

# A Warm, Cozy Nest

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.

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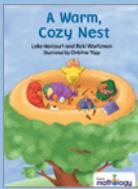
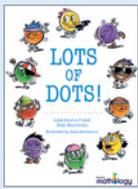
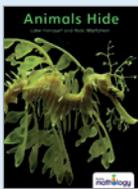
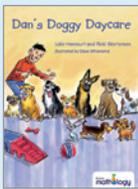
# Mathology Little Books

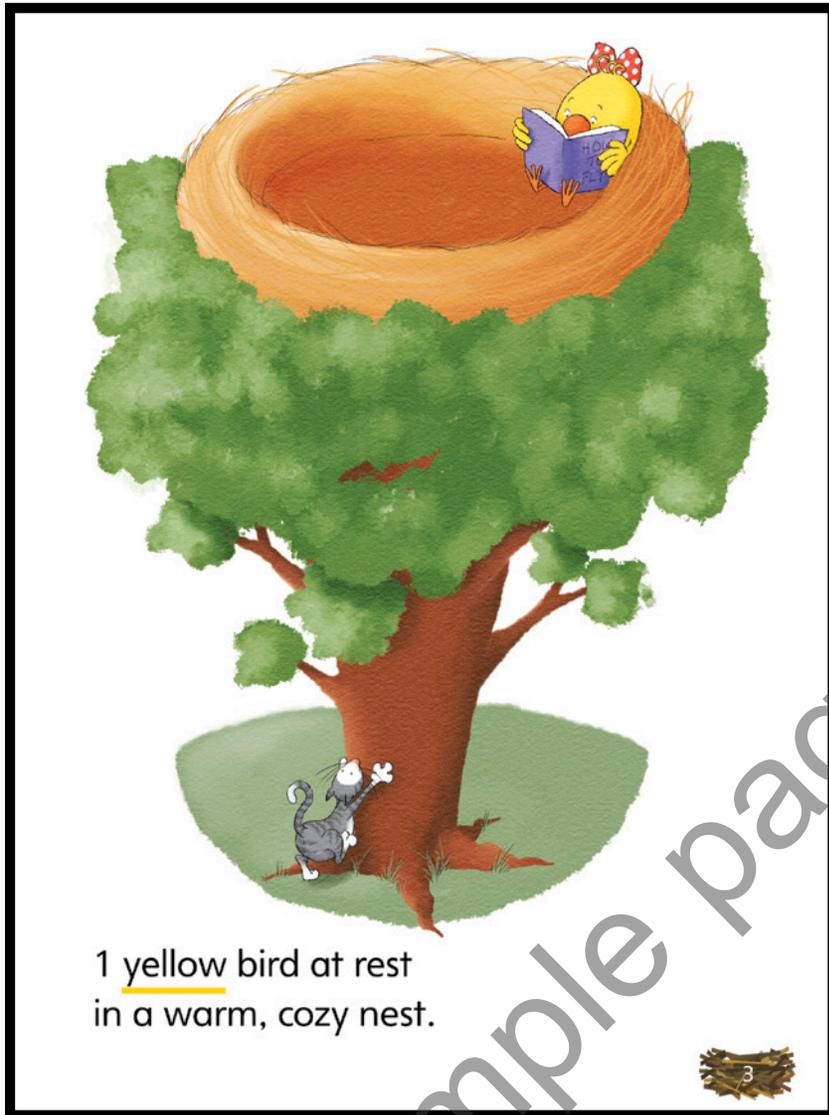
This series recognizes that children’s understanding of maths concepts develops over time, and so the series allows you to choose the book that best matches a child’s or group’s level of mathematical understanding. The books engage children at just the right level in a wide range of mathematical ideas,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

*A Warm, Cozy Nest* engages children in conversations, investigations, and activities that help to develop their understanding of the big maths idea that “Numbers tell us how many and how much.”

## Big Idea: Numbers tell us how many and how much.

(Count and subitize. Read, write, model and order numbers.)

TITLE	KEY MATHS FOCUS	MATHS SKILLS	STRATEGIES	ADDITIONAL FOCUS
	Count sets to 5  Recognize numerals to 5	Stable order 1-1 correspondence Cardinality Subitize	Count on Touch and count	Describe 1 more than a given number (to 5) Use positional language to describe location Compare height
	Count and compare sets to 10 • Connect number names and quantities to 10  Compose and decompose to 10	Subitize 1-1 correspondence Stable order Cardinality Identify parts and the whole	Count on Touch and count Count forward and back Tens friends	Copy and describe repeating patterns Recognise circles Use positional language to describe location
	Count sets to 10 • Connect number names and quantities to 10  Compare quantities to 10	1-1 Correspondence Stable order Cardinality Counts on or back by 1 or 2 from a number Compare, Identify and create sets with 1 or 2 more, less or equal	Count on Touch and count Count forward and back Predict how many	Compare height Use positional language to describe location Sort and record findings
	Count and compare sets to 10 • Connect number names and quantities to 10  Compose and decompose 10	1-1 Correspondence Stable order Cardinality Subitize Determine how many more/less Identify parts and the whole	Count on Touch and count Tens friends	Use positional language to describe location
	Count sets to 10 • Write and match numerals to counted numbers  Compare sets to 10	1-1 Correspondence Stable order Cardinality Match, name and write numerals to 10 Subitize Compose and decompose to 10	Count on Touch and count	Use positional language to describe location Sort and identify sorting rules



1 yellow bird at rest  
in a warm, cozy nest.

### Counting to find how many

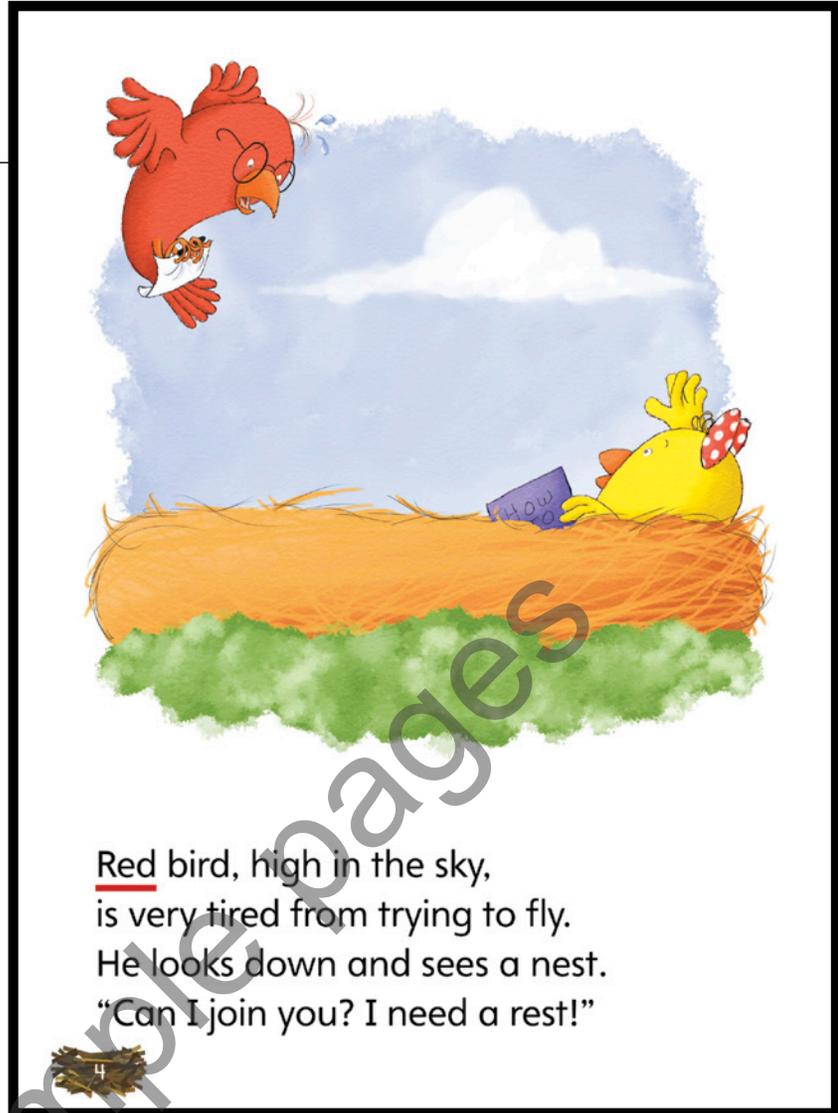
- How many birds in the nest on page 3? (1)
- How many cats do you see? (1)

### Recognizing numerals

- What number can you find on these pages? (1 in the text; some children may also identify the page numbers; that is, 2 and 3)
- Say the number 1 as you draw it in the air (on your palm; on your friend's back).

## Counting to find how many

- How many birds in the nest on page 4? (1)
- How many birds flying in the sky? (1)
- Suppose the red bird (bird wearing glasses) joins the yellow bird (bird wearing a bow). Then how many will there be in the nest? (2)
- How do you know? (e.g., 1 and 1 more is 2)



### WATCH FOR...

- Does the child respond to how many when asked about the red bird joining the nest? Note that some children's perception of colour may be different from what most of us see, and their responses may be affected by this difference.

# Large Group Options

If you read *A Warm, Cozy Nest* 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 5; choose the activities that best address your children's learning needs.

## SETS IN NESTS

### ENGAGE

Invite the group to sit in a circle, and tell them that the centre of the circle is a warm, cozy nest. Re-enact the story in *A Warm, Cozy Nest*. Start by saying: **If I tap you, it's your turn to be a bird.** Tap a child. Say **(Jodie) is flying and needs to rest.** (Jodie enters the centre.) **How many are resting in the nest?** (1) Tap another child. **(Alex) is flying to rest in the nest. How many are now resting?** Model and encourage responses that stress the relationship between numbers, such as **1 and 1 more is 2; 1, 2; there are 2.**

Continue until there are 5 birds in the nest. Then, tap each child in the nest one by one to signal him or her to step out. Each time, state the result; for example, **1 less than 5 is 4; 5, 4; now 4 are at rest.** Repeat as long as interest is sustained. If appropriate, extend to numbers greater than 5.

### WORK ON IT

Establish several "nests" on the floor, using large loops of yarn, hula hoops, or outlines in tape. Have the children stand outside the nests. Say: **You are all birds. You've been flying so long that you're tired and moving slowly. When I clap my hands, freeze, and look at me.** When the children freeze, say: **It's time to rest. There are (3) birds in each nest!** You might hold up or point to the card for the number (3) from Numeral Cards (1–5) (LM 3). Have the children step into a nest to create a set of (3). If some children cannot find a nest, reassure them that this is fine. Say: **Let's count to check that (3) birds are in each nest. Let's count how many birds are not resting in nests.** Encourage the group to count along as you touch and count sets of (3) and then any children not in nests.

Have the children step out of the nests. Repeat the activity by having the children again pretend to be slow-flying, tired birds, calling out numbers for children to make sets of in the nests, and then counting with the group.

### SHARE AND REFLECT

Meet and prompt reflection by asking questions such as:

- **If there are (3) birds in the nest and 1 more joins, how many are in the nest? How can we check?**
- **When there are (5) birds in the nest and 1 leaves, how many are left in the nest? How can we check?**
- **How many is 1 more than (4)? How many is 1 less than (3)?**

**MATHS FOCUS:** count, create, and describe sets to 5; count forward to 5 and backward from 5

**MATERIALS:** *A Warm, Cozy Nest*, pp. 2–15; something to designate spaces as nests, such as large loops of yarn, hula hoops, outlines in tape; Numeral Cards (1–5) (LM 3—optional)

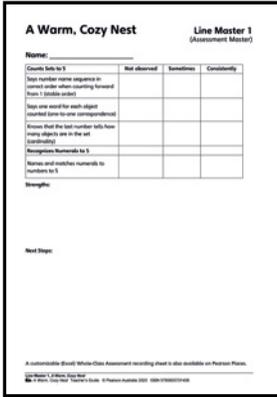
### WATCH FOR...

- Does the child say one number word for each object counted?
- Does the child count each object once, not skipping or double counting (one-to-one correspondence)?
- Does the child recognize that each successive number name refers to a quantity that is 1 more?

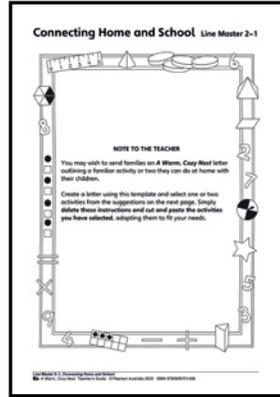
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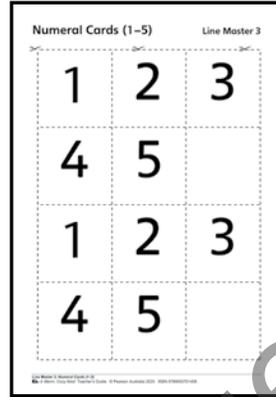
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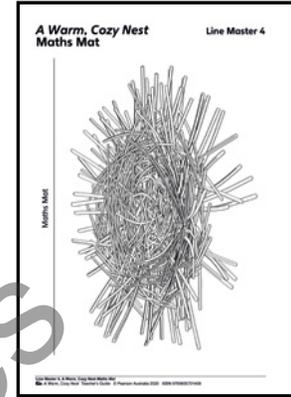
**Line Master 1**  
Assessment Master



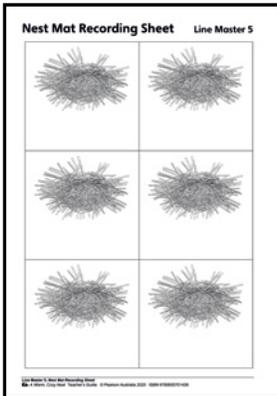
**Line Master 2**  
Connecting Home and School Letter Template



**Line Master 3**  
Numeral Cards (1-5)



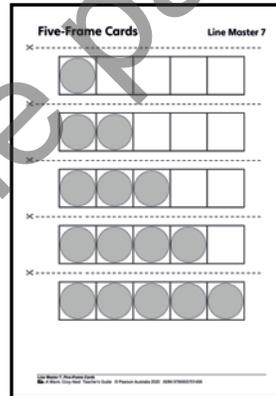
**Line Master 4**  
A Warm, Cozy Nest Maths Mat



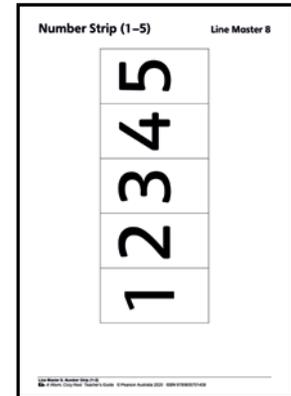
**Line Master 5**  
Nest Mat Recording Sheet



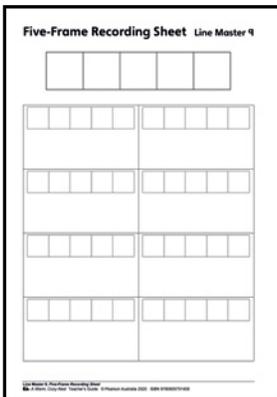
**Line Master 6**  
Five-Frame



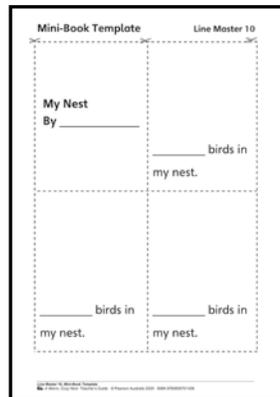
**Line Master 7**  
Five-Frame Cards



**Line Master 8**  
Number Strip (1-5)



**Line Master 9**  
Five-Frame Recording Sheet



**Line Master 10**  
Mini-Book Template