

Time for Games

Teacher's Guide



Lalie Harcourt and Ricki Wortzman

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.

If the icon doesn't appear or if you are new to Pearson Places, please contact our digital helpdesk at 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 _____

Password _____

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

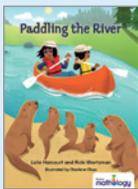
Mathology Little Books

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.

Time for Games 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.”

Counting to find how many

- Look at the tic-tac-toe game. How many counters are on the board? (4)
- How many of the counters are blue? (2) Red? (2)
- How many spaces are on the tic-tac-toe board? (9)

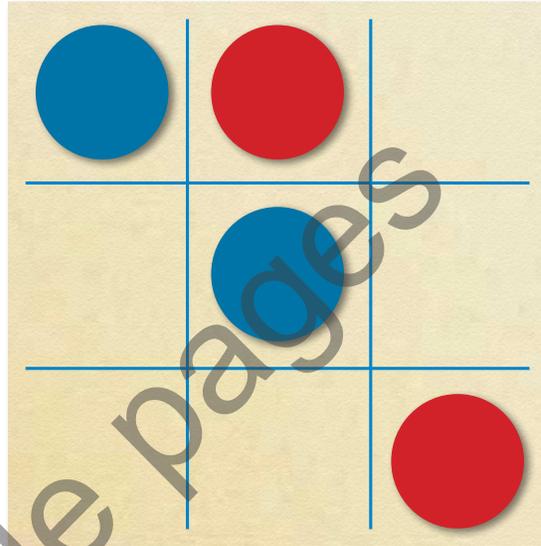
Comparing quantities

- Are there more spaces with counters or more spaces without counters? (*there are 4 spaces with counters and 5 spaces without counters, so there are more spaces without counters*)

Here are 3 games for you to play—tic-tac-toe, dominoes, and tiddlywinks. Which games will you choose today?

A Game of Tic-tac-toe

Go to page 4.



CONNECTING TO GEOMETRY

2D Shapes: Focus on the shapes of the tic-tac-toe board, the domino tiles, counters, and target. Children can search their surroundings for objects that have these same shapes. Or, ask them to use their pointer finger and trace around a circle (square, rectangle).

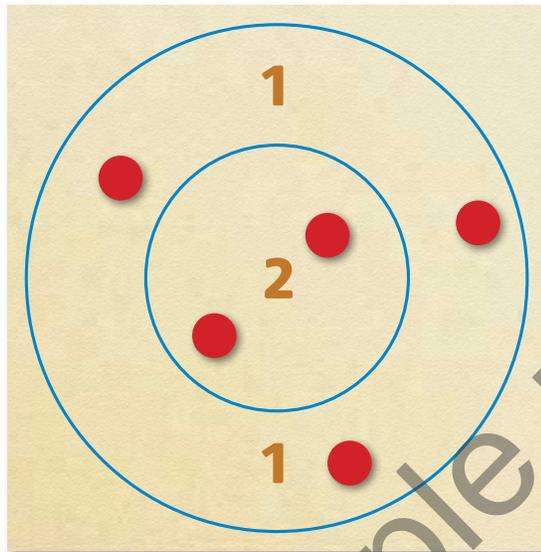
A Game of Dominoes

Go to page 8.



A Game of Tiddlywinks

Go to page 12.



3

Counting to find how many

- Look at the dominoes. Use numbers to tell about the tiles. *(e.g., there are 3 domino tiles; 2 domino tiles have 8 dots; 1 tile has 3 dots; each tile has 1 line in the middle)*
- How many dots are on the first tile? (8) How many dots are on the second tile? (8)
- Look at the tiddlywinks game. How many counters do you see? (5)
- Look how the counters landed on the target. How many points do you think the player scores? *(accept any answer the child can justify)*

Comparing quantities

- Look at the dominoes. Which tiles have the same number of dots? *(first and second tiles)* Which tile has fewer dots? *(third tile)*
- Did more counters land on the space with the number 2 or the space with the number 1? *(the space with the number 1 has more counters; 3 is more than 2)*

Large Group Options

If you read *Time for Games* to a large group or whole class, you might project the book to facilitate reading aloud and better engage the 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.

TIC-TAC-TOE

ENGAGE

Use masking tape to create a tic-tac-toe board on the floor that is large enough for beanbag playing pieces. Invite a volunteer to play with you. Throughout, focus attention on counting and comparing numbers. Ask:

- **How many rows across are there in a tic-tac-toe board?** (3)
- **How many rows down are there in a tic-tac-toe board?** (3)
- **How many counters do we each need?** (5) **How many is that altogether?** (10)

Roll a number cube to determine who goes first. Say:

- **I rolled a (3) and (Monti) rolled a (5). Which number is greater? (Monti) you get to choose: do you want to go first or second?**

Play a demonstration game asking for advice and using numbers to describe the moves and options. Ask questions such as:

- **1 counter is on the board. How many spaces are still empty?** (8)
- **Where do you think I should place my counter? Tell us why.**
- **Describe where (Monti) should place (his) next move.**
- **How many counters are now on the board? How many spaces are empty?**

Play until there are 3 in a row or it ends in a cat's game (tie). Together count the number of counters in each colour, the number of counters in total, as well as empty spaces remaining on the board.

WORK ON IT

Distribute copies of Tic-tac-toe Board (LM 3) and counters. Arrange for children to play in pairs. Children can switch partners so that they experience playing with more than one person. Visit pairs as they play, encouraging description of the number of counters on the board, empty spaces, and strategy.

SHARE AND REFLECT

Reconvene around the tic-tac-toe board. Place beanbags showing a completed game. Prompt reflection by asking questions such as:

- **Tell about this game using numbers. Which colour beanbag is there more/less of?**
- **What advice would you give to a new player?**

MATHS FOCUS: count sets to 10

MATERIALS: masking tape; beanbags in 2 distinguishable colours; number cube; counters in 2 distinguishable colours; Tic-tac-toe Board (LM 3)

WATCH FOR...

- Does the child recognize the number of counters (spaces) without counting (subitize) or does the child count to find out how many?
- Does the child use numbers accurately to describe the game as it progresses?

Line Masters

To access the 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.

If the icon doesn't appear or if you are new to Pearson Places, please contact our digital helpdesk at help@pearson.com.au.

Time for Games Line Master 1 (Assessment Master)

Name: _____

Complete Questions 10-15	Not observed	Observed	Comments
1. Complete questions 10-15 on the card and cut them out before distributing to children.			
2. Print out questions 1 and 2 and use a 1 x 7 inch line master template.			
3. Print out questions 3-5 and use a 1 x 7 inch line master template.			
4. Print out questions 6-8 and use a 1 x 7 inch line master template.			
5. Print out questions 9-11 and use a 1 x 7 inch line master template.			
6. Print out questions 12-14 and use a 1 x 7 inch line master template.			
7. Print out questions 15-17 and use a 1 x 7 inch line master template.			
8. Print out questions 18-20 and use a 1 x 7 inch line master template.			
9. Print out questions 21-23 and use a 1 x 7 inch line master template.			
10. Print out questions 24-26 and use a 1 x 7 inch line master template.			
11. Print out questions 27-29 and use a 1 x 7 inch line master template.			
12. Print out questions 30-32 and use a 1 x 7 inch line master template.			
13. Print out questions 33-35 and use a 1 x 7 inch line master template.			
14. Print out questions 36-38 and use a 1 x 7 inch line master template.			
15. Print out questions 39-41 and use a 1 x 7 inch line master template.			

Next Steps:

Line Master 1
Assessment Master

Connecting Home and School Line Master 2-1

NOTE TO THE TEACHER

This letter asks to make dominoes. **Play for dominoes!** Submitting a familiar activity or game that you do at home with your children.

Create a letter using this template and select one or two activities from the suggestions on the next page. **Print, attach, reuse instructions and cut and paste the activities you have selected, sending them to the sender.**

Line Master 2
Connecting Home and School Letter Template

Tic-tac-toe Board Line Master 3

Line Master 3
Tic-tac-toe Board

Domino Tiles Line Master 4-1

Photocopy these tiles on card and cut them out before distributing to children.

Line Master 4
Domino Tiles

Time for Games Maths Mat Line Master 5

Line Master 5
Time for Games Maths Mat

Domino Tiles Template Line Master 6

Photocopy these tiles on card and cut them out before distributing to children.

Line Master 6
Domino Tiles Template

Achi Game Board Line Master 7

What you need

- 4 counters for each player. Each player should have a different colour of counter.

How to Play

- On your turn, put 1 counter on a circle on the board.
- When all of the counters are on the board, take turns moving your counter to an empty circle.
- The player who lines up 3 of their counters in a row wins the game.

Line Master 7
Achi Game Board

Games We Like Line Master 8

Name: _____

Ask your friends these questions. Draw a smiley face if they answer yes.

1. Do you like tic-tac-toe?
2. Do you like dominoes?
3. Do you like tiddlywinks?

How many like tic-tac-toe? _____
 How many like dominoes? _____
 How many like tiddlywinks? _____
 Which game do the most people like? _____

Line Master 8
Games We Like

Tiddlywinks Target Score Sheet Line Master 9

Name: _____

Draw where your counters land on the target. What is your score?

Line Master 9
Tiddlywinks Target Score Sheet