

# Spot Check!

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](http://www.pearsonplaces.com.au) and select the Mathology Little Books icon. The Line Masters can be found in the 'Explore Resources' section.

If the icon doesn't appear or if you are new to Pearson Places, please contact our digital helpdesk at [help@pearson.com.au](mailto:help@pearson.com.au) and we will set up a teacher account for you.

Once you have your Pearson Places account details you can record them below for reference.

Log-in Name \_\_\_\_\_

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You can use these log-in details to access all your Pearson Places titles.

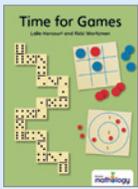
## Mathology Little Books

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.

*Spot Check!* engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that “Numbers are related in many ways.”\*

### Big Idea: Numbers are related in many ways

(Compare, order and count. Read, write and model numbers.)

TITLE	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Compare quantities to 10 Count sets to 10	1-1 correspondence Subitize Stable order Cardinality Conservation of number Compare and create sets that have more, less or as many as a given number	Count on Touch and count Create sets to 10	Recognise circles Use positional language to describe location Compare height
	Compare quantities to 10 Count sets to 10 • Connect number names and quantities to 10	1-1 correspondence Subitize Stable order Cardinality Compare quantities to determine more, less or the same	Touch and count Count on Determine 1 more/less	Recognise circles, squares and rectangles Use positional language to describe location
	Count and compare sets to 10 • Connect number names and quantities to 10 Compose and decompose to 10	Name, match and write number names to quantities Compare quantities to determine more, less or the same Subitize	Describe 6 and 10 as two parts	Describe patterns
	Count, compare and order to 20 • Connect number names and quantities to 20 Compose and decompose to 20	Recall, name, match and write number names to quantities Cardinality Subitize Determine how many more/less Identify parts of a whole in different ways	Touch and count Count to compare Estimate quantities Compare quantities by matching or counting	Compare length Use positional language to describe location Collect data with tallies
	Compare quantities to 100 Estimate and count to 100	Estimate and count in different ways Determine how many more/less	Use benchmarks to estimate Skip Count Doubles Use equal groupings	Estimate and compare measures Explore duration of time

\* This book can also be used to address the big idea that “Numbers tell us how many and how much.”

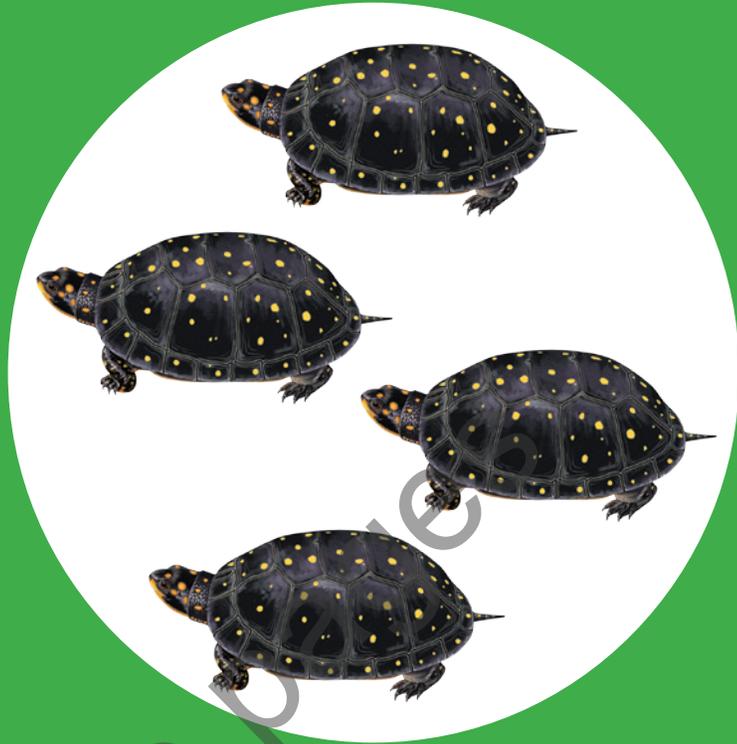
## Comparing quantities to 10

- Do you think there are more than 5 turtles or fewer than 5 turtles? (*fewer than 5*) How can you check?
- How many more turtles do you need to make 5? (*1*) Why do you think that?
- Do you think that all of the turtles have the same number of spots? Why, or why not?

## Counting sets to 10

- How many turtles are there? (*4*) Let's count together to check. How can you make sure you count each turtle once and only once? (*e.g., point to each turtle as I count it*)
- If you start counting the turtles with (this one), how many turtles do you think there will be? (*4*) Why? (*e.g., the number of turtles stays the same no matter where you start counting*)

Some turtles have spots!

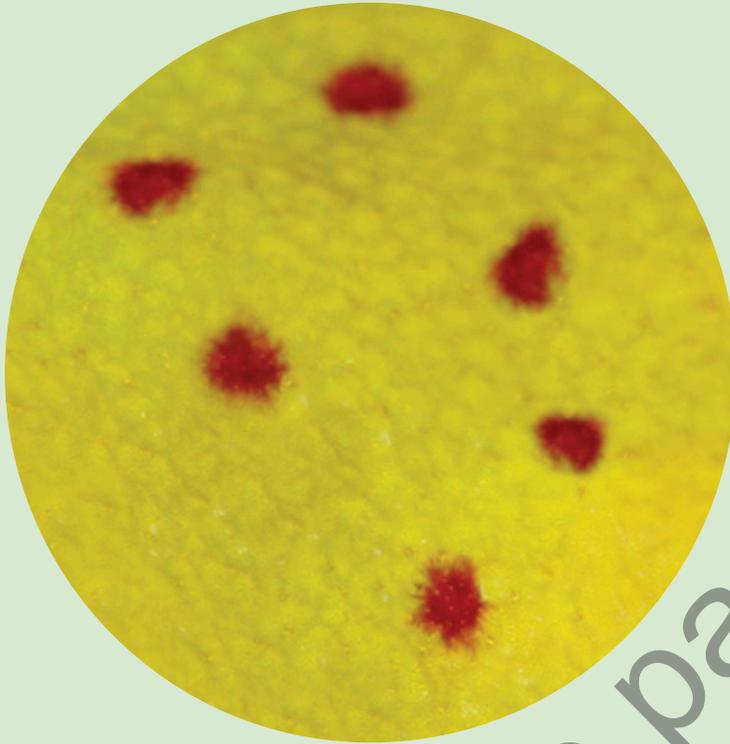


How many turtles do you see?

### WATCH FOR...

- When counting turtles using different starting locations, does the child recognize that the number of turtles does not change (conservation of number)?

Do you think there are 5 spots?



What animal do you think this is?

5

### Comparing quantities to 10

- Do you think there are more than 5 spots or fewer than 5 spots in the circle? (*more than 5 spots*) Why? How can you check?

### Counting sets to 10

- How many spots are there? (6)  
Count to check.

#### CONNECTING TO GEOMETRY

2-D Shapes: Discuss how the spots are very close in shape to circles. Together search the room for objects that have faces that are circles. Make a list of objects children identify (buttons, counters, wall clock, and more).

# Large Group Options

If you read *Spot Check!* 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 numbers to 10; choose the activities that best address your children's learning needs.

## COMPARING NAMES

### ENGAGE

Prepare sorting labels: Fewer than (5); (5); More than (5). Also prepare name strips by printing the names of the animals featured in *Spot Check!* (turtle, fish, frog, ladybug, dog, butterfly, peacock) on strips cut from Grid Paper (LM 4). Ensure one letter per square. Select a five-letter word to act as a reference for comparing other words and names (e.g., *frogs*, *spots*). Print it on the grid strip and display. Ask:

- **How many letters in the word (*frogs*)? (5) Let's count to check.**

Post the word under the label (5). Display, compare, and sort the rest of the animal names. Examine the sorted words. Ask:

- **Are there more words with more than (5) letters? Or are there more words with fewer than (5) letters? How could you check?**
- **Hands up if you think you have (5) letters in your name. More than (5) letters. Fewer than (5) letters. Let's find out.**

### WORK ON IT

Distribute one horizontal grid strip from Grid Paper (LM 4) to each child. Have children print their names on the strip, ensuring one letter per square. Ask each child to count the letters in her/his name and fold back empty squares.

Ask children to turn to an elbow partner to compare the number of letters in their names and indicate the results (e.g., thumbs up if your name has more letters than your partner's name; hands on your head if your name has fewer letters than your partner's name; hands on your shoulders if your names have the same number of letters). Continue:

- **Hands up if you discovered you have 5 letters in your name. More than 5 letters. Fewer than 5 letters. Sort your names to show what you found out.**

Have children sort and post their names under the appropriate label (Fewer than 5; More than 5) as they return to the group.

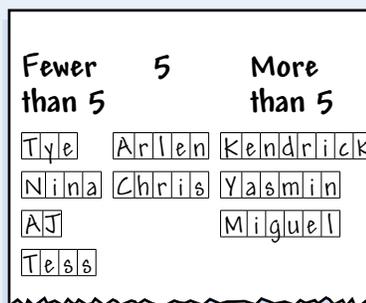
### SHARE AND REFLECT

Meet and prompt reflection by asking questions such as:

- **How did you sort your names and the animal names?**
- **What is the same about all the words in this group (and this one)? What is different?**
- **Are there more words with more than 5 letters? Or are there more words with fewer than 5 letters? How can you check?**

**MATHS FOCUS:** compare quantities; count and/or match to determine more/less/equal quantities

**MATERIALS:** *Spot Check!*; labels: (5), Fewer than (5), More than (5); Grid Paper (LM 4)



### WATCH FOR...

- Does the child compare by counting or by matching?
- Does the child use the terms "more than," "fewer than," "the same as" when comparing?
- Does the child use numbers correctly to describe her/his name?

# Line Masters

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**Spot Check!** Line Master 1 (Assessment Master)

Name: \_\_\_\_\_

Checklist	Not attempted	Attempted	Completed
Checklist 1: Can I count to 10?			
Checklist 2: Can I count to 10 in a different order?			
Checklist 3: Can I count to 10 in a different order (e.g. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1)?			
Checklist 4: Can I count to 10 in a different order (e.g. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1)?			
Checklist 5: Can I count to 10 in a different order (e.g. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1)?			
Checklist 6: Can I count to 10 in a different order (e.g. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1)?			
Checklist 7: Can I count to 10 in a different order (e.g. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1)?			
Checklist 8: Can I count to 10 in a different order (e.g. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1)?			
Checklist 9: Can I count to 10 in a different order (e.g. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1)?			
Checklist 10: Can I count to 10 in a different order (e.g. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1)?			

Next Steps: \_\_\_\_\_

**Line Master 1**  
Assessment Master

**Connecting Home and School** Line Master 2-1

NOTE TO THE TEACHER: This may wish to send home a Spot Check! after finishing a familiar activity or task they can do at home with their children. Create a letter using the template and attach one of the activities from the suggestions on the next page. Simply delete these suggestions and cut and paste the activities you have selected, adapting them to fit your needs.

**Line Master 2**  
Connecting Home and School Letter Template

**Numerals Cards** Line Master 3

0	1	2
3	4	5
6	7	8
9	10	

**Line Master 3**  
Numerals Cards

**Grid Paper** Line Master 4

**Line Master 4**  
Grid Paper

**Spot Cards** Line Master 5-1

**Line Master 5**  
Spot Cards

**Graphing Mat** Line Master 6


RED YELLOW

**Line Master 6**  
Graphing Mat

**More/Fewer/The Same Cards** Line Master 7

MORE:

FEWER:

THE SAME:

**Line Master 7**  
More/Fewer/The Same Cards

**Five-Frames** Line Master 8

**Line Master 8**  
Five-Frames

**Spot Check Match-up** Line Master 9

How to Play: Take turns. Turn over a number card. If you have that number of spots, cover it with a counter. Cover all the spots on your game board to win!

Player One:

Player Two:

**Line Master 9**  
Spot Check Match-up

**Spot Drop** Line Master 10

Name: \_\_\_\_\_

How did the counters land?


RED YELLOW

**Line Master 10**  
Spot Drop

**Story Template** Line Master 11

Name: \_\_\_\_\_

Spot Check! by \_\_\_\_\_

This is \_\_\_\_\_

This is \_\_\_\_\_

This is \_\_\_\_\_

This is \_\_\_\_\_

**Line Master 11**  
Story Template