

Family Fun Day

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

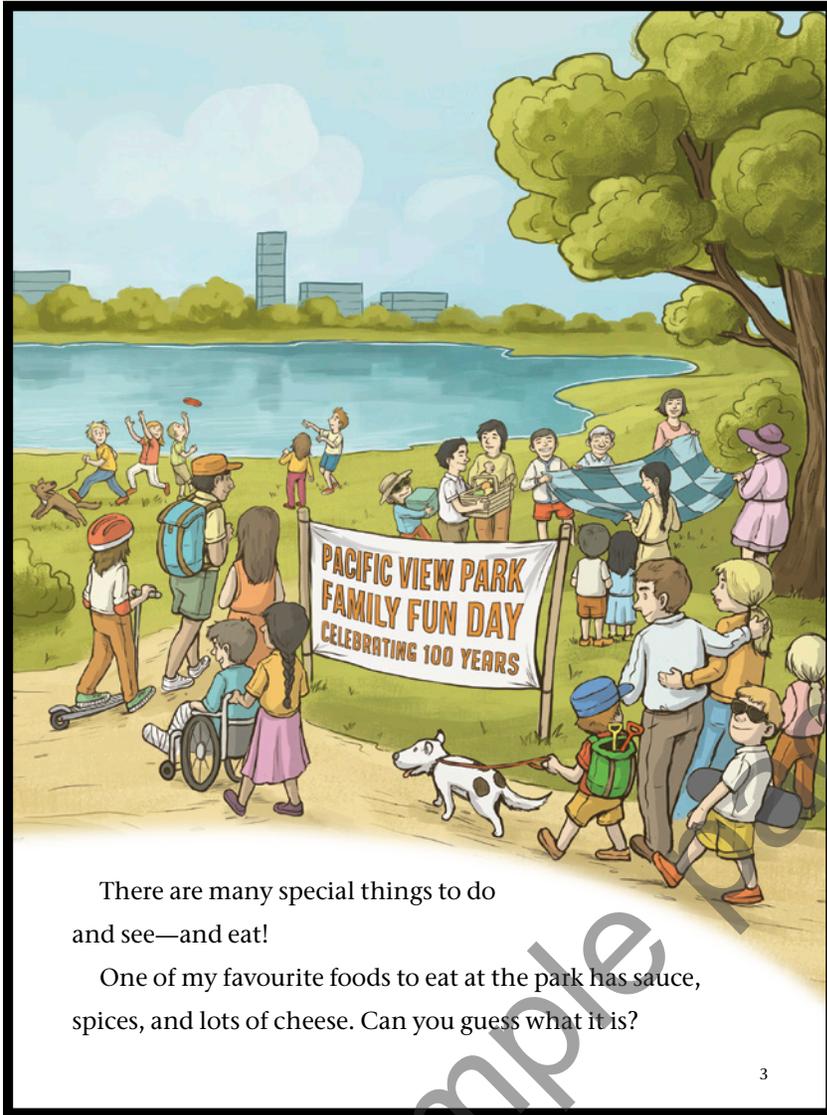
This series recognizes that children’s understanding of maths concepts develops over time, and so the series allows you to choose the book that best matches a child’s or group’s level of mathematical understanding. The books engage children at just the right level in a wide range of mathematical ideas, thinking, and activities in a variety of real world and imaginary contexts.

Family Fun Day engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that “Quantities and numbers can be grouped by units or split into units.”*

Big Idea: Quantities and numbers can be grouped by units or split into units (Skip counting, place value, fractions and decimals)

TITLE	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Estimate and group to skip count to 50 Compare quantities to 50	Estimate, group, count, describe and compare sets of up to 50 Conservation of number Create sets with more, less or as many as a given number Compare a set to a referent using comparative language	Count on Count to compare Group (2, 5, 10) to determine how many Skip count by 5, 10 and 25	Sort collections
	Estimate and group to count to 100 Skip count to 100	Skip count by 2, 5 10 from a given number Estimate and compare quantities Count and group to recount a collection Name, write, and match numerals to quantities	Use benchmarks to estimate Recognise and use skip-counting patterns	Skip count 5c and 10c Identify pattern rules Odd and even numbers
	Split quantities into equal groups to count to 100 Compose/decompose to 100	Skip count using equal-sized units Keep track of number of sets and how many in each set Recognise patterns in repeated units related to 10 Share equally	Skip count to 100 Use benchmarks to make mental comparisons and estimate quantities Add and subtract Count in groups Count on for leftovers	Graph to show preferences Money combinations Describe and continue patterns Estimate area Estimate and calculate length Identify and describe 2-D shapes
	Split wholes into equal parts (fractions) Model equal grouping/sharing	Split a whole into equal parts Identify the relationship between the number of parts to the whole Share groups equally Create and solve grouping and sharing problems	Compare parts to whole to determine more/less/equal	Non-standard linear units Time: days, weeks, months 2-D shapes and their features

* This book can also be used to address the big idea that “Numbers are related in many ways.”



There are many special things to do and see—and eat!

One of my favourite foods to eat at the park has sauce, spices, and lots of cheese. Can you guess what it is?

3

Composing and decomposing to 100

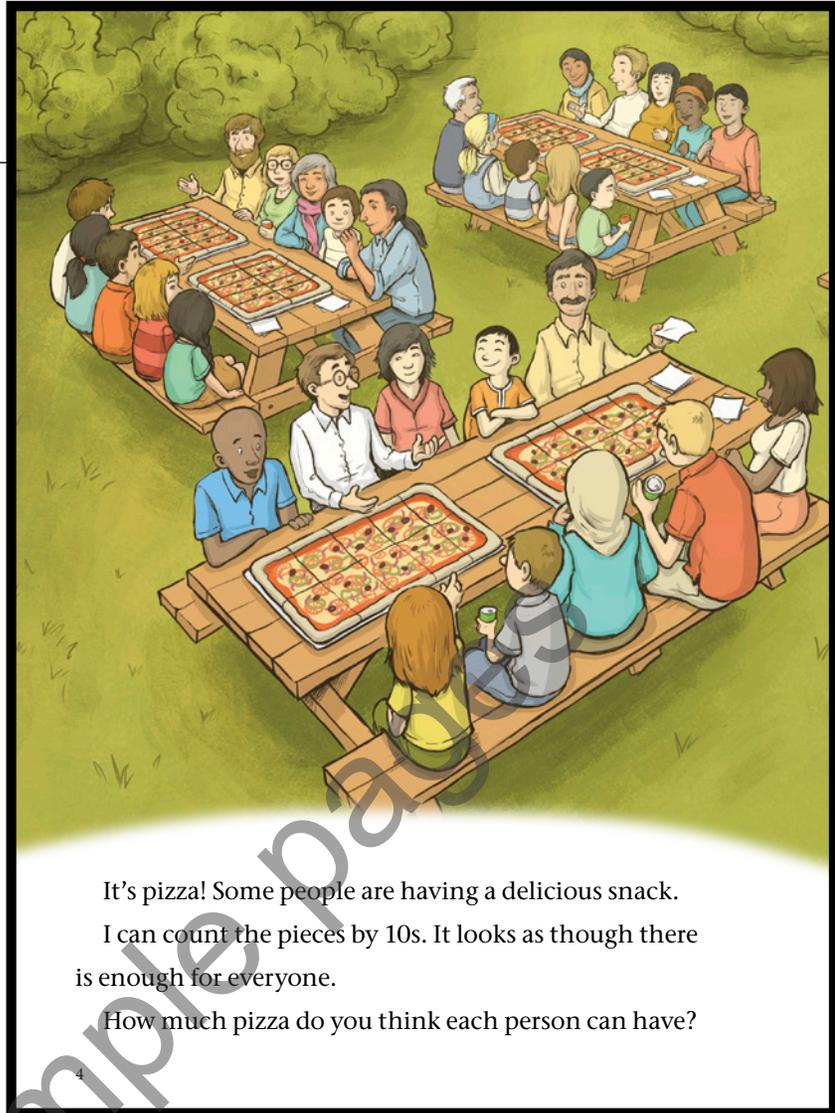
- How many different ways can you count the people in the picture? (*accept any answer that the child can justify, e.g., I can count by 5s, since there are about 5 people in most of the families on the page*)

WATCH FOR...

- Does the child use relevant benchmarks to estimate? Does he/she use equal groups of 5 or equal groups of 10 to make sense of the larger set?

Splitting quantities into equal groups to count to 100

- How many people do you see on these 2 pages eating pizza? (50) How do you know? (e.g., each table has 10 people so 5 tables is: 10, 20, 30, 40, 50) Can you count the people another way? (e.g., count by 2s or by 5s)
- How many pieces of pizza are there? (100) How did you count them? (e.g., by 10s, by 20s)



It's pizza! Some people are having a delicious snack.
I can count the pieces by 10s. It looks as though there is enough for everyone.
How much pizza do you think each person can have?

Large Group Options

If you read *Family Fun Day* to a large group or whole class, you might project the book to facilitate the read-aloud and better engage children in counting numbers and comparing equal parts to the whole. These activities engage children in exploring and communicating their understanding of numbers to 100; choose the activities that best address your children's learning needs.

CAN I GET THERE?

ENGAGE

Draw attention to the sign announcing the 100-year celebration on page 3 of *Family Fun Day*. Tell children that as part of the 100-year celebration, 10 people get a bag of flower seeds to plant. The seeds will be planted in equal rows to make a garden.

Display a large number of small objects such as counters, linking cubes, or beans, and tell children they represent seeds. Explain that they are going to count 100 seeds in equal groups and experiment to find which skip-counting numbers are best for 100. Record the numbers 1, 2, 3, 4, 5, and 6 on the board. You might want to select numbers using the Skip-Counting Spinner (LM 4) instead. If you opt to use the spinner, then record the numbers 2, 4, 5, 8, 10, 15, 20, and 25 instead. Introduce the game by modelling a round. For example:

- Begin with 100 counters. Roll a number cube and read the number on top. This tells how many you'll put into each group – it's your skip-counting number.
- Divide the 100 counters into groups of that size (for example, if you roll a 2, divide your 100 counters into groups of 2).
- If you have no counters left over after making the groups, draw a smiley face on a sticky note and put it under the (2) on the board. Say: **If I count by (2s), I can get to 100!** If there are counters left over, draw a frown on the sticky note and say: **If I count by (3s), I can't get to 100 with none left over.**

WORK ON IT

Children collect a set of 100 "seeds" (e.g., counters, linking cubes, or beans) and work in partners to repeat the steps you modelled. They record their findings on a sticky note, and stick it on the board under the numbers 1, 2, 3, 4, 5, and 6 (or 2, 4, 5, 8, 10, 15, 20, and 25 if using a spinner), indicating which numbers work and which do not (in addition to the sticky note for whichever number you modelled).

SHARE AND REFLECT

Have children look at the data (the sticky notes) and ask:

- **What do you notice? What does it mean?**
- **What happens if I count by ___?**
- **Can you get to 100 if you skip-count by ___?**

MATHS FOCUS: split quantities into equal groups to count to 100

MATERIALS: *Family Fun Day*, p. 3; small objects such as counters, linking cubes, or beans; number cubes (1–6); sticky notes; Skip-Counting Spinner (LM 4—optional)

WATCH FOR...

- Does the child arrange the objects so they can be easily counted?
- Does the child recognize that 100 can be decomposed into parts and the total is still the same?

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Family Fun Day Line Master 1
(Assessment Master)

Name: _____

Get 100 with Skip-Counting to 100	Get 100 with Skip-Counting to 100	Get 100 with Skip-Counting to 100	Get 100 with Skip-Counting to 100
Use the number line to skip-count by 5s to get to 100. Record the number line.	Use the number line to skip-count by 10s to get to 100. Record the number line.	Use the number line to skip-count by 20s to get to 100. Record the number line.	Use the number line to skip-count by 50s to get to 100. Record the number line.
Use the number line to skip-count by 5s to get to 100. Record the number line.	Use the number line to skip-count by 10s to get to 100. Record the number line.	Use the number line to skip-count by 20s to get to 100. Record the number line.	Use the number line to skip-count by 50s to get to 100. Record the number line.
Use the number line to skip-count by 5s to get to 100. Record the number line.	Use the number line to skip-count by 10s to get to 100. Record the number line.	Use the number line to skip-count by 20s to get to 100. Record the number line.	Use the number line to skip-count by 50s to get to 100. Record the number line.

Next Steps:

Line Master 1
Assessment Master

Connecting Home and School Line Master 2-1

NOTE TO THE TEACHER
You may wish to send families a Family Fun Day letter outlining a similar activity or task they can do at home with their children.
Create a letter using the template and add one or two activities from the suggestions on the next page. Clearly show these instructions and cut and paste the activities you have selected, adapting them to fit your needs.

Line Master 2
Connecting Home and School
Letter Template

Family Fun Day Maths Mat Line Master 3

Line Master 3
Family Fun Day Maths Mat

Skip-Counting Spinner Line Master 4

Line Master 4
Skip-Counting Spinner

Filled Ten-Frames Line Master 5

Line Master 5
Filled Ten-Frames

Partially Filled Ten-Frames Line Master 6

Line Master 6
Partially Filled Ten-Frames

Party Planning Line Master 7

Name: _____

There are _____ packages of jelly beans. Each package of jelly beans has 12 pieces.

We will need _____ packages.

How many will share them?

Other information we need for our party:

Use numbers and drawings to show how you counted and figured out your answer.

Line Master 7
Party Planning

Hundred Chart Line Master 8

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Line Master 8
Hundred Chart

Get to 100 Spinner Line Master 9

Line Master 9
Get to 100 Spinner

Number Riddles Line Master 10

Name: _____

Create a riddle for our riddle book!

I am more than _____
I am less than _____
When you skip-count by 5s, you say me.
When you skip-count by 2s, you don't.
What's my number?

You can use drawings to make your riddle interesting.
Record the answer for your riddle at the bottom of this page.

Answer: _____

Line Master 10
Number Riddles

Sharing Problems Line Master 11

Name: _____

How could 4 people share 20 pieces of fruit?
How could 5 people share 50 pieces of fruit?

These bananas are in bunches of 5.
How could 10 people share 2 bunches of bananas?
How could 15 people share them?

How could 4 people share \$100?
How could 20 people share \$100?

How could 25 people share 100 balloons?
How could 50 people share 100 balloons?

Line Master 11
Sharing Problems