

How to Use This Product

This program is perfectly suited to today's classrooms. Teaching would be so much easier if all students learned at the same pace and read at the same level. Then, we could create interactive, whole-class lessons and every student would be involved and learning. However, as we all know, classrooms today are filled with students who are as different from one another as they are from their teachers. So, how can teachers possibly meet all the students' needs? Teachers have to differentiate their instruction.

This program provides ways for teachers to differentiate without all of the extra planning involved. The planning is done for you within this lesson plan book. All you need to do is determine the best way to use the program to meet the needs of the students in *your* classroom.

Organization of the Readers

On pages 25–32 of this teacher's guide, you will find summaries of the readers. These summaries are meant to give you a general idea of the content covered in each reader. That way, you can skim through this section and determine which titles fit the topics and skills you are currently teaching.

As you review the summaries, you will notice that the readers are organized into pairs. For example, the reader *Celebrate 100 Days* is partnered with *Party Time*. This is one of the unique qualities of this program. Each pair of readers has one book that is written at a first-grade reading level and one book written at a kindergarten reading level. (See the chart on page 18 for more specific information on the reading levels of the books.) Having the books at various reading levels within the same kit will provide you with flexibility in how to use the program with your students. Below are some suggestions to help you utilize this program in a number of different classroom settings.

Reading Groups

If you currently use reading groups in your classroom, you can easily fit this program into your classroom. At the beginning of the year, look through the Table of Contents (pages 3–4) and the Reader Summaries (pages 25–32) to determine which of the 16 titles you would like to use with your students.

Once you decide which readers you want to use with your students, you need to group your students according to their reading levels. Each kit contains six copies of each book. So, if you have 30 students, you could have five reading groups. About twelve students could be in two different reading groups to read the below-grade-level reader (*Party Time*). Twelve more students could be in two different reading groups to read the on-grade-level reader (*Celebrate 100 Days*).

The other six students would be your highest students. Within each lesson, there is a suggestion for an enrichment activity for these students. They may use the readers as a starting point, but most of their work will be done independently with outside resource books. They should still participate in any whole-class discussions or activities, but they will not be meeting with you in the typical way. You would probably want to meet with them on the first day. Then, you could meet with them every other day after that. The idea is that they study the same mathematical concepts, but complete a reading activity that is more advanced for their special learning needs. If they are already reading above grade level, they do not need the same type of reading practice as the other students.

How to Use This Product *(cont.)*

Organization of the Readers *(cont.)*

Whole-Class Activities

The mathematical information in the paired readers is similar. That way, students who read either book can be pulled back into a classroom discussion about the same general mathematical concepts. However, the vocabulary and sentence structure differ depending on the reading level of the book. By dividing the students and having them read different books, you will have more interactive class discussions. Every student will have something interesting to share with the class. Your below-grade-level students will actually have knowledge to bring to the table that the on- or above-grade-level students do not have.

The Introduction to Mathematics Vocabulary and Focused Mathematics Lesson included with each set of reader lessons are set up as the whole-class activities. Each new unit starts with a quick introduction to the content words. Once the students complete the whole-class activity, they should be divided into leveled groups to read the two readers. After completing a couple of days of activities with the readers, students will return to a whole-class setting to complete the Focused Mathematics Lesson together. (See pages 20–21 for a suggested pacing plan.)

Support for Mathematics

It is possible that not all of the topics in this kit will fit your mathematics curriculum needs. Keep in mind that you do not need to read these books one right after another. You can spread out the readers and use them throughout the year. You might choose to use them at the beginning of each unit of study. So, as you begin your study of two-dimensional shapes, you use your reading time that week to have the students read *Looking for Shapes* and *Shaping Up*. That way, the students will become interested in the concept through something other than their textbooks. The activities are interesting, and the students will be excited to learn more about the events, places, and people that they meet in the readers.

These books are not meant to be textbooks, but each book does provide students with an ample amount of well-developed mathematical information. You may want to use these books as the stepping stones to independent research. After having the students read the books, you could have each student choose a mathematical concept from a reader. Then, students could create extensions to the concepts introduced in the readers. They could then present the information to the rest of the class. In this way, you could jigsaw the mathematical concepts and allow students to teach one another.

If you are currently using centers in your classroom, *Mathematics Readers* can be used for both mathematics centers and literacy centers. Here are some ideas for using the readers in mathematics centers:

- solve the *Let's Explore Math* problems
- choose *Let's Explore Math* problems and write new problems with similar formats
- find a page with a diagram, photo, or chart and write a problem that can be answered using the information on that page
- write response journal entries about the mathematics content found in the reader
- create pictorial representations of the problems provided in the reader

How to Use This Product *(cont.)*

Organization of the Readers *(cont.)*

Support for Mathematics *(cont.)*

More ideas for using the readers in mathematics centers:

- create a game and write question cards for the game following a similar format as the problems provided in the reader
- make picture dictionaries defining all of the mathematical words found in the reader
- make flip books to define difficult mathematical words
- choose a chart, diagram, map, or graph in the reader and write a paragraph explaining why mathematics is important to understand the content presented
- solve the Problem-Solving Activity in a way that is different than the steps provided
- create a commercial script telling why the mathematics in the reader is important
- go on a number hunt in the reader, record the numbers found, and manipulate the numbers (e.g., order them from least to greatest, circle the digit in the thousands place, or make addition/subtraction problems)
- choose two diagrams, images, or charts and use a Venn diagram to compare and contrast the information presented
- use the Interactive Mathematics Activities CD (see pages 246–248 for more information)

Support for Literacy Skills

Each set of readers has a writing objective as well as reading and mathematics objectives. There is usually a writing activity for the students to complete before reading the book. Many of these activities are done with partners or in small groups. That way, the students work together to put their thoughts into written form. After students read the books, they also have writing assignments. These assignments are creative and fun for the students. Writing, reading, and mathematics content are all interwoven throughout this program of study.

Mathematics Readers can be used for both mathematics centers and literacy centers. Here are some ideas for using the readers in literacy centers:

- write sentences using the glossary terms
- create picture dictionaries using the glossary terms
- choose one word from the reader and make other words using the letters in the word
- create a list of words from the reader that are specific parts of speech
- create a KWL chart about the content of the reader
- write response journal entries about the content of the reader
- partner read the reader again for fluency practice
- create a timeline sequencing the story from beginning to end
- give the reader a 1–5 star rating and explain your choice
- create an advertisement telling why the reader is interesting
- research the topic of the reader and write a new chapter with important additional information

How to Use This Product *(cont.)*

Components of the Product

Counting Teacher Resources

Celebrate 100 Days and Party Time

Timeline for the Unit

	Mathematics	Language Arts
Day 1	Complete the Introduction to Mathematics Vocabulary and the Before Reading activities. (30 min.)	Complete the Before Reading activities. (30 min.)
Day 2	Begin the During Reading activities. Assign the student activity sheet. (20 min.)	Begin the During Reading activities. (60 min.)
Day 3	Finish the During Reading activities. Complete the After Reading activities. (45 min.)	Finish the During Reading activities. Complete the After Reading activities. (45 min.)
Day 4	Complete the Focused Mathematics Lesson. (60 min.)	Have students reread the readers or do the extension activities.
Day 5	Complete the Problem-Solving Lesson. (45 min.)	Reread, if necessary, or complete the extension activities.

OBJECTIVES

- **Mathematics:** Students count whole numbers.
- **Nonfiction reading:** Students relate stories to personal experiences (e.g., events, characters, conflicts, themes).
- **Nonfiction writing:** Students use writing and other methods (e.g., using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar people, places, objects, or experiences.

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Timeline for the Unit

- This chart provides information to help you organize your scheduling of the unit. It estimates how long each part of each lesson will take to complete with your class.

Objectives

- Listed here are the mathematics, reading, and writing objectives for the lesson plans. Each pair of readers has the same objectives so that students are focused on learning the same skills and concepts.

Introduction to Mathematics Vocabulary

- Each set of lessons has an introductory activity for the mathematics vocabulary. This activity introduces the key mathematics words for the unit and is completed as a whole class.

Counting Teacher Resources

Celebrate 100 Days and Party Time *(cont.)*

Materials

- index cards
- math manipulatives (e.g., chips, blocks, cubes)
- small pieces of writing paper for writing math equations

Vocabulary

- **add**—to figure out the total of two or more numbers
- **collect**—to gather things together
- **count**—to add things up to see how many there are
- **sets**—groups of things
- **solve**—to work out the solution to a math problem
- **total**—the sum of two or more amounts added together

Introduction to Mathematics Vocabulary

Vocabulary

1. Choose an even number of math manipulatives to distribute to each student or each pair of students.
2. Ask students to count the number of manipulatives they have and share it with the group. Explain to students that to **count** means to add things up to see how many there are.
3. Divide your own amount of math manipulatives into two groups. Ask students to do the same with their manipulatives. Explain to students that these are now two **sets**. Tell them that a **set** is a group of things.
4. Count the number of manipulatives in each set. Then tell students that in order to figure out how much these sets make together, they need to add two numbers. Explain that to **add** means to figure out the total of two or more numbers. A **total** is the sum of two or more amounts added together.
5. Have students gather their manipulatives together. Explain that this means that they will **collect** their manipulatives. Challenge students to use their manipulatives to create a math problem to **solve**. This means that they will have to find out the answer to a math problem. Have students share their math problems and solutions in pairs or in small groups.
6. Distribute small pieces of paper for students to record their math problems on.

Differentiation

Prior to the vocabulary lesson, review counting with **English language learners**. Make sure that students know numbers in the correct order. Help students use index cards to create a few counting cards that show numbers and matching pictures. These cards should reflect your students' current mathematical understanding and may range from numbers 1 to 10 to something more complex such as multiples of 10 up to 100.

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Counting Teacher Resources

Celebrate 100 Days Reader

Learning Objectives

- **Mathematics:** Students count whole numbers.
- **Nonfiction reading:** Students relate stories to personal experiences (e.g., events, characters, conflicts, themes).
- **Nonfiction writing:** Students use writing and other methods (e.g., using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar people, places, objects, or experiences.

Materials

- Celebrate 100 Days readers
- copies of student reproducible (pages 39–40, page039.pdf, page040.pdf)
- chart paper and markers
- hundred charts and math manipulatives (optional)
- Celebrate 100 Days electronic version (100Days.pdf) (optional)

Using the Readers Before Reading

1. Complete the Introduction to Mathematics Vocabulary activity (page 34) with the whole class. Then, divide your students into ability-based reading groups. This book is written for students at or above a first-grade reading level.
2. **Reading Activity**—Distribute the Celebrate 100 Days readers to students. Have students preview the reader, skimming over the pages and looking at the pictures, headings, and charts. Ask students to consider what connections they can make from the text to their own experiences and background knowledge.
3. **Writing Activity**—Ask students to share familiar words or phrases that they recognize from school, home, or some other context. Make a list of these recognizable words on a piece of chart paper. Save the list for later use in the lesson.
4. **Mathematics Activity**—Ask students to think about what they know about the number 100. This might include objects that come in a set of 100, ways to count to 100, or numbers that add up to 100.

Differentiation

Give your **English language learners** hundred charts to use to help with number patterns, writing numbers, and number sense. Allow them to also use manipulatives to help make the activity more concrete and to give them additional ways to communicate their mathematical understanding.

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Using the Readers

- This section begins the actual lesson plan for working with the students as they read the readers. This is the first page of the lesson plan. In total, there are three sections: Before Reading, During Reading, and After Reading. Many of the activities and questions can be used in any order that you would like. You do not need to follow the step-by-step directions to be successful with these activities.

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#10815 (i2664) – Mathematics Readers, Level 1

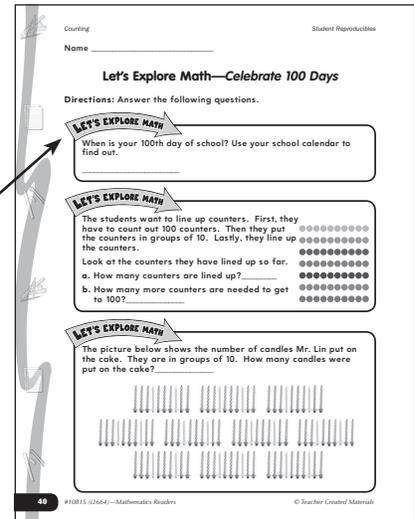
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How to Use This Product *(cont.)*

Components of the Product *(cont.)*

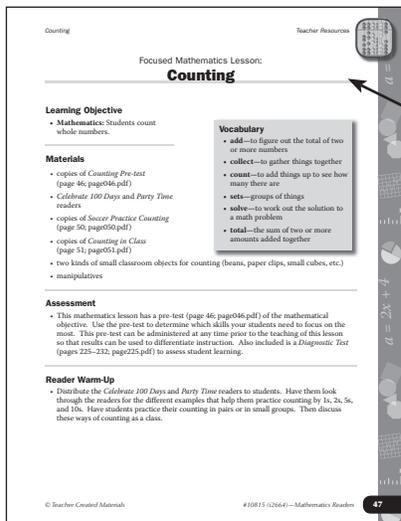
Student Reproducibles

- There are many student guided practice pages throughout the unit. These pages can be completed individually as seatwork, in small groups as centers, or as homework.
- Every reader has a page like this one, which relates directly back to the *Let's Explore Math* boxes in the reader. Students may want to refer back to the reader to get further information so they can solve the problems.



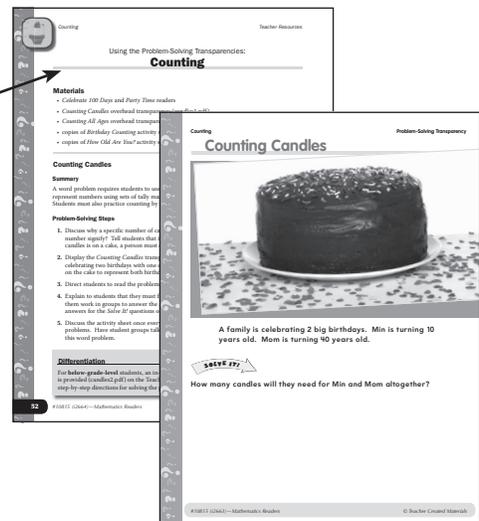
Focused Mathematics Lesson

- As students finish with the reader, move into the whole-class mathematics lesson. The lessons focus on key mathematical skills and concepts. These activities can be completed during mathematics time in support of what you have done during your reading block.



Using the Problem-Solving Transparencies

- Each lesson has a problem-solving overhead transparency. These transparencies can be used in small group lessons or for whole-class activities. The real-life problems on the transparencies support the mathematical concepts of the readers.
- There are a total of sixteen transparencies. Eight of the transparencies match the problem-solving activities in the readers. The other eight were created to support this integration of mathematical skills and problem-solving strategies.



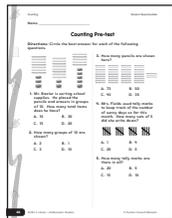
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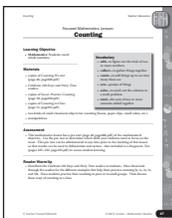
Assessment Strategies

Assessment is an integral, important part of this unit of study. You can gain insight into students' learning through written pre-tests, small-group observations, analysis of written assignments, the diagnostic test, and a culminating activity. These frequent formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address the difficulties that students are experiencing with the curriculum.

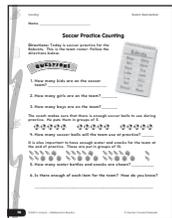
There are several points throughout each lesson where useful evaluations can be made. Depending on the results, you can decide if you should continue with the lesson as planned or change gears to reteach or reinforce concepts.



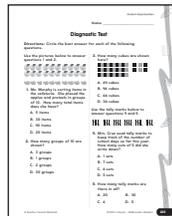
- Before the Focused Mathematics Lesson**—By giving the lesson pre-test, you can determine on which aspects of the lesson to focus. You can also use this assessment to differentiate your instruction. Students who do well on the pre-test can complete the enrichment challenges, while students who do not get all of the questions correct should participate in the lesson and may need some reteaching opportunities.



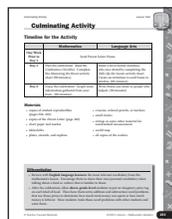
- After Assessing Prior Knowledge**—The warm-up mathematics vocabulary activity provides you with opportunities to assess students' prior knowledge. During these activities, you may realize that students have strong understandings of the concepts being introduced. Or, it may become clear that students are weak in these concepts. Analyzing students during these introductory activities will help you adjust lessons as necessary.



- During Guided Practice**—Within these lessons, practice problems are provided for teacher modeling as well as student practice. You can use this time to assess whether students have comprehended the lesson concepts and are on their way to mastery.



- Diagnostic Assessment**—The *Diagnostic Test* can be used as a **pre-test** and as a **post-test** to gauge students' overall progress. If used as a post-test, the pre-tests from the individual units are great study guides. Have students review their pre-tests and re-solve the problems in preparation for the final test. A *Diagnostic Test-Item Analysis* is included on the CD (testitem.pdf; testitem.xls).



- Final Authentic Assessment**—A culminating activity has been included in this unit. The activity allows students to apply what they have learned throughout the unit in an engaging, interactive way. Students can take what they have learned and use that information to create new ideas in a real-life context.