled 'Math Focus' and lists curriculum outcomes under 'Compare and Order Quantities to 25' and 'Estimate and Count to 50'. A red circle highlights the 'Curriculum' link in the left sidebar. The right sidebar shows a 'Professional Learning' section with an illustration of bears and a person in a canoe.

mathology Search... Home Favourites Plan Analytics Buy Now Help Kim Mastromartino

Math Focus

Compare and Order Quantities to 25

- Compare quantities to determine more/less/equal
- Order quantities to determine most/least

Estimate and Count to 50

- Recall number names
- Estimate quantities
- Count sets of objects

ON Curriculum

B. Number

B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life

- Whole Numbers: B1.3 compare and order whole numbers up to and including 50, in various contexts
- Whole Numbers: B1.4 estimate the number of objects in collections of up to 50, and verify their estimates by counting
- Whole Numbers: B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies
- Whole Numbers: B1.1 read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life

C. Algebra

C4. Mathematical Modelling: apply the process of mathematical modelling to:

- represent, analyse, make predictions, and provide insight into real-life situations

Professional Learning X

Learning Connections: Number - Relationships

3 Click "Lesson"

The screenshot shows the Mathology website interface for a lesson page. The top navigation is the same as in the previous screenshot. The page title is 'A Family Cookout: Teacher Guide'. Below the title are three tabs: 'ABOUT', 'LESSON', and 'DIFFERENTIATED SUPPORT'. The 'LESSON' tab is highlighted with a red circle. The main content area is titled 'About this lesson' and describes a family cookout activity. It includes a list of learning objectives, tags for 'Grade 1', 'Little Book', and 'Number', and a 'Reading Level' dropdown menu. The 'Math Focus' section is also visible at the bottom. The right sidebar is identical to the previous screenshot.

mathology Search... Home Favourites Plan Analytics Buy Now Help Kim Mastromartino

A Family Cookout: Teacher Guide

← ABOUT LESSON DIFFERENTIATED SUPPORT

About this lesson

Join a Dene family at their cookout campsite. Find out what makes this a very special day!

A *Family Cookout* offers children opportunities to

- estimate the number of fish and corn
- count fish and other objects to find how many
- determine how many people are at the cookout
- use the strategies of touch and count, counting on, and counting to compare

TAGS: Grade 1 Little Book Number

Reading Level ▾

Math Focus

Compare and Order Quantities to 25

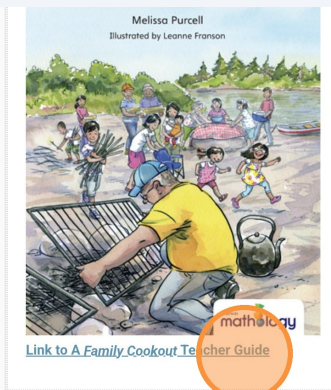
- Compare quantities to determine more/less/equal
- Order quantities to determine most/least

Estimate and Count to 50

Professional Learning X

Learning Connections: Number - Relationships

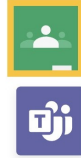
4 Click "Link to Teacher Guide"



- count on as more people arrive
- speculate on whether there will be enough food for everyone

Click here to open the Student Book.

Share Student Book Link via:



Learning Connections: Number - Relationships

First Read

Introducing the Book

Whether you are working with a large group, a small group, or an individual child, the first step is to simply enjoy the story.

To introduce *A Family Cookout*, read the title and discuss the cover. You might ask:

- What do you think a cookout is?
- Have you ever been to a cookout?
- What types of food do you think they might cook?
- What do you think might happen in this book?

Planning Tool (5-8)

If reading with a small group, invite them to flip through their books and choose a picture they want to describe.

5 Scroll to find the overview page of activities

the whole class) in an investigation that can be continued and revisited another time. Such experiences can help to establish a community of learners who share vocabulary and practices.

SMALL GROUP OPTIONS offer you the chance to listen more deeply to children's thinking and to observe, up close, how they can demonstrate their learning. You can probe children's thinking and understanding, model strategies and language, and encourage learners.

LEARNING CENTRES OPTIONS present five activities. These options offer children the opportunity to practise and consolidate their learning independently while you meet with small groups or individuals.

Note: After introducing and working on any one of these options, you may decide to introduce another to the same group, or to reorganize the group before introducing a new option. Your choices depend on your curriculum, your children's learning needs, and resources on hand.

MATH FOCUS	LARGE GROUP OPTIONS	SMALL GROUP OPTIONS	LEARNING CENTRES OPTIONS
<ul style="list-style-type: none"> • compare and order quantities to 25 	<ul style="list-style-type: none"> • Comparing Trail Mix, page 23 	<ul style="list-style-type: none"> • More or Less? page 26 • Comparing Counters, page 27 	<ul style="list-style-type: none"> • determine more/less/equal • Order quantities to determine most/least • Estimate and Count to 50 • Recall number names • Estimate quantities • Count sets of objects • Spinning More or Fewer, page 28 • Let's Get in Order, page 29 • Technology (Online Activity): How Many Beads? page 29
<ul style="list-style-type: none"> • estimate and count to 50 	<ul style="list-style-type: none"> • Estimating for a Class Cookout, page 22 • Classroom Inventory, page 24 	<ul style="list-style-type: none"> • How Many Cubes? page 25 	<ul style="list-style-type: none"> • Counting Fish, page 29 • My Own Family Cookout, page 29

Line Masters

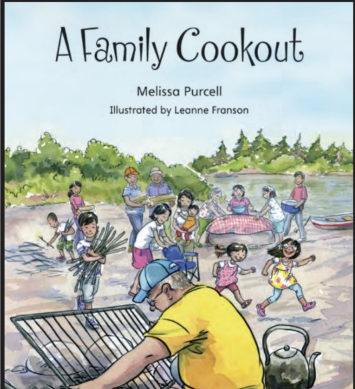
Customizable line masters (LMs) are available at www.pearsoncanada.ca/mathologylittbooks and in the online Teacher's Guide at www.pearsoncanada.ca/pearsonetext. For reference, thumbnails of all line masters are shown on page 32 of this Teacher's Guide. Every Teacher's Guide includes an Assessment Master (LM 1) and a Connecting Home and School

6 Use the guiding questions for two different math focuses

5 / 43 Automatic + Author's note

Math Conversations

A Family Cookout offers opportunities for children to **compare and order quantities to 25** and to **estimate and count to 50**, and prompts are clustered under those headings. Select prompts based on which will best meet the needs of the group you are working with and initiate worthwhile conversations. The extent of the conversation will depend on the children's abilities and interests, the group's dynamics, and your instructional and assessment goals. **Please remember that these prompts are options for you to select from, and it is actually the children's responses that will guide the most powerful and appropriate conversations.**



MATH FOCUS
BLUE headings: Compare and order quantities to 25
ORANGE headings: Estimate and count to 50

Estimating and counting to find how many

- How many people are at the campsite, more than or less than 10? (*answers will vary*) Let's count to check.
- Was our estimate high or low?

Comparing and ordering quantities to 25

- Do you think there are more children or more adults? (*answers will vary*) How can

7 Scroll for the specific Large Group Activities

22 / 43 Automatic + Author's note

them share their stories.

CP *A Family Cookout* 21

Large Group Options

If you read *A Family Cookout* to a large group or whole class, you might project the book to facilitate the read-aloud and better engage children in counting and comparing. These activities engage children in exploring and communicating their understanding of numbers to 50; choose the activities that best address your children's learning needs.

ESTIMATING FOR A CLASS COOKOUT

ENGAGE

Draw attention to pages 10–11 of *A Family Cookout* and ask:

- What do you notice? (e.g., they caught lots of fish)
- How many fish do you think there are?
- What would be a good way to find out? (e.g., count by 1s, count by 2s, grouping and counting)

Explain that your class is going on a cookout and that you have prepared bags of "trail mix" for everyone. Bring out a large bag that contains 20–30 sandwich bags each filled with 20–40 counters to represent pieces of trail mix. (The same bags can be used for Comparing Trail Mix on page 23.)

Ask children how many bags of trail mix they think you have. Is there enough for everyone? Record their estimates and then count together to see whether their estimates are too high, too low, or just right. Record your answer, then count again to confirm. Ask children to suggest a different way to count for their second attempt (e.g., count by 1s, count by 2s, grouping and counting), and record their ideas.

WORK ON IT

Label each bag of trail mix with a letter and give one to each child. Say:

MATH FOCUS: estimate and count to 50

MATERIALS: *A Family Cookout*, pp. 10–11; bags, each bag labelled "trail mix"; counters; Estimating Recording Sheet (LM 3); chart paper

Estimating Strategies

- What do I see?
- What do I already know?
- Can I group?

8 Scroll for the specific Small Group Activities

24 / 43 Automatic Author's note

• Was there ever a time where you changed your counting strategy? Why?
 • Will your counting strategies help you estimate?
 Allow interested children to complete the class inventory and record the number for each collection on sticky notes.

24 Teacher's Guide CP

Small Group Options

You may decide to meet with a small group to explore children's understanding of numbers to 50. This allows you to assess understanding of concepts and skills (use LM 1 for recording observations and next steps), discuss and model counting and problem-solving strategies, and introduce and reinforce appropriate math language. Choose activities to address specific learning needs.

Small Group Activities and Learning Centres

Once children are comfortable with an activity, place the materials, including recording sheets, at a centre for children to use on their own or in pairs. See pages 28–29 for additional independent activities.

HOW MANY CUBES?	
Prepare trains of 30 interlocking cubes so that there is one for each pair of children. Show one of these trains of interlocking cubes and ask: <ul style="list-style-type: none"> • How many cubes do you think there are in this train? • How can we find out? Follow up on suggestions to count and find how many cubes are in	MATH FOCUS: estimate and count to 50 MATERIALS: interlocking cubes

9 Scroll for the specific Learning Center Activities

28 / 43 Automatic Author's note

Learning Centres Options

These activities help build number sense during independent work. Offer those that meet your children's needs. Most children will need some introduction to the activities. Include all selected activities at once or only one or two at a time, adding others regularly. You may also add small group activities (pages 25–27). Use a familiar rotation system. Visit centres to keep children on task and provide further direction. Validate and encourage their work through questions and comments. Use conversation starters and open-ended prompts such as those below to support children to reflect and make connections in the moment.

- Tell me about the (game you are playing, story you are writing, problem you are solving). Do you have any questions?
- How is the (game, writing, problem solving, inquiry) going? What have you learned? What do you wonder?
- What advice would you give to someone starting out at this centre? and/or What is (challenging, easy, fun, surprising) for you?
- I notice you are (recording your work, using a strategy when..., solving a problem, thinking of many ways to...). What did you discover?
- How do you know...? or How will you show what you have learned about...? or Show me how you know that...
- What would happen if...? or How is this (the same as, different from)...


FRIENDLY GAMES	
SPINNING MORE OR FEWER	
<ul style="list-style-type: none"> • Children play in pairs. Provide each pair with counters, More or Fewer Spinner (LM 7), and Spinner Recording Sheet (LM 8). • Have the children make the spinner by pinning a paper clip to the centre of the spinner. • To begin, each child takes a handful of counters and counts them. Together, they determine who has more counters and who has fewer. • Children then take turns spinning the spinner. If it lands on "More," 	MATH FOCUS: compare and order quantities to 25 MATERIALS: counters; More or Fewer Spinner (LM 7); paper clip and pin to make the spinner; Spinner Recording Sheet (LM 8)

10 Scroll for the thumbnails of the line masters


32 / 43 Automatic Author's note

Line Masters


Customizable Line Masters are available at www.pearsoncanada.ca/mathologylittlebooks and in the online Teacher's Guide at www.pearsoncanada.ca/pearsonetext.




Line Master 1
Assessment Master




Line Master 2
Connecting Home and School Letter Template




Line Master 3
Estimating Recording Sheet



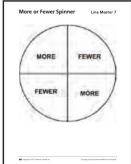
Line Master 4
Comparing Trail Mix




Line Master 5
A Family Cookout Math Mat



Line Master 6
Comparing Counters





Line Master 7
More or Fewer Spinner



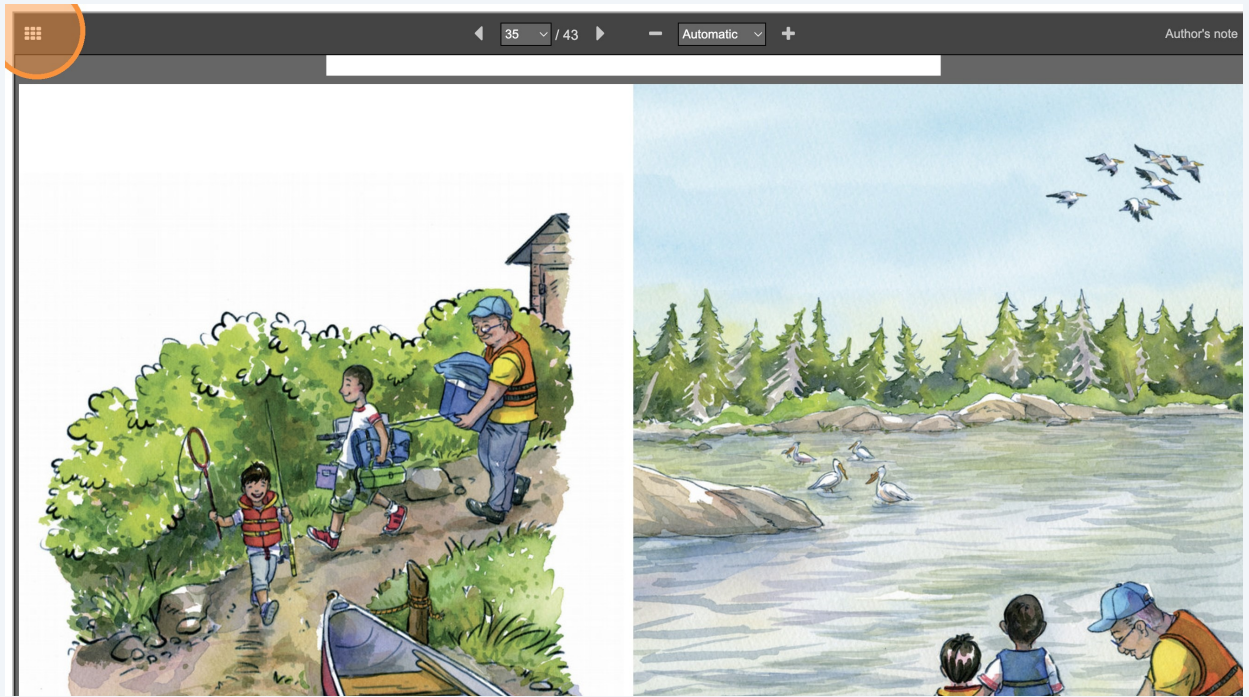
Line Master 8
Spinner Recording Sheet

11 Scroll for the wordless book

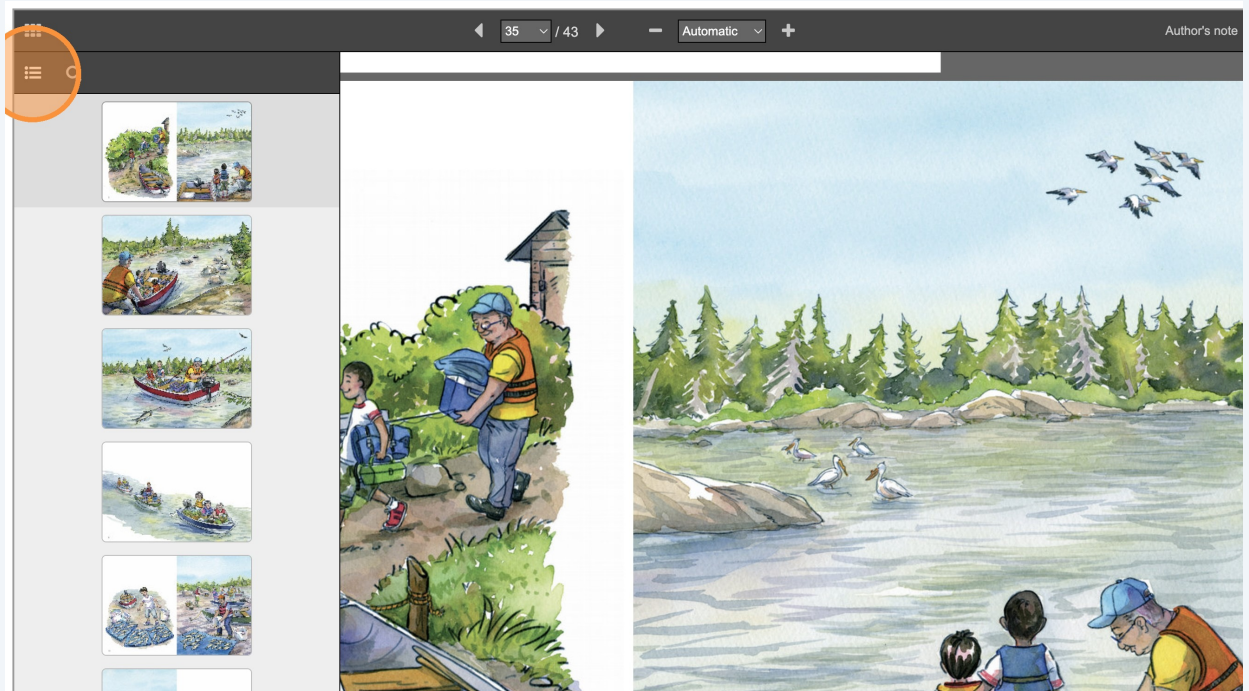
35 / 43 Automatic Author's note



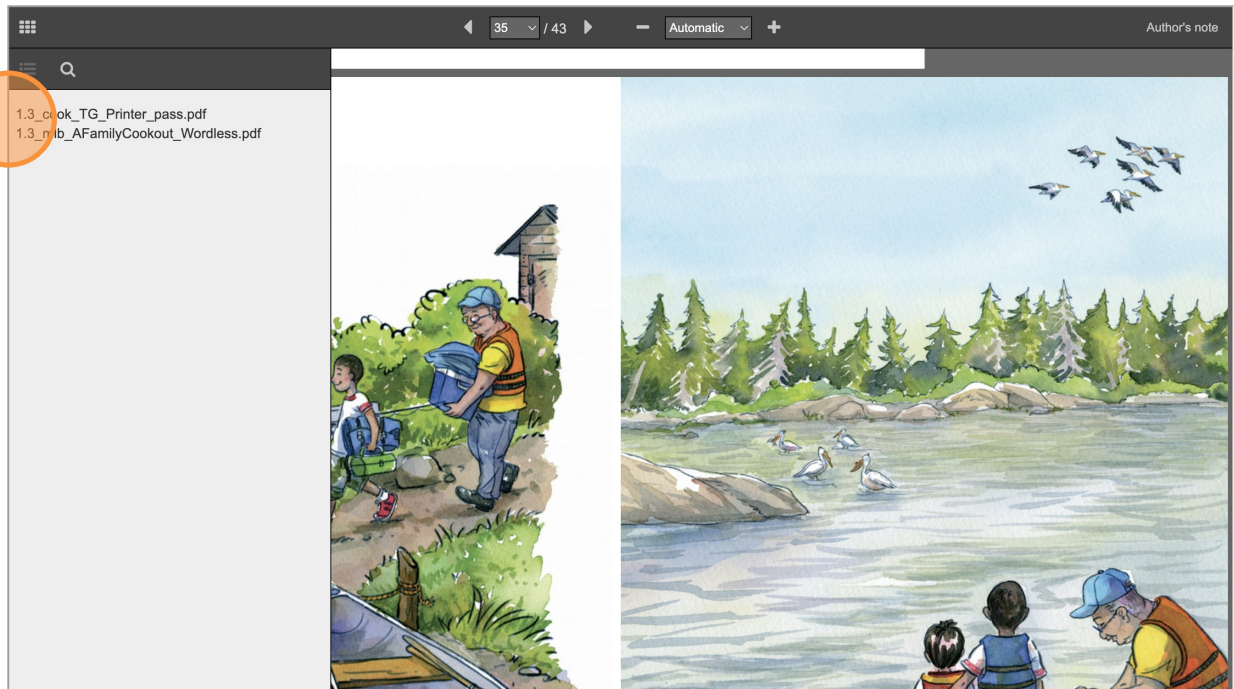
12 Or click here



13 and here for a menu



14 PDFs



15 Click "Differentiated Support"

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A Family Cookout: Teacher Guide

ABOUT LESSON **DIFFERENTIATE** SUPPORT

A Family Cookout
Melissa Purcell
Illustrated by Leanne Franson

[Link to A Family Cookout Teacher Guide](#)

As you share this story, encourage children to

- touch and count the fish, corn, bannock sticks, and people
- count on as more people arrive
- speculate on whether there will be enough food for everyone

Click here to open the Student Book.

Share Student Book Link via:

Professional Learning

Learning Connections: Number - Relationships

16 Find line masters here in word and pdf

The screenshot shows a digital interface for a teacher guide. At the top, there is a blue header with a back arrow, the title 'A Family Cookout: Teacher Guide', and a heart icon. Below the header are three tabs: 'ABOUT', 'LESSON', and 'DIFFERENTIATED SUPPORT', with the last one being active. The main content area is divided into two sections. The first section is titled 'After Reading' and contains a blue link 'After reading, children can' followed by three bullet points: 'represent different parts of the story with counters on the Math Mat (see the inside back cover)', 'explain why it is difficult to determine whether there is enough food for everyone', and 'describe a scene that might follow the last page of the story'. The second section is titled 'Additional Activity Options' and is marked with a star icon. It lists twelve line masters, each with a link to a PDF or Word document. An orange circle highlights the 'Additional Activity Options' title. On the right side of the page, there is a vertical sidebar with the text 'Professional Learning' and a small arrow icon.

← A Family Cookout: Teacher Guide

ABOUT LESSON DIFFERENTIATED SUPPORT

After Reading

[After reading, children can](#)

- represent different parts of the story with counters on the Math Mat (see the inside back cover)
- explain why it is difficult to determine whether there is enough food for everyone
- describe a scene that might follow the last page of the story

★ Additional Activity Options

All *A Family Cookout* Line Masters (PDF) (Word)

Line Master 1: *A Family Cookout* (Assessment Master) (PDF) (Word)

Line Master 2: Connecting Home and School (PDF) (Word)

Line Master 3: Estimating Recording Sheet (PDF) (Word)

Line Master 4: Comparing Trail Mix (PDF) (Word)

Line Master 5: *A Family Cookout* Math Mat (PDF) (Word)

Line Master 6: Comparing Counters (PDF) (Word)

Line Master 7: More or Fewer Spinner (PDF) (Word)

Line Master 8: Spinner Recording Sheet (PDF) (Word)

Line Master 9: Double Ten-Frame (PDF) (Word)

Line Master 10: Counting Recording Sheet (PDF) (Word)

Line Master 11: Story Template (PDF) (Word)

Line Master 12: Cookout Number Problems (PDF) (Word)

Professional Learning