

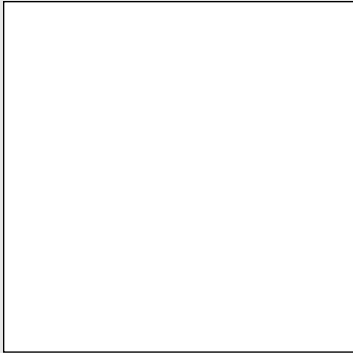
Overview of the Concept: Exploring Number

Book Summaries

Title	Level	Summary
The Jellybean Jar	D	In this photographed realistic narrative, a group of students estimates the number of jellybeans in a jar, then counts them on a number line.
Birthday Candles	F	In this photographed realistic narrative, Matt and Jen put candles on their dad's birthday cake in groups of five. They find out how old their dad is by counting the number of candles on the cake.
I Made a Trail	I	In this illustrated fantasy narrative, a boy makes a trail in his backyard and visits many different animals and things. At each stop on his trail, a sign bearing the ordinal number tells him at which point he is on the trail. These ordinal numbers correspond to ordinal words in the text.

Target Outcomes

WNCP	Ontario	APEF
<p>Number (Number Concepts)</p> <ul style="list-style-type: none"> Count orally by 1s, 2s, and 5s to 30. Estimate, then count the number of objects in a set (0 to 30) and compare the estimate with the actual number. Recognize, build, compare, and order sets that contain 0 to 30 elements. Read number words to 10. 	<ul style="list-style-type: none"> Estimate quantity in everyday life (e.g., guess, then count how many beans are in the jar). Demonstrate the one-to-one correspondence between number and objects when counting. Count by 1s, 2s, 5s and 10s to 100 using a variety of ways (e.g., calendar, counting board, abacus, rote). Understand numerals, ordinals, and the corresponding words, and demonstrate the ability to print them. Use ordinal numbers to tenth. 	<p>Number Concepts/Number and Relationship Operations:</p> <ul style="list-style-type: none"> Construct and communicate number meanings, and explore and apply estimation strategies, with respect to whole numbers. Apply estimation techniques to predict, and justify the reasonableness of, results in relevant problem situations involving whole numbers. Order whole numbers and represent them in multiple ways. <p>A2 Create equivalent sets and sets which differ by small amounts</p> <p>A3 Count in a variety of ways</p> <p>A5 Match quantities with numerals</p> <p>A6 Count beyond 10 in a variety of ways</p> <p>A7 Estimate amounts between 10 and 100</p> <p>A9 Order numbers and use ordinal language</p>



Level D

Text Type

narrative (realistic)

Word Count

71

High Frequency Words

a, all, are, be, did, do, have, how, in, me, the, there, we, what, who, will, with

Content Words

jellybean, jar, count, many, guess

Text Features

- 16-page book
- 2–5 lines per page
- photographs
- strong picture clues
- varying text placement
- print within photographs
- number line
- numerals within text

Cross-Curricular Link

Mathematics/Art

The Jellybean Jar

Before Reading

Show the students a jar of jellybeans, making sure that it contains fewer than 30 jellybeans. Invite the students to guess how many jellybeans are in the jar. Have the students record their guesses on pieces of paper. You may want students to explain their reasoning for their estimations. These guesses will be used in Extending Activities: Guess the Number of Jellybeans.

Previewing the Text

- Show the cover and discuss the art. Ask, *What is in the jar? How many jellybeans do you think there are in the jar?* Read the title of the book aloud.
- Say, *This is a story about a group of students who guess how many jellybeans are in a jar.*
- 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, *What is the teacher holding? What do you think the students are going to do?* Say the word “guess” slowly and discuss the hard “g” sound. Ask the students to locate the word on the page.

Pages 4–5: Ask, *What are the students doing?* Say, *There is another form of the word “guess” on this page.* Ask the students to locate it, and discuss the “s” at the end. Say, *Rishi guesses ten.* Ask, *Which student is Rishi? How do you know?* Show the students where Rishi’s name appears on the page. Tell the students the names and guesses of the other characters, and ask them to identify who the characters are by matching their guesses in the picture to the text.

Pages 6–7: Ask, *How are the students going to find out how many jellybeans were in the jar?* (count them) Point out the number lines in the picture and at the bottom of the page. Ask, *How can they use this number line to find out how many jellybeans are in the jar?* Say, *Count along with me. How many will there be?* Using the number line, count the jellybeans from one to ten.

Pages 8–9: Ask, *How many jellybeans have the students counted now? Did any of the students guess too few jellybeans? Who?* (Rishi and Sandy) Say, *Count along with me. How many will there be?* Using the number line, count the jellybeans.

Pages 10–11: Ask, *How many jellybeans have the students counted now? Did any more students guess too few jellybeans? Who?* (Lily and Mike) Say, *Count along with me. How many will there be?* Using the number line, count the jellybeans. Ask, *How many jellybeans are left to count?* Ask the students to guess what the total number of jellybeans will be.

Pages 12–13: Ask, *Were you right? How many jellybeans were in the jar? Did anyone guess the right answer? Who?* Say, *There is another form of the word “guess” on this page.* Ask the students to locate it, and discuss the “ed” ending.

Pages 14–15: Ask, *Were you right?* Say, *Yes, Sasha guessed 27.*

Page 16: Ask, *What do you guess they will do with 27 jellybeans?*

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, invite individual students to retell the story, focusing on the problem in the book and how it was solved.
- Have the students respond to questions such as the following:
What was the lowest guess?
What was the highest guess?
Did anyone guess more than there were in the jar?
How many children guessed numbers in the 20s?
- With their books closed, ask the students to guess how many times the words “jellybean” and “jellybeans” appear in the book. Then have them go back and count them. Do the same with the various forms of the word “guess” that appear in the book. Remind students to count “guess,” “guesses,” and “guessed,” with both a lower-case and capital first letter.
- Discuss sentences ending with an exclamation mark, focusing on how exclamation marks affect expression. Model how to read, “One more is 27!” on page 12. Ask the students to practise reading pages 12, 14, and 16 with a partner (point out that there is one sentence that ends differently on one of the pages). Students can read alternate sentences.
- Encourage students to reread the book together as a group, independently, or with a partner.

Extending Activities

Guess the Number of Jellybeans

Show the students the jellybean jar that you introduced in the Before Reading activity. Invite the students to read their written guesses. Use a number line to count the jellybeans together, as in the book, and determine the closest guess.

Show the Number

Review how the students used the number line in the book to count the number of jellybeans. Have the students complete **BLM 2-1: Show the Number**, by writing the number word beside the corresponding numeral, and then drawing the number of jellybeans on the number line.

Make a Guessing Game

Provide small, clear containers, number lines, and several groups of different small items (e.g., buttons, coins, candy) with up to 30 in a group. Divide the students into groups, and have each group make a guessing game by putting a particular number of items into the container. Then have the groups try their guessing games with each other. The guessing students write their guesses on pieces of paper, and the other students count the items out on a number line to confirm the guesses. Then the groups switch roles.

Cross-Curricular Link

Mathematics/Art

Students can use construction paper to cut out jellybean shapes in various sizes and colours. Have the students glue their paper jellybeans onto paper strips to create colour and size patterns. Alternatively, you could provide students with jellybean stickers to create their patterns. When complete, have the students describe their pattern(s). The jellybean strips can be displayed around the classroom.

Birthday Candles

Before Reading

Initiate a discussion about birthdays by showing the students 30 birthday candles. Ask, *How many candles would you need for your birthday cake? How many candles do you think your mom or dad would need? How many candles do I have altogether?* Ask the students to help you count the candles by dividing them into groups of five and then counting by fives.

Previewing the Text

- Show the cover of the book and discuss the art. Ask, *What is the woman doing? What do you think the cake is for?* Read the title of the book aloud, and read the writing on the cake.
- Say, *In this story, Jen and Matt put candles on a cake for their dad's birthday. They find out how old Dad is by the number of candles on the cake.*
- 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, *What did Mom make for Dad's birthday?* Discuss the hard “c” sound in the word “cake” and ask the students to find the word on the page. Challenge the students to find two more words that start with a hard “c” sound on the page. (can, candles)

Page 4: Point out the speech balloons and discuss their purpose. Ask, *How many candles did Matt put on the cake?*

Page 5: Ask, *How many candles did Jen put on the cake? How many candles are on the cake now? How do you know?* (picture, text, speech balloon) Count the candles by fives with the students.

Page 6: Ask, *How many more candles did Matt put on the cake?* Count the candles on the cake by fives with the students. Ask, *How do you know there are not enough candles?* (Mom's speech balloon)

Page 7: Ask, *How many more candles did Jen put on the cake?* Count the candles on the cake by fives with the students. Ask, *What does Mom say to Jen?*

Level F

Text Type

narrative (realistic)

Word Count

126 (not including speech balloons), 168 (including speech balloons)

High Frequency Words

a, and, at, came, can, Dad, eat, good, he, him, I, is, look, made, Mom, my, now, old, on, out, put, said, that, the, then, there, they, we, you, your

Content Words

birthday, cake, candles, need, more, old, really, counted, finished, blew

Text Features

- 16-page book
- 2–6 lines per page
- photographs
- moderate picture clues
- dialogue
- speech balloons
- varying text placement
- chart
- print within photographs
- italics
- bold
- numerals within text

Cross-Curricular Links

Mathematics

Art

Page 8: Ask, *How many more candles did Matt put on the cake?* Count the candles on the cake by fives with the students. Draw the students' attention to the italicized word "more" on the page, and discuss how it should be read (with emphasis).

Page 9: Discuss what is happening in the picture. Ask, *What do Jen and Matt shout to Dad?*

Pages 10–11: Focus the students' attention on the number sequence on page 10. Have the students point to the numbers and count by fives. Ask, *How many more candles did Dad put on the cake? How many candles are on the cake altogether? Do you think they need more candles?*

Pages 12–13: Ask, *Were you right? How old is Dad?* Point out the ordinal number (30th) on the page, and discuss its meaning. Ask the students to predict what will happen next.

Pages 14–15: Confirm the students' predictions. Ask, *How many candles did they blow out at a time?* Use the number and picture sequence to count by fives to 30.

Page 16: Use the chart to review counting by fives.

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.

- Invite individual students to use the pictures to retell the story.
- Have students look in the book for answers to questions such as the following:
How many times did Matt put five candles on the cake? (three times)
How many times did Jen put five candles on the cake? (three times)
Who said, "Wow! That's 25 candles!"?
How old is Dad?
- Discuss the purpose of speech balloons, and how they work similarly to quotation marks. Divide the students into groups and assign each student a role—Jen, Matt, Mom, Dad, and the narrator (if desired, you may act as the narrator). Allow time for the students to practise their parts (both the text within quotation marks, and the text within speech balloons), then have the students reread the book together. Encourage the students to use the punctuation to read with expression.
- Ask the students to choose a page of the book and write a new speech balloon for each of the characters on the page. Then have the students share their new speech balloons with one another.

- Encourage students to reread the book together as a group, independently, or with a partner.

Extending Activities

Write Speech Balloons

Discuss the illustration on **BLM 2-2: Write Speech Balloons**, asking such questions as, *How many marbles do the children have? What do you think they might be saying to one another?* Brainstorm possible dialogues with the students. Have the students write dialogue inside the speech balloons to show what the children in the picture are saying.

Make Groups of five

Divide the students into pairs, and provide each pair with 30 candles, coins, buttons, or another similar-sized object. Challenge each pair to arrange their objects in groups of five. When complete, have a walkabout to view all of the arrangements.

Cross-Curricular Links

Mathematics

Review different types of patterns with the students (e.g., colour, size, shape, number). Have the students complete **BLM 2-3: Candle Patterns** by drawing candles on a cake to make a pattern. Allow time for students to show and describe their patterns to others.

Mathematics

Survey the students' birthday months and tally the data on a chart. Ask the students to share what they can learn from the chart (e.g., what month has the most birthdays, what month has the least birthdays), and analyze the chart together. As an extension, you may make a class calendar listing students' birthdays.

Art

Have students create birthday cards for a friend or family member. Brainstorm with the students possible birthday messages and write them on chart paper. Alternatively, the students could create birthday party invitations based on a model invitation on chart paper.

I Made a Trail

Before Reading

Play “Follow the Teacher” by leading the students on a walk through the classroom to visit five to ten different areas. At each stop, focus the students’ attention on an object and emphasize the order in which you look at the objects (e.g., first, second). Keep record of the order in which you view the objects. Together with the students complete a chart listing the ordinal number (e.g., 1st), the ordinal word (e.g., first), and the object visited or viewed.

Previewing the Text

- Show the cover and discuss the art. Beginning at the house, have the students follow the trail with their finger. Along the way, identify the ordinal numbers for or with the students. Read the title of the book aloud.
- Say, *This is a rhyming book about a boy who makes a trail on his property. At each stop, he sees something different.*
- 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, *Where is the boy? What is another way you can describe your home?* (elicit the phrase “where I live”) Locate the phrase “Where I live” on the page. By looking at the picture, invite the students to predict some of the things the boy might see along the trail.

Page 4: Focus the students’ attention on the ordinal number in the illustration and the bolded ordinal word in the text. Ask, *What does the boy see on this page? How many worms are there?* Ask the students to find the two “s” words that describe what the worm is doing.

Page 5: Focus the students’ attention on the ordinal number in the illustration and the bolded ordinal word in the text. Ask, *What does the boy see on this page? How many turtles are there? Where do you see the names of the two turtles? How do you know “Larry” and “Myrtle” are names?* (they are capitalized)

Level I

Text Type

narrative (fantasy)/poetry

Word Count

191

High Frequency Words

a, and, are, at, be, big, but, can, come, day, get, go, him, home, I, in, is, like, look, made, me, my, now, off, on, put, run, see, so, some, that, the, them, there, they, to, want, we, where, when, with, you

Content Words

trail, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, one, two, three, four, five, six, seven, eight, nine

Text Features

- 16-page book
- 2–6 lines per page
- illustrations
- moderate picture clues
- rhyme
- print (ordinals) within illustrations
- map
- bold

Working with Words

Rhyming Words

Cross-Curricular Links

Social Studies

Mathematics

Physical Education

Page 6: Focus the students' attention on the ordinal number in the illustration and the bolded ordinal word in the text. Ask, *Where are the three thick thorns on the page? What happened to the boy's pants?* Draw the students' attention to the exclamation marks on the page, and model how to read the text with expression.

Page 7: Focus the students' attention on the ordinal number in the illustration and the bolded ordinal word in the text. Ask, *What does the boy see? How many foxes are there? What are the foxes doing with the big brown boxes?* (elicit "pushing and pulling")

Page 8: Focus the students' attention on the ordinal number in the illustration and the bolded ordinal word in the text. Ask, *What does the boy see? How many frogs are there? What are the five fat frogs doing on the bumpy logs?*

Page 9: Focus the students' attention on the ordinal number in the illustration and the bolded ordinal word in the text. Ask, *What does the boy see? How many silver snakes are there? What are the snakes climbing on?*

Page 10: Focus the students' attention on the ordinal number in the illustration and the bolded ordinal word in the text. Ask, *What does the boy see? How many slow snails are there? What does the boy want to put the snails in? Say, Hint: The word rhymes with "snails."*

Page 11: Focus the students' attention on the ordinal number in the illustration and the bolded ordinal word in the text. Ask, *How many birds do we see? Say, These birds are called egrets. Ask, What do the elegant egrets like to do?*

Page 12: Focus the students' attention on the ordinal number in the illustration and the bolded ordinal word in the text. Ask, *What does the boy see? How many nasty newts are there? What are the newts crawling into?*

Page 13: Focus the students' attention on the ordinal number in the illustration and the bolded ordinal word in the text. Ask, *What does the boy see? How does the boy feel? How do you know?* (picture and text) Have them practise reading, "That gives us quite a scare," smoothly. Ask the students to predict what the boy will do.

Pages 14–15: Confirm the students' predictions. Ask, *What do you think the boy will do tomorrow?* (elicit "go outside to play") Have the students find the word "tomorrow" in the text.

Page 16: Beginning at the house, follow the boy's trail, naming the ordinal numbers along the way.

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.

- Invite individual students to use the art on page 16 to retell the route the boy took on his trail and what he saw.
- Ask the students to listen to the beginning sounds as you read the phrase “one wiggly worm” on page 4. Point out that the words “wiggly” and “worm” start with the same letter (and that “one” starts with the same sound). Ask the students to work independently, or in pairs, to find and record the following:
 - page 5: words that start with “t”
 - page 6: words that start with “th”
 - pages 7 and 8: words that start with “f”
 - pages 9 and 10: words that start with “s”
 - page 11: words that start with “e”
 - page 12: words that start with “n”
 - page 13: words that start with “b”
- Read the text aloud together, as a choral read. Help the students read with expression.
- Encourage students to reread the book together as a group, independently, or with a partner.
- Have the students complete **BLM 2-4: Order the Trail** by gluing the appropriate ordinal word beside the appropriate item. Then the students cut out the sentences and put them in sequence.

Working with Words: rhyming words

Read the text on page 3 to the students, emphasizing the rhyme. Ask the students what they notice about the words at the end of each of the lines. (they rhyme, they are spelled similarly) Have the students locate the words on each page that rhyme. Together, identify the spelling patterns, making special note of any irregular spellings. As a class, brainstorm other rhyming words. Distribute **BLM 2-5: Rhyming Words**. Have the students find and record the rhyming word from the book then add a rhyming word of their own.

Extending Activities

Write a Trail Story

Brainstorm and write on chart paper different places to find or make trails (e.g., zoo, park, forest, neighbourhood), and the things we might see along the trails. Individually or in pairs, have the students use the ordinal words to write a story

about a different trail from the one in the book, and what they see on the trail first, second, and so on. If desired, students can illustrate their stories.

Ordinal Game

Write ordinal numbers on separate index cards, and distribute them to the students. Have the students work as a team to sort themselves in the correct order, and time how long it takes them to complete the task. Collect the cards from the students, mix them up, and repeat the activity, challenging the students to beat their previous time.

Ordinal Concentration

Write the ordinal numbers on separate index cards, and write the ordinal names on other index cards. Place the cards face down on a table for the students to play concentration. To play, the students turn over two cards at a time to make a match. When they match the ordinal name to the correct ordinal number, they keep the pair of cards.

Cross-Curricular Links

Social Studies

If the students wrote trail stories in the Extending Activities section, have the students work in pairs to create maps of their trails. If the students did not write trail stories, they may develop a map of an imagined trail. The students can use the map in the story as a model. Remind the students to include a title for the map, the things they saw, ordinal number posts, and arrows to show their path. Provide time for students to share their maps and stories.

Mathematics

Have groups of ten students stand in a line. Lead students in a modified game of “I Spy” to review ordinal numbers. Say, *I spy Suzy standing sixth in line.* Ask, *What position is Peter in?* Repeat this questioning pattern to continue the game.

Physical Education

Prepare several spots in the gym where there are collections of one to six items (e.g., balls, skipping ropes, beanbags). Also, prepare signs with the ordinal numbers and/or words on them. Work with the students to place the signs at the corresponding place (e.g., “fifth” goes with the five items). Then have different individuals lead the group around the trail in order. The leader can suggest different ways of moving between each spot—jumping, skipping, sliding, and so on. For variety, change the number of items at the spots between each trail “hike,” and have students re-order the signs to match.

Name: _____

Date: _____

Show the Number

Write the number word and draw and colour the jellybeans.

one	five	seven	three	six
four	two	nine	ten	eight

1



4



7



10

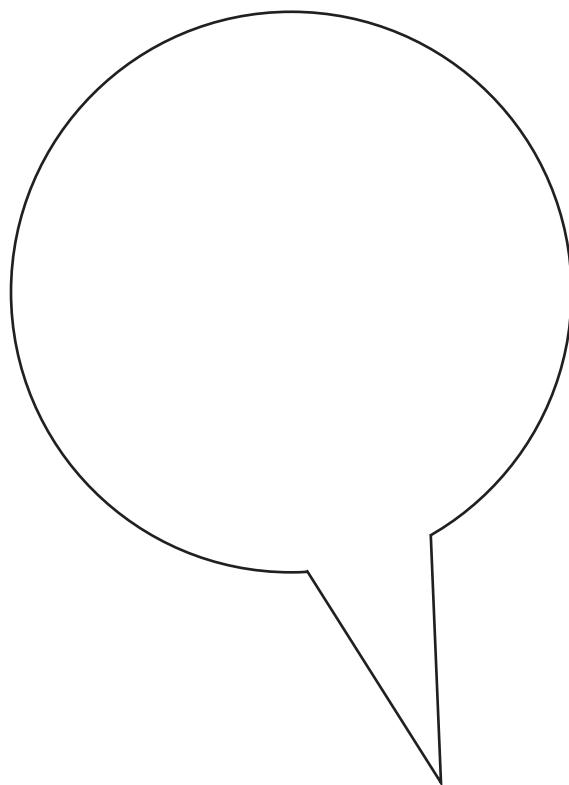
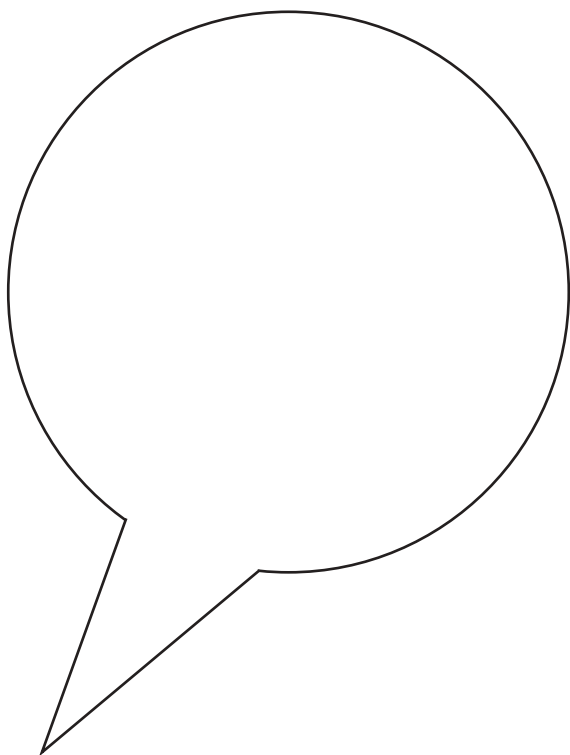


Name: _____

Date: _____

Write Speech Balloons

Write speech balloons for the children.



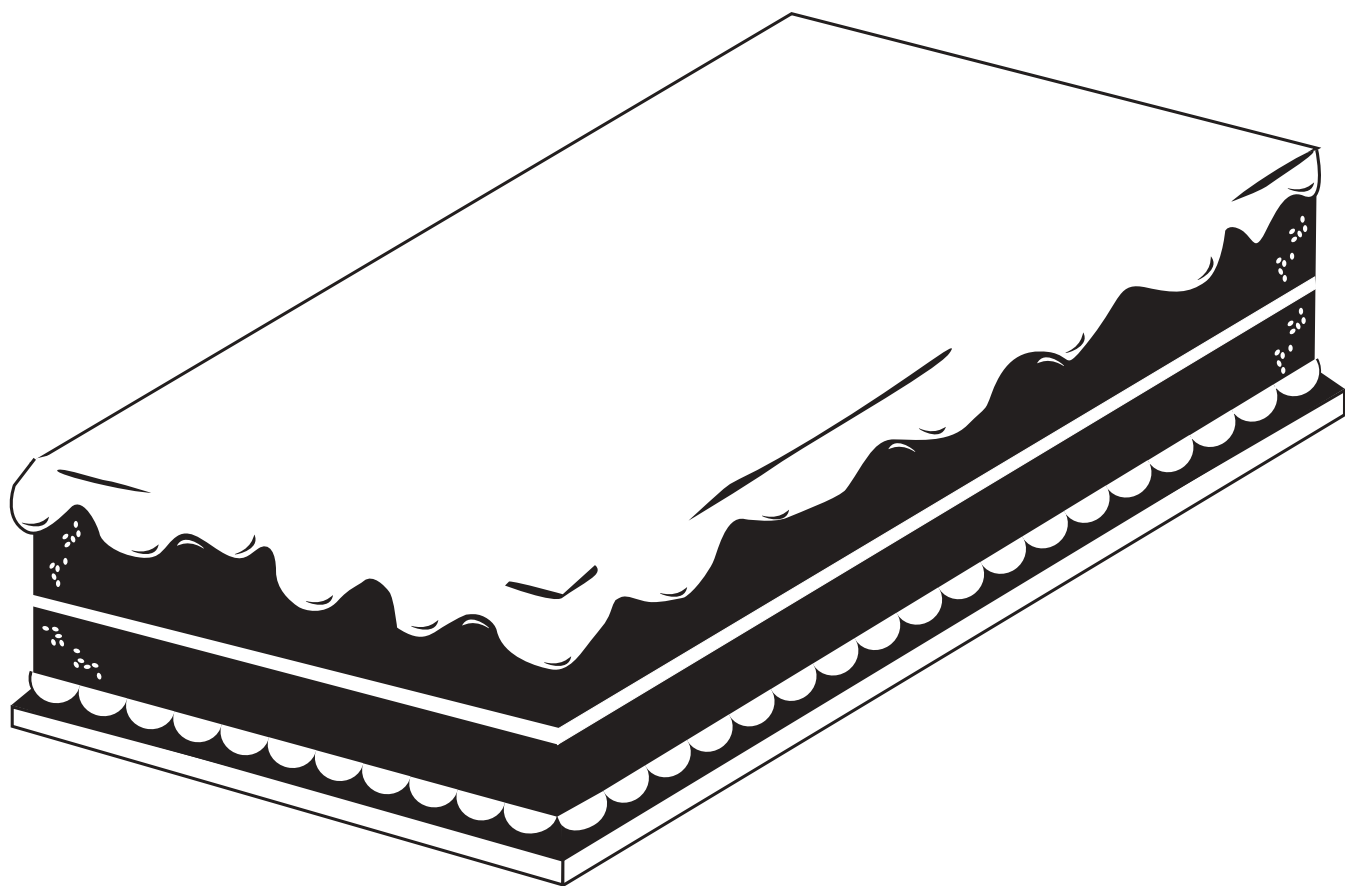
Images to come later.

Name: _____

Date: _____

Candle Patterns

Draw candles on the birthday cake to make a pattern.



Order the Trail

Complete the sentences. Then cut them out and put them in order.



	we see three thick thorns.
	we see one wiggly worm.
	we see six silver snakes.
	we see five fat frogs.
	we see two tiny turtles.
	we see four furry foxes.



Fourth,	Sixth,	Second,
Fifth,	First,	Thrid,

Name: _____

Date: _____

Rhyming Words

Find a rhyming word from the book, then write your own.

	Rhyming Word	My Rhyming Word
see		
play		
snakes		
bear		
frogs		
snails		