

Sample Pages from  
Teacher's Guide

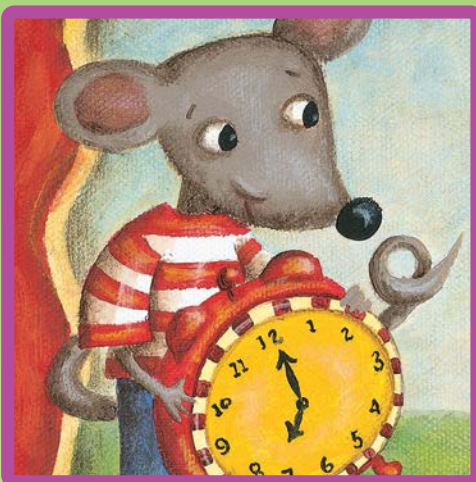
10 Pages

Please scroll  
down

Leveled  
**MATH**  
Readers

# TEACHER'S GUIDE

Talk Math • Read Math • Do Math



Levels A-M

Leveled

**MATH**

Readers

**Teacher's Guide**  
for Grades K-2

 SCHOLASTIC

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# Introduction

## About the Series

The Leveled Math Readers offer content-area reading about important math topics and concepts. These books are leveled to help you determine which books children may read independently or as part of a guided reading session. You will find that these versatile books are ideal resources for math lessons. They may also be sent home for children to read and explore with their families.

Used alone or in conjunction with the supporting teacher's notes and activities in this guide, the Leveled Math Readers are designed to help children

- experience engaging stories and nonfiction designed to spark their imaginations.
- build essential vocabulary and concepts that relate to problem solving and mathematical thinking.
- apply and reinforce reading skills.
- analyze patterns within and beyond the books.
- engage in discussion to enhance comprehension as well as speaking and listening skills.

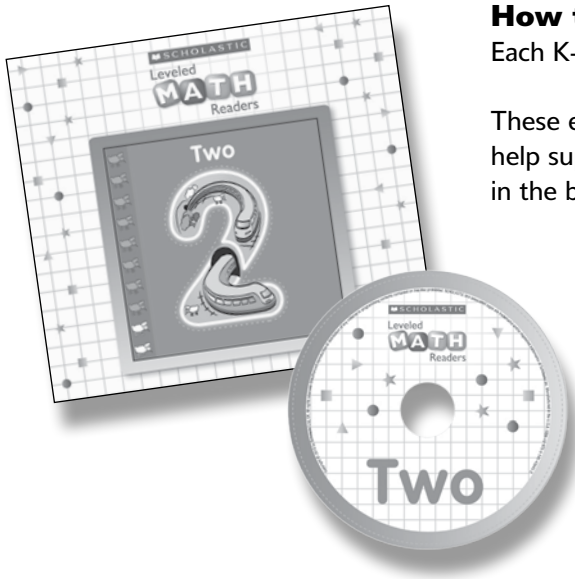
## Teachers Notes and Activity Pages

- In this guide you will find detailed teacher's notes and activity pages for 60 books.
- Included are ideas for introducing and discussing the books, reinforcing learning through hands-on-activities and writing, as well as suggestions for ways to use the reproducible activity sheets in the classroom. All suggestions may be easily adjusted to suit different ability levels and learning styles.
- Each activity sheet includes a note to families so that children can share what they have learned and continue learning at home.

## Additional Resources

- eBooks: For an overview of how to use the Leveled Math Readers eBooks, see page 5.
- Skills Index: The materials in this guide support current standards as well as best practices for building math skills. See pages 126-127 for a ready reference to math concepts explored through these books and lessons.
- Website: Visit [www.scholastic.com/leveledmathreaders](http://www.scholastic.com/leveledmathreaders) for more information including correlations with Common Core State Standards and details about Leveled Math Readers available for other grades.

# About the eBooks



## How to Use

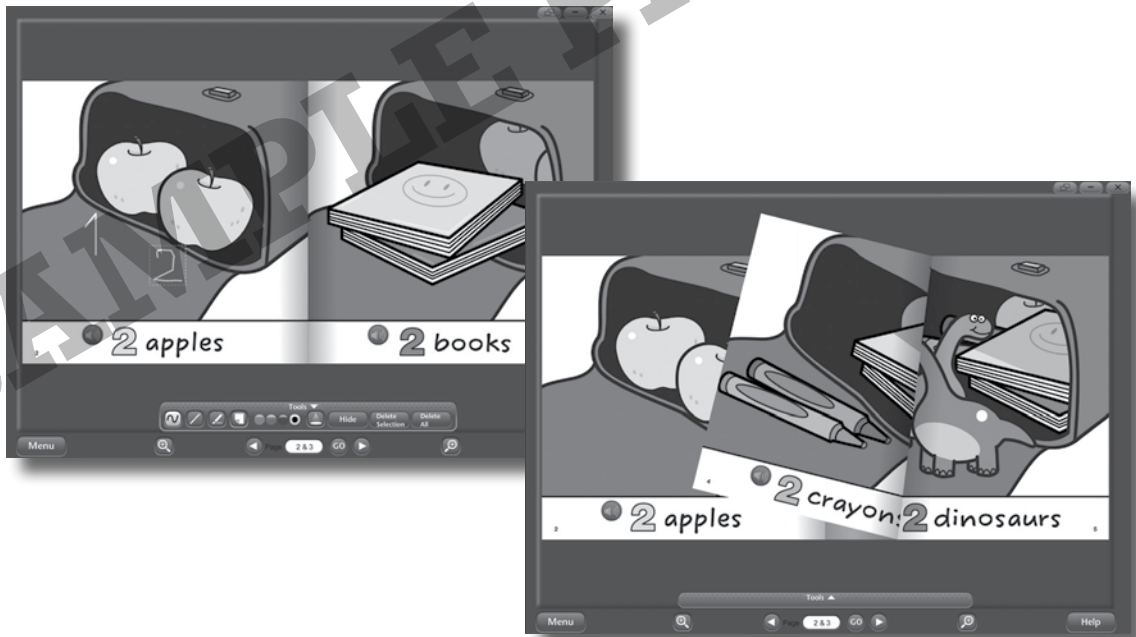
Each K-2 Leveled Math Reader is also available as an eBook.

These eBooks are ideal resources for whole class discussion and to help support reading skills and reinforce the math concepts explored in the book.

For your convenience, copies of the related teacher's notes and activity page from this guide also may be found on the CD-ROM.

The software features page-turning functionality, which allows you to use the book on an interactive whiteboard with the whole class or in groups. Each eBook contains an array of whiteboard tools, allowing you to annotate key vocabulary or highlight key teaching points. Annotations can be saved and utilized for assessment, lesson continuation, or future referral.\*

To support math work in smaller groups or during individual math work, the eBooks are audio supported.



## Recommended System Requirements

- Windows XP SP3 or later;  
Mac OSX v 10.4.11 or later
- Flash 7.0 or higher  
(not included on discs)
- Recommended minimum  
processor speed 2GHz  
and 1 GB RAM

*\*In order for the annotations to be saved for future use, the product must be installed to your computer hard drive. Please note that the 'save' function is not available when this product is installed on a Mac.*



# Full or Empty

## Measurement and Data Analysis

- Sort and classify
- Compare and estimate volume and capacity

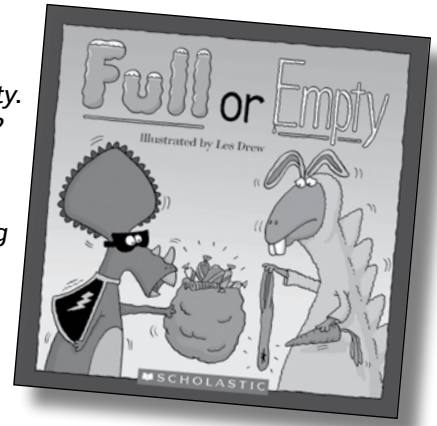
## Key Vocabulary

full, empty, half full, almost full, almost empty, measure, more, less, container

## Level A

## Read and Talk Math

- Look at the cover of *Full or Empty*. Ask: *Which dinosaur's bag is full? How do you know? Which bag is empty? How do you know? Why is the orange dinosaur's bag empty?* Read the title and talk about the way that the text has been presented. If you are using the eBook from the CD-ROM, use the interactive whiteboard pen to write the words *full* and *empty* to the correct bags.
- Read *Full or Empty*, encouraging the children to look closely at the illustrations to identify which containers are full and which are empty. Ask them to describe what is happening on each page, using appropriate mathematical vocabulary. Ask: *Why is the purple dinosaur's basket of apples empty? Why has all of the water leaked out of the purple dinosaur's container?*



## Read and Do Math

- Provide opportunities in both the indoor and outdoor environment for the children to explore filling and emptying containers of different sizes and shapes (e.g., boxes, buckets, cups, bowls) with a range of materials (e.g., sand, water, rice, beans, toys). Talk to the children about what they are doing and ask them to describe how full the containers are, using the language of capacity (e.g., full, empty, half full, almost full, more, and less).
- Create opportunities for the children to fill and empty containers in the play area (e.g., a restaurant, a shop, or a garden center). Play alongside the children, modeling appropriate vocabulary and encouraging them to respond to simple directions: *I would like a half a bag of potatoes, please. Make sure the pot is full of soil before you plant the seed.*
- Compare the capacity of different containers by filling and pouring. Ask: *Which holds the most/least? How do you know?*
- Work together to solve some simple practical problems, such as: *Which bowl do you think could hold enough porridge to fill the three bears' bowls? Which jug do you think would hold enough water to fill five cups?*
- Plan a baking activity, such as baking bread. Let the children help by measuring out the ingredients. For example: *Add half a cup of water to the bowl. Add one teaspoon of baking power to the flour.*



## Practice Math

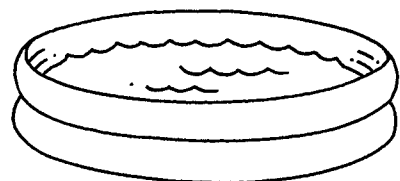
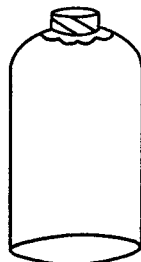
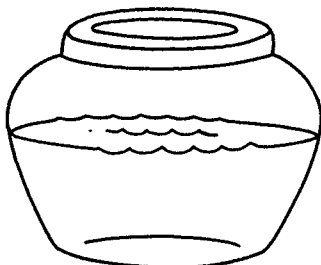
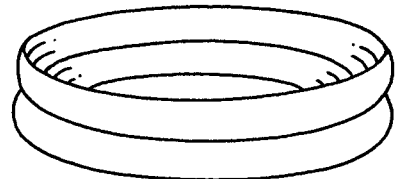
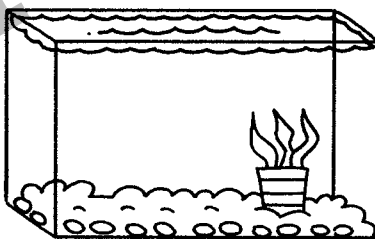
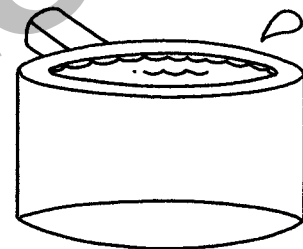
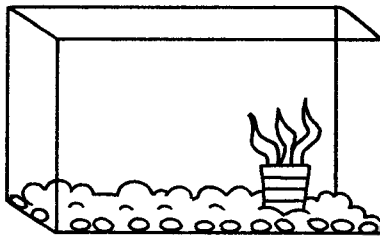
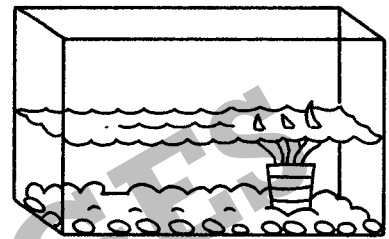
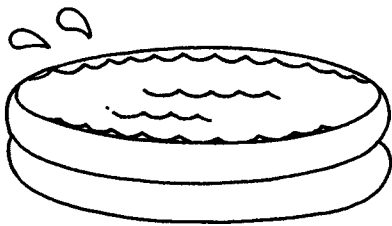
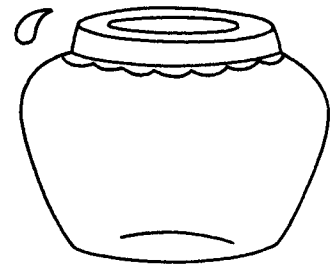
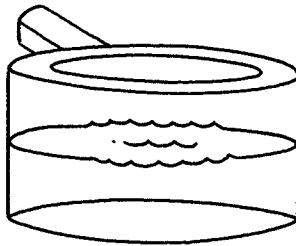
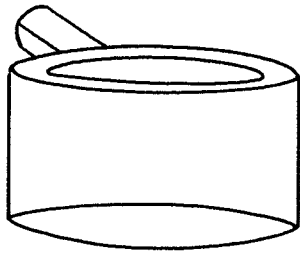
- Give each child a copy of the picture cards on the reproducible page *Full, Half Full, or Empty?* and a large sheet of blank paper. Ask them to sort the pictures under three headings (*Full, Half Full, and Empty*). Talk to them about what they are doing to assess if they can understand and use appropriate vocabulary.
- Ask the children to find a partner and use the cards to play a game of "Pairs." The object is for each pair of children to find pairs of any two containers that are filled to the same level (full, half full, or empty).

Name \_\_\_\_\_

Date \_\_\_\_\_

# Full, Half Full, or Empty?

Cut out the cards and sort them into three sets: full, half full or empty.



## Dear Family

Your child is learning about capacity. Ask your child to sort the picture cards into three sets. Provide opportunities for your child to fill and empty containers of different sizes and shapes. Encourage him or her to describe how full the containers are, using the language of capacity (e.g., *full, empty, half full, almost full, more and less*).



# Skills Index

Each book in this series offers opportunities to reinforce a variety of reading. In addition, key math skills and concepts as noted below are highlighted.

## Measurement and Data Analysis

| Level | Title                        | Page | Skills and Concepts   |
|-------|------------------------------|------|---|
| A     | <i>Full or Empty</i>         | 6    | Sort and classify; compare and estimate volume and capacity   |
| A     | <i>Heavy or Light</i>        | 8    | Sort and classify; compare and estimate weights; recognize numerals 1-10; extend a counting sequence  |
| A     | <i>Short or Long</i>         | 10   | Sort and classify; compare and estimate lengths   |
| D     | <i>Biggest Shoe, The</i>     | 52   | Measure, compare, estimate lengths; record and analyze data   |
| D     | <i>My New Piggy Bank</i>     | 54   | Names and values of coins; count change; compare money amounts; solve simple word problems; act out purchases                                     |
| E     | <i>In The Jungle</i>         | 58   | Compare objects; estimate attributes like weight, height, quantity; balance scale; record and display results                                     |
| E     | <i>Marvin's Busy Day</i>     | 60   | Read analog clocks to tell the hour; match clocks and times   |
| H     | <i>Inch by Inch</i>          | 84   | Measure and estimate lengths; standard units; use rulers and other tools; compare lengths   |
| H     | <i>Sam's Pizza Spot</i>      | 88   | Compare items with regard to number, size, shape; interpret data on tally charts, bar graphs; recognize numerals 1-10; extend a counting sequence |
| H     | <i>Summer Fun!</i>           | 90   | Volume; capacity; compare different containers; estimate; measure   |
| J     | <i>What a Mess!</i>          | 100  | Classify objects according to size, color, shape; compare objects in sets; represent/interpret data   |
| K     | <i>I Hate to Be Late!</i>    | 102  | Measurement; estimate intervals of time; read analog and digital clocks   |
| K     | <i>There Was an Old Lady</i> | 104  | Read a scale; understand scales in problem solving; appropriate units of weight   |
| K     | <i>Tucker's Journal</i>      | 106  | Days of the week; months of the year; specific events; read a calendar; sequence  |
| M     | <i>Sports Day</i>            | 120  | Measure, estimate, compare lengths; standard units; represent/interpret data; appropriate tools   |
| M     | <i>Teacher's Pet</i>         | 122  | Collect, interpret, compare data; tallies; pictographs; bar graphs  |
| M     | <i>Too Much Noise!</i>       | 124  | Represent and solve problems; addition, subtraction; practice place value; multi-digit arithmetic   |

## Geometry

| Level | Title                     | Page | Skills and Concepts   |
|-------|---------------------------|------|---|
| B     | <i>Spot the Circle</i>    | 32   | Identify and draw circles; compare 2D shapes; create patterns   |
| B     | <i>Spot the Rectangle</i> | 34   | Identify and draw rectangles, compare 2D shapes; create patterns  |
| B     | <i>Spot the Square</i>    | 36   | Identify and draw squares; compare 2D shapes; count sides and corners; create patterns                            |
| B     | <i>Spot the Triangle</i>  | 38   | Identify and draw triangles; compare 2D shapes; create patterns   |
| D     | <i>Cone</i>               | 44   | Identify cones; compare 3D shapes; compare flat and curved surfaces; count edges, faces, and vertices             |
| D     | <i>Cube</i>               | 46   | Identify cubes; compare solid shapes; classify objects by shape; combine shapes; shape words and names            |
| D     | <i>Cylinder</i>           | 48   | Identify cylinders; compare solid shapes; combine shapes; shape words and names                                   |
| D     | <i>Sphere</i>             | 50   | Identify spheres; compare solid shapes; classify real-life shapes   |
| G     | <i>Simply Symmetry</i>    | 74   | Identify symmetry; symmetry patterns; compare sides and vertices  |
| I     | <i>Shape Detective</i>    | 92   | Identify 2D shapes, 3D shapes, shapes of objects sequence; compare shapes   |
| L     | <i>Dinner's Ready</i>     | 112  | Fractions as parts of a whole; divide geometric shapes in halves, thirds, quarters; visualize/represent fractions |
| L     | <i>Food Festival!</i>     | 114  | Identify 2D shapes, 3D shapes; shape attributes; compare/classify objects by shape                                |

## Counting and Numbers

| Level | Title                       | Page | Skills and Concepts   |
|-------|-----------------------------|------|---|
| B     | <i>One</i>                  | 12   | Count; recognize numerals; compare numbers; extend a counting sequence  |
| B     | <i>Two</i>                  | 14   | Count objects; count by twos; number sense; practical problem solving   |
| B     | <i>Three</i>                | 16   | Number names; count objects; count objects in sequence action; extend counting sequence   |
| B     | <i>Four</i>                 | 18   | Count objects; match numbers and quantities; number names; sequence; compare sets; compare values with "more" or "less"           |
| B     | <i>Five</i>                 | 20   | Number names; sequence; count objects; count up to ten  |
| B     | <i>Six</i>                  | 22   | Use math terms to describe observations; count objects; compare quantities; number sense; foundations of addition and subtraction |
| B     | <i>Seven</i>                | 24   | Count objects in groups; use number sense; foundations of addition; compare two groups  |
| B     | <i>Eight</i>                | 26   | Master the numbers 1-10; compare values with "more" or "less"   |
| B     | <i>Nine</i>                 | 28   | Number names; count objects; compare two or more values with "more" or "less"   |
| B     | <i>Ten</i>                  | 30   | Number names; counting sequence; count objects; understand "one less" or "one more"   |
| E     | <i>Odd or Even?</i>         | 64   | Count objects; compare numbers; odd and even numbers  |
| F     | <i>10 Sleepy Dinosaurs</i>  | 66   | Count; identify numerals 1-10; extend a counting sequence; compare numbers; use a number line to solve                            |
| F     | <i>I Smell a Cat!</i>       | 68   | Ordinal numbers; understand, explain sequence; compare, order numbers   |
| G     | <i>Ants A-Plenty!</i>       | 70   | Count objects; recognize numerals that make up 1-20; extend a counting sequence; compare numbers                                  |
| H     | <i>I Can Write Numbers!</i> | 82   | Read and write numbers in words and numerals; compare shapes of numerals with shapes of other objects                             |
| L     | <i>100th Day Party, The</i> | 108  | Count 100 objects by grouping; count by tens, fives, and twos; compare methods of counting/grouping                               |

## Operations and Algebraic Thinking

| Level | Title                                  | Page | Skills and Concepts  |
|-------|--|------|--|
| C     | <i>What Comes Next?</i>                | 40   | Identify and discuss simple patterns; make predictions   |
| C     | <i>Which Does Not Belong?</i>          | 42   | Classify and sort objects; compare object  |
| E     | <i>Froggy Song</i>                     | 56   | Number lines and number sentences; count by fives; compare numbers; add a one-digit number to a two digit number                   |
| E     | <i>Mitten Count</i>                    | 62   | Basic addition and subtraction; represent and solve problems; count by twos (multiplication foundation); number line               |
| G     | <i>Bake Sale</i>                       | 72   | Identify coins and their values; addition and subtraction word problems; number lines; multi-step problems                         |
| H     | <i>Ten Racing Rats</i>                 | 76   | Addition and subtraction; represent problems; pairs that add up to 10; recognize numerals 1-10; concept of zero/none               |
| H     | <i>Fifty Little Penguins</i>           | 78   | Count by tens; place value; count forwards, backwards; compare numbers; put numbers in order                                       |
| H     | <i>Good Guess</i>                      | 80   | Estimate; compare numbers; count with pictures; work with equal groups or objects (multiplication foundation)                      |
| H     | <i>Marvin Mouse is Hungry</i>          | 86   | Patterns; describe patterns using numbers, colors, shapes  |
| I     | <i>Will You Dance With Me?</i>         | 94   | Number lines/counting (addition foundation); read and write number sentences involving addition                                    |
| J     | <i>Bev's Birthday Party</i>            | 96   | Addition facts; add and subtract within 20   |
| J     | <i>Go Away!</i>                        | 98   | Work with equal groups (multiplication foundation); charts; generate equations   |
| L     | <i>100th Day Party, The</i>            | 108  | Count objects by grouping; count by tens, fives, twos; compare methods of grouping and counting                                    |
| L     | <i>Ants Go Marching, The</i>           | 110  | Work with equal groups of objects (multiplication foundation); addition to find number of objects; equations for repeated addition |
| M     | <i>Good Day at the Garage Sales, A</i> | 118  | Addition, subtraction problems; practice place value; values of coins and dollar bill; compare prices                              |