

Let's Play Waltes!

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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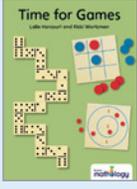
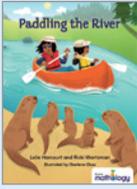
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Mathology Little Books

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.

Let’s Play Waltes! 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.)				
	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.”

Composing and decomposing to 10

- How many logs are lying on the ground? (4) How many are not on the ground? (1)
- What is another way the 5 logs could be stacked? (*accept any answers a child can justify*)



“I made a Waltes game long ago,” says Grandpa. “First, I had to find rock maple wood to make this bowl.”

CONNECTING TO GEOMETRY

Recognizing and Naming Shapes: What is the shape of the Waltes bowl? (*circle*)

As an extension, ask about 3-D shapes and their 2-D faces: What 3-D shape is the log? (*cylinder*) What 2-D shape do you see at the end of the log? (*circle*)



“Then I made 6 round dice.
I used deer bone.
I painted 1 side of each dice.”

5

Counting to find how many

- How many dice is Grandpa holding? (6) Touch each one as you count to make sure.
- How many dots are on 1 dice? (5)
- How many petals are on 1 dice? (5)
- Do all the dice have the same number of dots and petals? (yes, each dice has 5 dots and 5 petals)

Composing and decomposing to 10

- If Grandpa put 3 of these dice in the bowl, how many would be in his hand? (3)
- How many dice would be in the Waltes bowl if Grandpa has 2 in his hand? (4) How many dice would be in the Waltes bowl if Grandpa has 5 in his hand? (1)

WATCH FOR...

- When responding to the question of how many items (dice, fingers, dots), does the child count each set separately?
- Counting the total number of dice offers you the opportunity to observe whether and/or how children count to 6. You might notice some children partitioning the number 6 and saying, “I know there are 6 because I see 2 and 4, or 3 and 3.”

Large Group Options

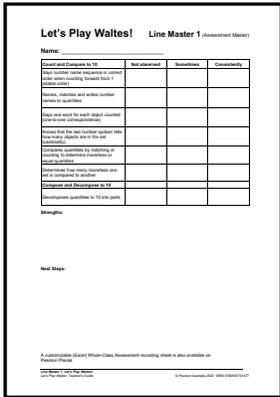
If you read *Let's Play Waltes!* to a large group or whole class, you might project the book to facilitate reading aloud and better engage children in counting and comparing. These activities engage children in exploring and communicating their understanding of numbers to 10; choose the activities that best address your children's learning needs.

KEEPING SCORE	
<p>ENGAGE</p> <p>Invite a discussion about keeping score referring to page 14 of <i>Let's Play Waltes!</i> Point out the top photo and have children tell how the dice landed (5 up and 1 down) and review how many points Callie gets (1). Focus on her second turn as landing all 6 dice with the same side for a total of 5 points.</p> <ul style="list-style-type: none">• Callie has 1 point on her first turn and 5 on her second turn. How many sticks does she get? (<i>1 then 5; she has 6</i>) <p>Project Waltes Scoring Guide (LM 3) and review all possible scores. Ask:</p> <ul style="list-style-type: none">• If you were playing a game of Waltes, how would you want the dice to land? <p>WORK ON IT</p> <p>Divide the group into 2 teams. Explain that they will have the chance to play a game using simple materials. Ahead of time, prepare several cut-outs from Waltes Results (LM 4) and place them in a container. Have a volunteer from one team select a cut-out from the container and show it to his/her team. Ask:</p> <ul style="list-style-type: none">• How did your dice land? <p>After children describe how the dice landed, continue:</p> <ul style="list-style-type: none">• Yes, your dice landed (5 down and 1 up). How many points does your team get? <p>Children can whisper and clap their response. Another volunteer can tally the score on a whiteboard. Teams take turns until one team reaches a designated total (e.g., 10).</p> <p>SHARE AND REFLECT</p> <p>Refer to the tally to discuss the score. Ask:</p> <ul style="list-style-type: none">• How many points does each team have?• How many more points does the winning team have?• What if each team had one more turn and they each got 5 points. What would the new scores be? <p>Depending on interest and time, play again or distribute materials so children can continue in smaller groups.</p>	<p>MATHS FOCUS: count, compare, and describe sets to 10</p> <p>MATERIALS: <i>Let's Play Waltes!</i> p. 14; Waltes Scoring Guide (LM 3); Waltes Results (LM 4)</p> <p>WATCH FOR...</p> <ul style="list-style-type: none">• How does the child count to check the number of sticks? Touch and count each one? Subitize?• Does the child use numbers appropriately to describe the parts of each arrangement?• Does the child count each stick and know the number of sticks refers to the set, and not just the last one counted (cardinality)?

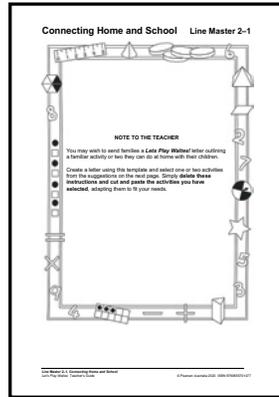
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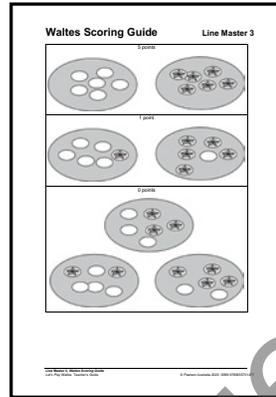
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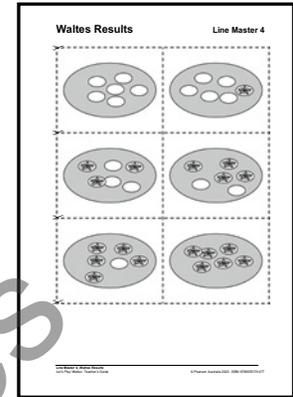
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Assessment Master



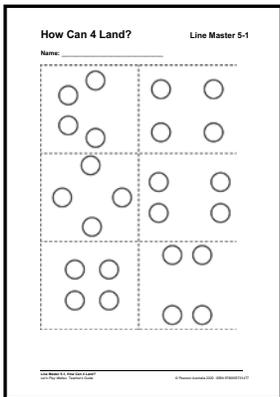
Line Master 2
Connecting Home and School
Letter Template



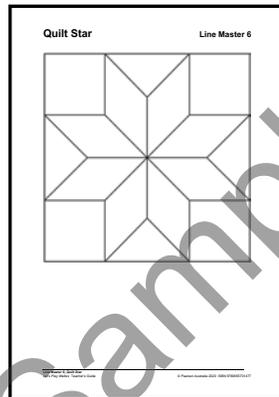
Line Master 3
Waltes Scoring Guide



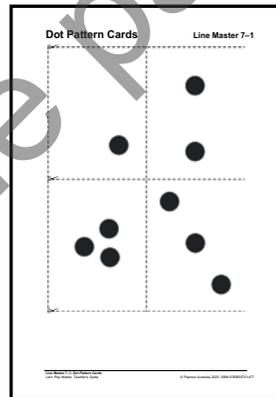
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Waltes Results



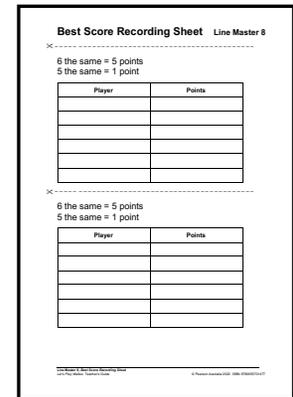
Line Master 5
How Can 4 Land?



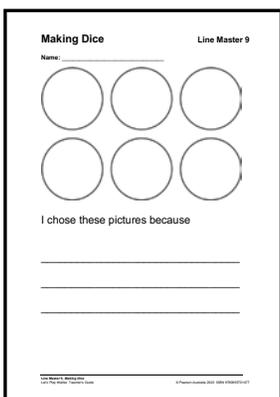
Line Master 6
Quilt Star



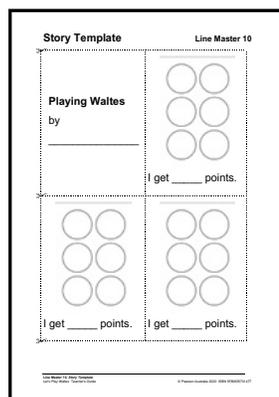
Line Master 7
Dot Pattern Cards



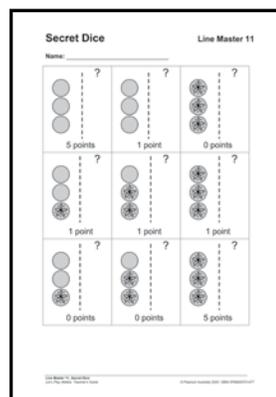
Line Master 8
Best Score Recording Sheet



Line Master 9
Making Dice



Line Master 10
Story Template



Line Master 11
Secret Dice