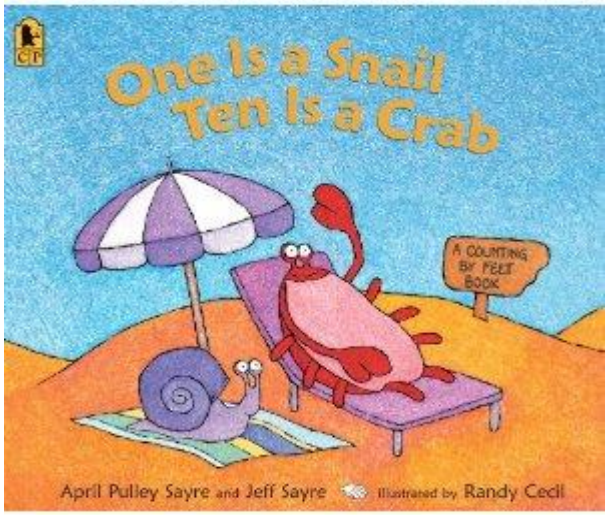
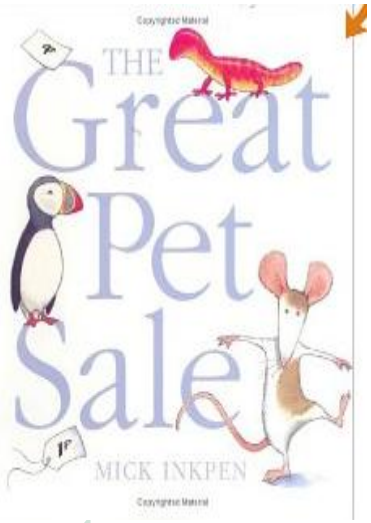


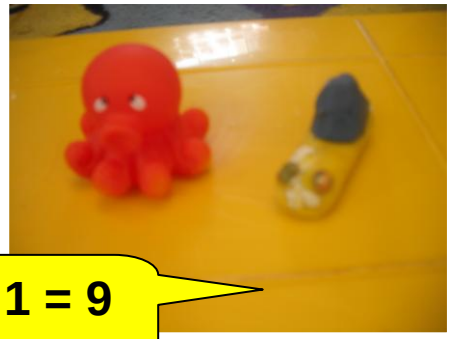





# Using Story Books

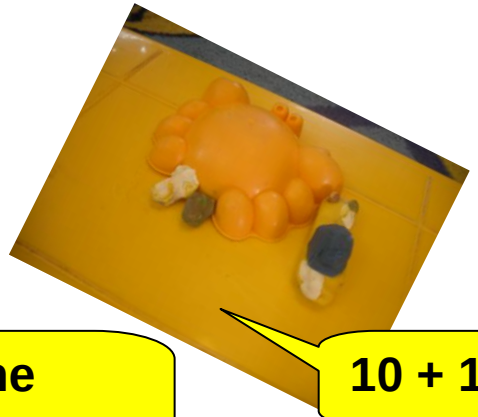
Using Story Books

# One is a Snail Ten is a Crab



8 + 1 = 9

Four add one makes five

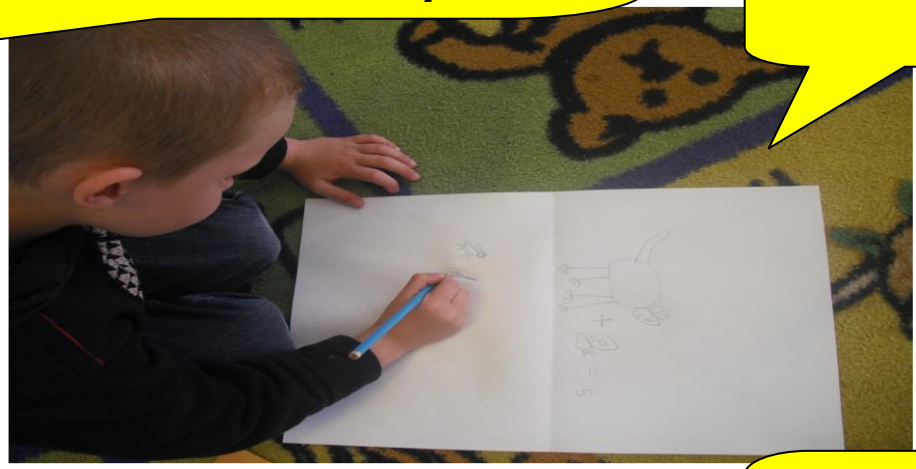


10 + 1 =11

**Explore numbers 1 to 10. How are they made in the book? Use toy animals to show combinations or draw pictures/write words/numbers – they will record at their own level of understanding – Concrete, Visual or Abstract.**

I can make 20.
8 add 10 add 2 makes 20
Can you find another way?

Recording Visually



Bingo

PAIRS

**Closed Questions**

**I have two cards in my hand that show 7 feet altogether. What two cards do I have?**
**I have a pair of cards, both the same and altogether there are 12 feet. Which two cards do I have?**
**I have 3 cards in my hand. They are all the same and I can see 12 feet. What cards do I have?**
**I have three different cards. The total number of feet is 7? What cards do I have?**

**Open Questions**

**I have two cards and the total is an odd number. What two cards might I have?**
**I have 6 feet on my cards. What cards might I have?**
**I have two cards. I do not have the least or the most number of legs possible. What two cards might I have?**
**I have 10 feet on my cards. What cards might I have?**

**Cards/toy animals could be placed inside envelopes and the total number of feet put on the outside. Or one card out side the enveloped for the children to see, the total on the envelope and they have to find what number/picture/toy is inside.**

**Flip Questions**

**I have 3 cards in my hand. You can ask me number questions to find out what my cards are.**
**(or child has a hat with the cards stuck on. They can not see the cards and have to ask the class questions to find out what cards are on the hat.)**

**e.g. Is your total more than 10?**
**Do you have an odd number of feet on your cards?**

**Write number sentences / stories using the cards.**

**Make your own Story book.**

**Bingo**

**Pairs**

**Dominoes**

**Snap**

**Feely bag activities-toy animals**

**Make a game board or use an animal dice**

**Write a quiz?**

**Make a number line using animal cards.**

**Odd and Even – write down the number of feet of all the animals, except the snail? What do you notice? Is there a pattern? Why do they go up in 2s? What is a pair? These are called even numbers. They have a partner.**

**Now explore the snail and other missing numbers. ( see file on odd and even with chants and rhymes)**

**Count the letters in your name – are you odd or even – which animal card has the same number as you?**
**What do you notice about the odd numbers? (they need a snail+animal). Why?**
**Can you make your name number in another way? Do odd numbers still need a snail? Discuss.**

**Addition spider + man = man + spider (commutative law)**

**How many ways can you make e.g. 24?**

**Concrete / visual / abstract recording**

**24 snails**
**12 men**
**6 dogs**
**4 insects**
**3 spiders**
**2 crabs and 2 men**
**1 crab+ 2 dogs + 1 insect…etc**

**What goes with a spider to make 10?**

**The answer is 12 – I have 1 man. What is missing? Discuss inverse. Using subtraction to find missing number and animal.**

**Multiplication – lots of**

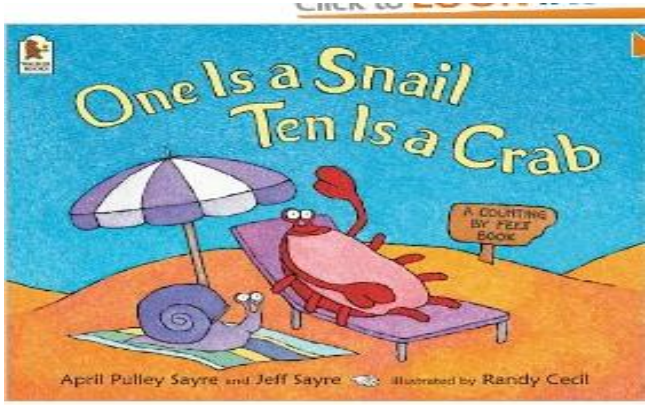
**3 lots of men = 6**
**8 lots of crabs = 80**
**2 lots of dogs = 8**

**4 lots of 2 =  man + man + man + man**

**Commutative law of multiplication**

**8 lots of crabs(10) =  10 lots of spiders (8)**

**Counting in tens using crabs – forwards and backwards**



# Even Steven and Odd Todd

**By Kathryn Cristaldi**


**Odd Todd**
**He's so fine**
**He ends with**
**1 3 5 7 9.**

**Even Steven**
**He's so great**
**He ends with**
**0 2 4 6 8**

**Before telling the children the title of the book, read the story to the children. Make lists of all the things that Steven has and all the things that Todd has. Can they see a pattern? Why is Steven so upset?**

**Get the children to count the number of letters in their names. Are you an odd Todd or an Even Steven – sort other words into Even and Odd.**

**Counting to see if a number is odd or even –**

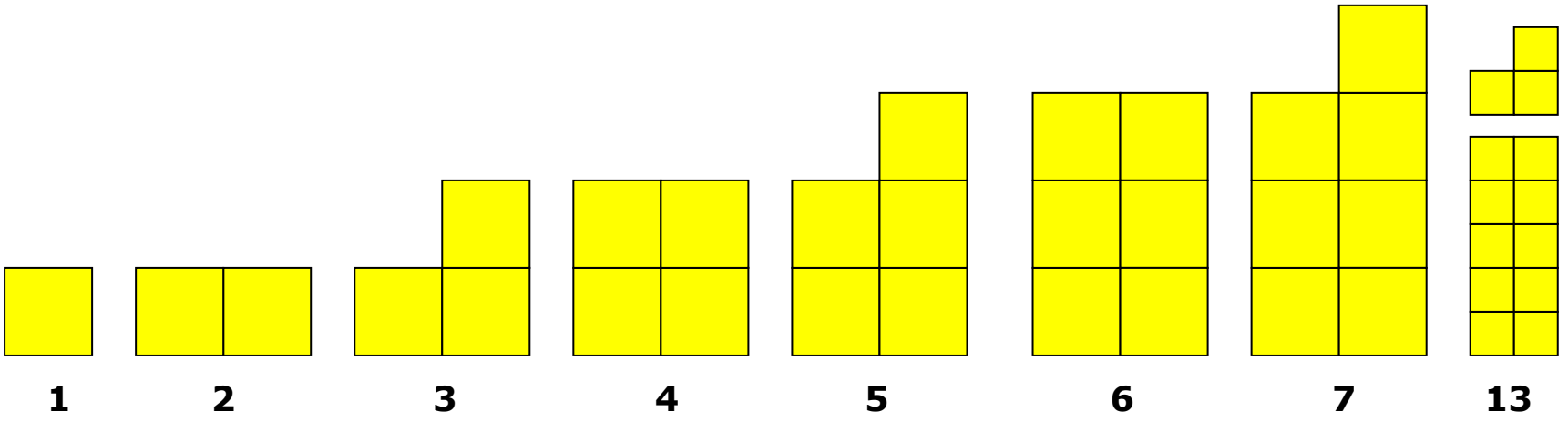
**If you are an even number**
**You always have a pair**
**So if you look around**
**Your buddy will always be there.**
**BUT..**
**If you are an odd number**
**There's always a lonely one**
**He looks around to find his buddy**
**But he's the only one.**

**Use both hands e.g. is 5 odd or even.**
**1 put up a thumb, 2 put up opposite thumb,**
**3 put up index finger, 4 put up index finger**
**5 put up middle finger. – put hands together and partner fingers up – is there an odd one - yes - so 5 is odd.**
**For numbers over 10**
**e.g. 15 use all fingers to tap together to say TEN, then count 11, 12, 13, 14, 15 as above.**
**This also helps to how why it is the unit digit that we check to see if a number is odd or even as multiples of ten are always even.**

## Explore addition – Problem Solving

**Even + even = even**
**Odd + Odd = ?**
**Odd + even = ?**
**What about 3 numbers?**

**Make a number line and arrange cubes to show odd and even clearly.**




**The odd cube now stands out. It is easy to move cubes and fit together and the children can understand why odd + odd = even and odd + even = odd and even + even stays even.**


# The Great Pet Sale


We made a pet shop.


We paid for the pets with real money.

Students share the book *The Great Pet Sale,* by Mick Inkpen, to learn about bargains and sales, comparison shopping, and how commercials and advertisements attract customers.



## New Vocabulary

**Advertise** **Advertisement** **Bargain** **Compare**

**Customer** **Price** **Price Tag** **Sale**

**See [www.takechargeamerica.org](http://www.takechargeamerica.org) for a full lesson plan and other books that can be used to develop financial capability.**

## Share the book *The Great Pet Sale.*

**Today we're going to be talking about shopping and choosing how you want to spend your money. I'm going to read a book to you about a boy who goes to a pet store to buy a new pet. He sees many wonderful pets for sale, and one animal that really, really wants the boy to buy him.**

**Briefly discuss the book with the class.**
**How much money did the boy have to spend for a new pet?**
**What was the cheapest, or least expensive, pet for sale at the pet shop? What was the most expensive?**
**Why did we see the rat on every page?**
**He wanted to be bought, so he followed the boy around the room, trying to talk him into a sale.**
**What choice did the boy make at the end of the story? Did you expect that ending?**
**Allow a few children to share their predictions for the end of the story. You might want to create a running addition problem to prove that the £1 really was enough to buy all the pets:**
**1 + 2 + 3 + 4 + 5 + 5 + 5 + 5 + 5 + 6 + 7 + 8 + 9 + 10 + 25 = £1.00**

**Discuss today's economic concepts: customers and price, and bargains and sales. ( PSE)**

***Customers and Price***

**As soon as the boy walked into the store, he became something called a customer. Can you tell me what a customer is? Have you ever been a customer? Tell us about a time when you bought something. Allow children to share their experiences. People who own stores love customers. They want customers to like their store, and they want customers to keep coming back to buy things from them. What are some things stores might do to make customers happy? Let's talk about one thing stores do to keep customers happy. They try to offer customers good prices for the things they have to buy. A price is the cost, or the amount of money, you have to pay for something. We saw the prices of every pet that was for sale in our story.**
**How did the pet store let its customers know what the prices were? They put price tags and signs next to the pets.**

***Bargains and Sales***

**The first thing the rat said to the little boy was "I'm a bargain!"**
**What do you think he meant? What does the word "bargain" mean?**
**A bargain is a good price. The rat was trying to tell the boy that he wouldn't find a pet for 1p very often. Sometimes a store owner ends up with extra things that he or she can't sell. Maybe the pet store had 20 rats at one time. The rest of the rats were all sold, but this one rat, which is missing half its whiskers, is still there. The store owner wants to sell the rat, so what can be done?**
**When stores have extra things they can't sell for the regular price, they try different things to get people to buy them. One thing stores can do is have a sale, like in our book *The Great Pet Sale.* What does the word "sale" mean in the title? The words sale and bargain are used together a lot. They both mean that the customer is going to save money. If you wanted to buy a special toy found in two different stores, would you go to the store that offered it for less money? Why?**
**MAKE POSTERS TO ADVERTISE A SALE – What other ways do shops advertise a sale?**