

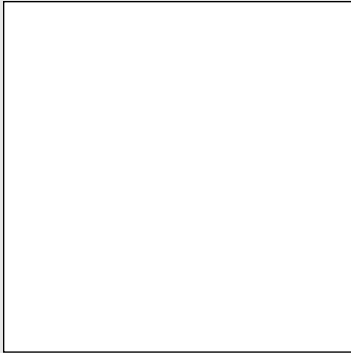
# Overview of the Concept: Exploring Greater Numbers

## Book Summaries

Title	Level	Summary
What Can I Buy?	C	In this photographed realistic narrative, a group of children goes to a sale. The items they buy are priced at multiples of 10¢.
10 Little Chickens	F	This illustrated fantasy narrative shows chickens entering a general store in groups of ten. The chickens are counted by tens until there are 100 chickens in the store.
Super Suzy	I	Susan wants to help prepare for a school concert in this illustrated fantasy narrative. To help determine whether the students have enough balloons, tambourines, and chairs, Susan becomes a math superhero, Super Suzy, who is able to fly and count the groups of ten from above.

## Target Outcomes

WNCP	Ontario	APEF
<p>Number (Number Concepts)</p> <ul style="list-style-type: none"> <li>Count orally by 1s, 2s, 5s, and 10s to 100.</li> <li>Read number words to 10.</li> <li>Estimate, then count the number of objects in a set (0 to 50) and compare the estimate with the actual number.</li> </ul>	<ul style="list-style-type: none"> <li>Count by 1s, (2s, 5s) and 10s to 100 using a variety of ways (e.g., 100 chart, number line, coins, counting board, abacus, rote).</li> <li>Demonstrate an understanding of the value of some coins (1¢, 5¢, 10¢).</li> <li>Estimate the number of objects and check the reasonableness of an estimate by counting.</li> </ul>	<p>Number Concepts/Number and Relationship Operations:</p> <ul style="list-style-type: none"> <li>Construct and communicate number meanings, and explore and apply estimation strategies, with respect to whole numbers.</li> <li>Demonstrate an understanding of the connection between relevant, concrete experiences and the mathematical language and symbolism of the four basic operations.</li> <li>Select and use appropriate computational techniques (including mental, paper-and-pencil, and technological) in given situations.</li> <li>Apply estimation techniques to predict, and justify the reasonableness of, results in relevant problem situations involving whole numbers.</li> </ul> <p>A6 Count beyond 10 in a variety of ways</p> <p>A7 Estimate amounts between 10 and 100</p> <p>A11 Model numbers grouped in tens and ones</p>



## Level C

### Text Type

narrative (realistic)

### Word Count

66 (not including print within illustrations), 105 (including print within illustrations)

### High Frequency Words

a, can, got, have, I, is, look, there, too, we, what

### Content Words

sale, buy, dime, one, dimes, two, three, four, five, ten, pennies

### Text Features

- 16-page book
- 1–2 lines per page
- photographs
- strong picture clues
- patterned text
- print within illustrations

### Working with Words

Number Words

### Cross-Curricular Links

Mathematics

Art

# What Can I Buy?

## Before Reading

Make a chart showing the value of dimes up to 50¢ (e.g., one dime is 10¢, two dimes is 20¢). Display five items with “price tags” of 10¢, 20¢, 30¢, 40¢, and 50¢. Provide a collection of dimes and pennies. Choose one of the items and ask, *How many dimes would you need if you wanted to buy this item?* Continue asking the same question for each of the other items. Show students ten pennies and explain or discuss the equivalency to one dime.

## Previewing the Text

- Show the cover of the book and read the title. Discuss the art.
- Say, *This is a book about some children who go to a sale. They have to figure out what they can buy with the money they have.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Discuss the picture and read the signs to the students. Ask, *What is happening today?* (elicit “sale”) *What do you think the children are going to decide?* Have the students say the word “what” slowly and ask, *What sound can you hear at the beginning? At the end?* Have the students locate the word “what” on page 3.

**Pages 4–5:** Ask, *How much money does the boy have?* (accept “ten cents” but elicit “one dime”) Have the students look at the photograph on page 5 to find an item that the boy can buy. Ask the students to find the same words that appear in the title of the book. Discuss the use of a question mark, and have the students practise reading the question with the proper inflection.

**Pages 6–13:** On each of these pages, repeat the process of having the students identify the number of dimes, choral read the question “What can I buy?” and find an item in the picture that can be bought for that amount of money. As the story progresses, you may also wish to draw attention to the items that are missing from the table (that have been purchased).

**Pages 14–15:** Ask, *What coins do you see in the girl's hands? How many dimes does she have? How many pennies does she have?* Assist the students in counting the dimes by tens to 40, then counting the pennies by ones (41, 42, 43, etc.). Ask, *How much money does the girl have to spend altogether?* Read the sign on the table to the students (face painting) and ask, *Does the girl have enough money to get her face painted? Do you think she'll do it?*

**Page 16:** Ask, *Were you right?* Say, *The words on this page end with an exclamation mark. That means your voice has to sound excited when you read it.* Read the line of text to the students to model the proper inflection, then invite individual volunteers to read it with an “excited” voice.

### Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

### Revisiting the Text

You may choose to do only some of these activities, over several days.

- Using the pictures as a guide, ask individual students to retell the story.
- Ask the students to search the text to answer questions such as the following:  
*What did the girl who had four dimes buy?*  
*What did the two girls who had 50 cents buy?*  
*How much did the happy face ball cost?*  
*What did the boy who had one dime buy?*  
*How much did the skipping rope cost?*  
*Why are there things left on the table on page 15?*
- Print the text from pages 4, 6, 8, 10, and 12 on sentence strips or cards. Ask the students to put the sentences in the same order as they appear in the book, then read them aloud.
- In pairs, have the students read alternate lines of the text, then switch roles and read it again.
- Have the students locate all of the number words in the book. Find the words on the money chart that you made together in the Before Reading activity. Read the chart together. Provide each student with **BLM 8-1: How Much Money Do I Have?** Have the students complete the sentences by writing in matching number words and amounts.

## **Working with Words: number words**

Do a mini-lesson on the number words from one to ten, drawing the students' attention to the beginnings of the words. Say, *Some of these words start with the same letter, so we have to look at the other letters to find out what they say.* Discuss particular elements of the words (e.g., the "th" sound at the beginning of "three," the "n" at the end of "ten," the "v" in the word "five"). Record the number words from one to ten on index cards and have the students put them in numerical order.

## **Extending Activities**

### **Make "Coin" Books**

Have the students write and illustrate their own pattern books entitled "What Can I Buy?" using different items than those shown in the text. They may trace around real dimes and pennies when illustrating the coins, and copy parts of the text to create their booklets.

### **Create a Store**

Create a store in the classroom, consisting of selected items with a variety of price tags (in 10¢ increments) up to 90¢. Give each student an amount to "spend" and they must decide what they can buy with their money.

## **Cross-Curricular Links**

### **Mathematics**

Refer the students to page 14 of the text and review the process of counting dimes and adding pennies. Give several examples of dime and penny combinations up to 50¢. Prepare a selection of magazine pictures of various inexpensive articles (or draw them yourself) and display them on chart paper. Beside each item, write a price that includes tens and ones (e.g., 22¢, 45¢, 37¢). You may want to determine the prices together with the students. Provide dimes and pennies and have the students count out the appropriate amount of money to "buy" each item.

### **Art**

Provide a variety of coins for the students to create oversized versions of one or more coins. To make circles, they may trace around large, round objects onto heavy paper or light cardboard. Have the students cut out the circles, and then copy the pictures and text that appear on each coin. Encourage the students to use coloured pencils (as opposed to markers) to colour the coins lightly, so that they can draw both sides of each coin.

# 10 Little Chickens

## Before Reading

Record the tens numerals to 100 on chart paper or use a hundreds chart. Have the students open and close their hands to show ten fingers as they count and chant by tens to 100.

## Previewing the Text

- Show the cover of the book and ask, *What number is in the title?* Read the title. Discuss the art and count the ten chickens.
- Say, *This is a rhyming book about some chickens who go to the store.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Ask, *How many chickens went to the store first?* (students may count the chickens that are lined up in front of the counter) Then ask, *How many came in the door?* (these chickens may be counted by twos) Have the students locate the numeral and the word “ten.” Ask, *Do you see another word that ends like the word “ten”?* (then)

**Pages 4–5:** Ask, *How many chickens went to the store?* As a group, count the chickens by tens, then have the students locate the line of text that proves their answer. Direct the students’ attention to the word “That’s” and ask, *What little part(s) do you know?* (at, that) Discuss the unconventional spelling of the word “who,” then choral read the text on that page. Ask, *Do you think there will be more chickens on the next page?*

**Pages 6–7:** Ask, *Were you right? How do you know?* If the students respond by counting the chickens or referring to the art, ask, *What’s another way you can prove you’re right?* (text on either page) Ask, *How many more chickens went to the store?* (ten) As a group, count the chickens by tens, then locate the numeral 30. Ask the students to predict what will happen next.

## Level F

### Text Type

narrative (fantasy)/poetry

### Word Count

160 (not including print within illustrations)

### High Frequency Words

a, all, and, be, but, came, can, do, in, is, little, not, of, on, the, them, then, there, they, this, to, up, went, who, will, yes, you

### Content Words

chickens, store, door, floor, groups of ten, hens

### Text Features

- 24-page book
- 1–2 lines per page
- illustrations
- strong picture clues
- rhyme
- print within art
- chart
- numerals within text
- italics

### Working with Words

“th” Sound

### Cross-Curricular Links

Art/Mathematics/Drama

**Pages 8–9:** Ask, *What is happening in the picture? Say, Yes, ten chickens came in the door again.* Have the students count the chickens by tens, then locate the numeral 40. Ask, *How many groups of ten chickens are in the store now?*

**Pages 10–11:** Ask, *How many more chickens came in the store? How do you know?* (picture and text) Have the students count the chickens by tens, then locate the numeral 50. Use the phrase “not one more” in your discussion.

**Pages 12–13:** Say, *But wait! How many more chickens came marching in the door?* Direct the students to the words “But wait!” and have them practise reading those words with fluency and expression. Have the students locate the word “more” on page 12 and explain the use of italics for emphasis. Choral read page 12. Count the chickens by tens and have students locate the numeral 60. Say, *There were lots of chickens filling up the store.* Ask, *What do you think will happen next?*

**Pages 14–15:** Ask, *Were you right? Say, These new chickens were all friends.* Ask, *What are the first two sounds you hear when you say “friends” slowly? Say, Find that word on the page.* Have the students count the groups of chickens by tens then locate the numeral 70. Explain that female chickens are called “hens” and ask the students to find and read the line of text that mentions “hens.”

**Pages 16–17:** Ask, *How many more chickens arrived? How many hens is that altogether?* Have the students prove their answers, either by counting by tens or checking the text. Say, *There really were a lot of chickens in the store!*

**Pages 18–19:** Ask, *How many more chickens arrived?* Have the students count the groups of chickens by tens and locate the numeral 90. Ask several volunteers to practise reading the last line of text on page 18 with expression. Direct the students’ attention to the sleeping chicken and ask, *What has happened to this chicken?* (elicit “fell asleep” and “snore”)

**Pages 20–21:** Ask, *Do you think there will be any more chickens? Is this the end? Are there ten groups of ten?* Have students count the number of groups (10), then count by tens to find the total (100).

**Pages 22–23:** Say, *Find the words that prove that you are right about the number of chickens.* Ask, *Do you think there will be more chickens? Why?* (they’re laying eggs) *If every chicken has laid an egg, how many eggs will there be?*

**Page 24:** Ask, *What is happening to the eggs? How many more chickens will there be?* Starting at the top, have the students point to the numerals and count the rows of eggs by tens.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Help the students appreciate the rhythm of the text by reading some lines aloud in a rhythmical, sing-song manner (e.g., *Ten* little chickens, *went* to the store. *Then* ten more came *in* the door). Ask volunteers to read aloud with you or on their own. Alternatively, read the sentences aloud up to the last word, and have the students chant the last word of each sentence.
- Focus on the use of exclamation marks in the book and how they affect expression. Demonstrate how you would read “Yes!” on page 6. Have the students locate other text that uses exclamation marks and have them practise reading with expression. (pp. 12, 15, 16, 17, 18, 22)
- Discuss punctuation at the ends of sentences. Look at periods, question marks, and exclamation marks as possible endings and show these symbols on a small whiteboard.
- Ask the students to work in pairs and read alternate sentences of the book.
- Ask the students to find all of the words in the text that rhyme with “store.” (more, door, floor, snore) Record the words on a chart, then brainstorm other rhyming words (e.g., core, shore, for, four, pour, roar). Discuss the differences in spelling.
- Have the students complete **BLM 8-2: Chicken Crossword** by finding the words from the text and writing them in the boxes.

## Working with Words: “th” sound

Say the word “then.” Ask the students what sound they hear at the beginning of the word. Ask, *Do you know what two letters together make that sound?* Have the students watch each other’s mouths as they say “then” again, and discuss what happens with the tongue when making that sound (it sticks out). Have the students search the text and list all of the words that start with “th.” (the, then, that’s, think, there, they, them, this)

## Extending Activities

### Write a “Groups of Ten” Story

Ask the students to choose a different animal to write and illustrate a story about. The story should feature groups of ten. Tell the students that the story doesn’t need to rhyme, and they may choose places other than a store where the animals might visit (e.g., museum, movie, restaurant).

### **Tens Numerals**

Write the tens numerals to 100 on index cards. Work with the students to order the numbers lowest to highest, and then highest to lowest. You may also choose to make multiple sets of the cards and have the students play concentration (the cards are placed face-down and players turn over two at a time to try and make a match) or go-fish (e.g., *Do you have any 40s?*).

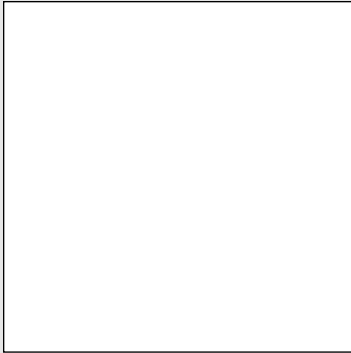
### **Cross-Curricular Links**

#### **Art/Mathematics**

Provide materials for the students, working in pairs or small groups, to sort into groups of ten (e.g., beans, pasta, popcorn, buttons). The students may arrange the groups into different configurations and glue them onto cardboard or bristol board. Challenge the students to create ten groups of ten.

#### **Drama**

Ask groups of students to subdivide themselves and practise choral reading alternate sentences of the story, and then present their reading to the class. They may create props (i.e., draw groups of ten chickens and make them into stick puppets) to accompany their presentations.



## Level I

### Text Type

narrative (fantasy)

### Word Count

293 (not including print within illustrations), 296 (including print within illustrations)

### High Frequency Words

a, about, all, are, as, at, be, but, by, can, day, do, don't, for, get, going, good, have, her, how, I, in, it, like, look, make, me, my, no, not, now, of, said, saw, see, she, so, the, them, then, there, to, up, was, we, went, what, you

### Content Words

concert, count, hero, special counting crayon, tambourines, enough, exactly, groups

### Text Features

- 16-page book
- 1–8 lines per page
- illustrations
- moderate picture clues
- dialogue
- thought bubbles
- print within art
- numerals within text

### Working with Words

Soft and Hard “c” Sounds

### Cross-Curricular Links

Mathematics  
Drama

# Super Suzy

## Before Reading

Display a large quantity (a multiple of ten) of an object (e.g., blocks, paperclips, crayons, pennies, buttons). Ask the students to guess how many items there are. Record their estimates. Ask them for ideas about how the items could be easily counted. Discuss the idea of making groups of ten, and then counting by tens. Have the students use loops of yarn, or make circles on paper using a crayon, and divide the items into groups of ten. Count the items together by tens.

## Previewing the Text

- Show the cover of the book and read the title. Say, *Look closely at the girl's cape. Ask, What upside-down number do you see? (10)*
- Say, *This is a story about a girl named Susan who imagines she's a math superhero in order to help her friends.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Read the banner in the picture to the students and ask, *What event do you think the students are getting ready for?* Elicit “concert” and ask the students to locate the word within the text. Ask, *What little part do you know near the beginning of “concert”?* (on) Discuss the soft “c” in the middle of the word. Say, *Find the sentence that tells us when their families would be coming.* Ask, *Are all of the students busy?* Say, *Right, everyone is busy except Susan.* Ask the students to say “except” slowly and ask, *What letter do you think you'd see near the beginning of “except”?* *What do you hear at the end?* Have the students locate “except” on the page and discuss the soft “c” within. Ask students to find a little word that is located in both the picture and in the text. (POP)

**Pages 4–5:** Say, *Josh is worried because he's not sure if they'll have enough balloons for the concert.* Ask the students to check the text to answer the following questions: *How many balloons do they need? How many balloons does Josh think they have? What does Susan suggest they do? What does Josh say to Susan when he hears her good idea?*

Encourage the students to make their own estimates of how many balloons are on the page.

**Pages 6–7:** Explain the purpose of the thought bubble in the picture. (shows us what Susan is imagining) Have the students locate the word “imagined” in the text. Ask, *What is Susan imagining?* Use the words “special counting crayon” in your discussion. Ask, *What does Susan imagine her name is?* Say, *When Super Suzy finishes counting the balloons, does she find they have enough, or will the students need to blow up more?*

**Pages 8–9:** Introduce the character name, “Leah,” and use the word “tambourines” as you discuss the art with the students. Ask, *What question does Leah ask Susan?* Locate and discuss the unconventional spelling of the word “enough,” then ask, *What is Susan’s answer?* Have the students predict what Susan will do next.

**Pages 10–11:** Confirm the students’ predictions. Ask, *What is Super Suzy doing?* (elicit or give the phrase “groups of ten”) Have the students check the text to find the number of tambourines, then check the picture and count by tens to confirm. Ask, *Are there enough tambourines?* Have the students find a line of text that proves their answer.

**Pages 12–13:** Say, *Susan went to the gym next, and she talked to Aziz and Jenny.* Have the students speculate on what the problem might be. (elicit “people”) Ask, *How many chairs have the students set up? Do you think they’ll have to set up some more? How do you know?* (accept the students’ estimates) *What is Susan going to do to help?*

**Pages 14–15:** Ask, *Were you right?* Use the words “counting crayon” in your discussion to familiarize the students with it. As a group, look at the picture and count the people by tens, then find the numeral 60 in two places within the text.

**Page 16:** Ask, *What kind of a day was Susan having?* (super) Locate the character, Susan, in the art and read the banner.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Using the pictures as a guide, ask individual students to retell the story.
- Ask the students to describe each of the three problems in the story, and how Susan (and Super Suzy) helped to solve them.
- Focus on the use of quotation marks and how they show that a character is talking. Demonstrate how you would fluently read, “I know what to do!” on page 4. Challenge the students to read other parts of the text in quotation marks and ask them to make it sound smooth, as though they are talking.
- Have the students complete **BLM 8-3: Sequence Super Suzy** by completing the sentences with words from the text, and then numbering the sentences in sequence.
- Encourage the students to reread the book together as a group, independently, or with a partner.

## Working with Words: soft and hard “c” sounds

Do a mini-lesson on the soft and hard “c” sounds, giving examples of words where the “c” occurs at the beginning, the middle and/or the end of a word (e.g., picnic, city, comic, can, bicycle). On chart paper, make a two-column list with the following headings: “Soft ‘c’” and “Hard ‘c.’” As you discuss your examples, write the words in the appropriate column, or write the same word in both if the word contains both a hard and soft “c.” Divide the students into groups and challenge them to search the text and find all of the words containing the letter “c.” Ask them to make the same two-column list and classify the words they find into one or both columns. Challenge the students to also find words that contain a “c,” but make a different sound (e.g., children, chairs, much, special). (Soft “c”: concert, except, circle, circles. Hard “c”: concert, coming, count, counting, crayon, circle, called, circles, counted, exactly, could, can).

## Extending Activities

### Make Groups of Ten

To further develop the concept of sorting and counting groups of tens, have groups of students gather collections of objects in the classroom and sort them into groups of ten. Challenge the students to create as many groups of ten as possible within a particular time period. Ask the groups to check each other’s groups of ten to confirm the totals. If desired, the students may then illustrate their collections on paper and use a “special counting crayon” to circle the groups, like Super Suzy.

### **Write a Super Suzy Story**

The students may work in pairs to create a different counting situation that Super Suzy might help with. Have the students illustrate Super Suzy using her special crayon to group items of their choice, and then write the text to go with their illustration. You may want to put their pages together into a book, “Super Suzy Saves the Day.”

### **Cross-Curricular Links**

#### **Mathematics**

To develop estimation skills, display several jars of objects such as pennies, jellybeans, pasta, linking blocks, and so on, in the classroom. Have the students estimate and record the totals they think are in the jars. To confirm their estimates, have the students work in small groups to sort the objects into groups of ten for counting. Record the actual amounts. You may wish to graph or chart the results and discuss the differences between the estimations and the actual amounts by using comparative language (e.g., *Was John’s guess less or more than the number of jellybeans?*).

#### **Drama**

Divide the students into groups and assign roles for each of the characters in the text as well as for the narrator. Allow plenty of time for the students to practise their roles, then have them read the book to the class. Encourage the students to use expression. If desired, the students may use props for their presentation.


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

Date: \_\_\_\_\_

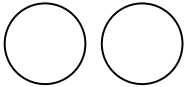
## How Much Money Do I Have?

one	three	five	two	four
10	20	30	40	50

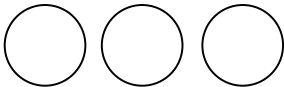
Use the number words and numbers to complete the sentences.

I have \_\_\_\_\_ dime. 


I have \_\_\_\_\_ ¢.

I have \_\_\_\_\_ dimes. 

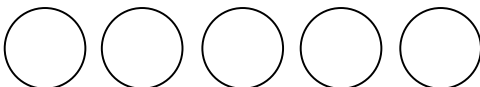
I have \_\_\_\_\_ ¢.

I have \_\_\_\_\_ dimes. 

I have \_\_\_\_\_ ¢.

I have \_\_\_\_\_ dimes. 

I have \_\_\_\_\_ ¢.

I have \_\_\_\_\_ dimes. 

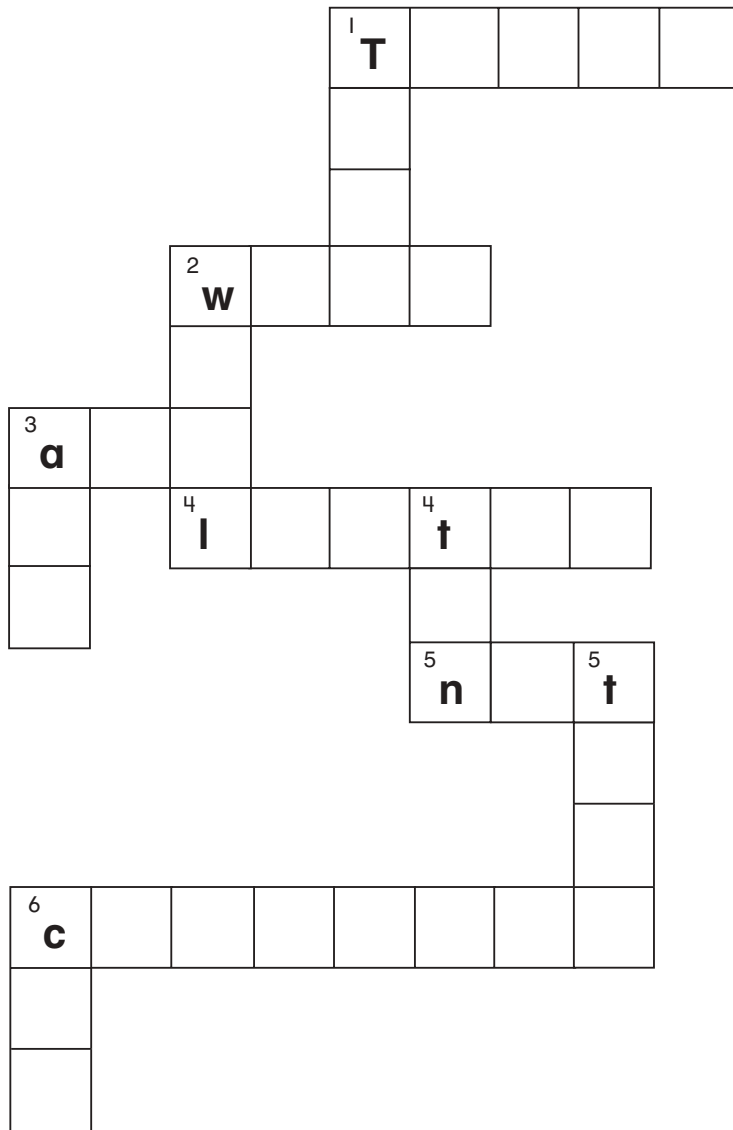
I have \_\_\_\_\_ ¢.

LISA, DIME TO COME LATER.

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

Date: \_\_\_\_\_

# Chicken Crossword



### Across

- \_\_\_\_\_ really were a lot of them!
- Ten little chickens \_\_\_\_\_ to the store.
- They \_\_\_\_\_ were friends.
- That's 70 \_\_\_\_\_ chickens!
- That's 50 little chickens and \_\_\_\_\_ one more.
- 90 \_\_\_\_\_ in the store!

### Down

- \_\_\_\_\_ ten came in the door, again.
- Do you think there \_\_\_\_\_ be more?
- One fell asleep \_\_\_\_\_ began to snore.
- That's 40 little chickens, four groups of \_\_\_\_\_.
- Do you think \_\_\_\_\_ is the end?
- \_\_\_\_\_ you find ten groups of ten?

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

Date: \_\_\_\_\_

## Sequence Super Suzy

Write the missing words. Number the sentences in order.

	“What are we _____ to do?” _____ Jenny.
	“You’re _____ hero, Susan!”
	It _____ a super day for Susan!
	“There _____ 60 people,” _____ Super Suzy.
	The grade _____ children were getting ready _____ their concert.
	“It looks like _____ 30 to me. I’ll _____ you count them.”
	“That’s exactly _____ many _____ need!”