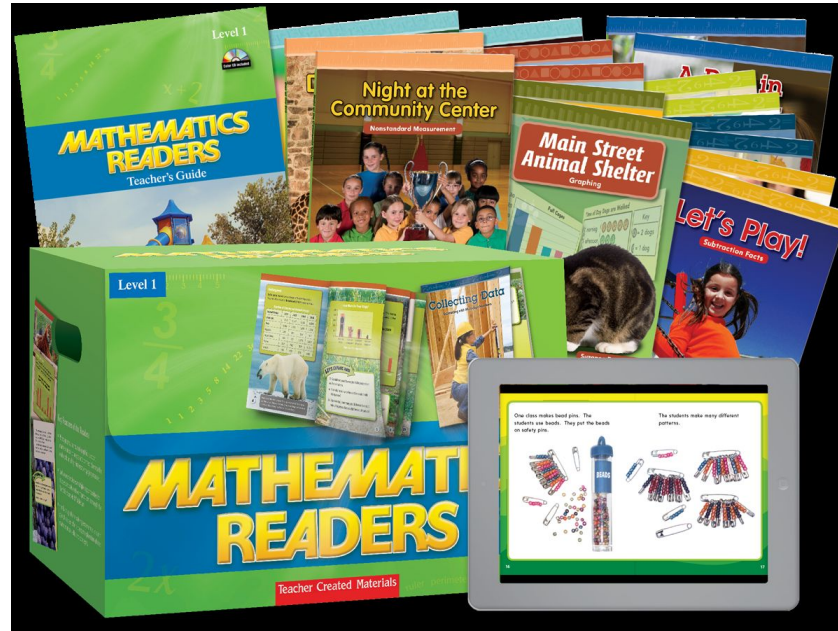


Mathematics Readers

Guided Reading Kits

Mathematics Readers: Teacher Created Materials



<https://www.teachercreatedmaterials.com/administrators/series/mathematics-readers-117/>

How to use this kit:

- Struggling students
 - Real life connections
 - Diagnostic tool
- Volunteers (guided reading)
 - Quick, easy, ready to go guided lessons provided
 - Pre- and post task assessments
 - Reproducible activities during
- Can be used in pieces (read aloud with text on SMARTboard, transparencies, interactive games)
- Guided reading + focused math lessons





Real-Life Connections for Struggling Students

Time _____ Student Reproducibles

Name _____

Your Own Daily Life

Directions: What do these parts of a day make you think about?
Draw your ideas below. Then add the correct time.

<p>Before School</p> 	<p>At School</p> 
<p>After School</p> 	<p>At the End of the Day</p> 

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Diagnostic Tool

Level 1—Diagnostic Test Item Analysis

Directions: Type lowercase x's into cells to indicate where students have missed questions. You can then view totals of:

1) how many students missed each question, 2) how many questions were missed per student, and 3) the total number of questions missed in the placement test.

Correlated Unit	1	1	1	1	1	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4
Question #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Student																				
# of students missing each question																				

Student Reproducibles

Name _____

Diagnostic Test

Directions: Circle the best answer for each of the following questions.

Use the pictures below to answer questions 1 and 2.



1. Ms. Murphy is sorting items in the cafeteria. She placed the apples and pretzels in groups of 10. How many total items does she have?

- A. 5 items
- B. 30 items
- C. 40 items
- D. 20 items

2. How many groups of 10 are shown?

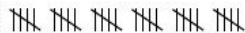
- A. 3 groups
- B. 1 group
- C. 2 groups
- D. 30 groups

3. How many cubes are shown here?



- A. 64 cubes
- B. 46 cubes
- C. 66 cubes
- D. 36 cubes

Use the tally marks below to answer questions 4 and 5.



4. Mrs. Cruz used tally marks to keep track of the number of school days so far this year. How many sets of 5 did she write down?

- A. 1 set
- B. 7 sets
- C. 6 sets
- D. 5 sets

5. How many tally marks are there in all?

- A. 20
- B. 30
- C. 6
- D. 5

Ready to go Lessons for Volunteers

Time Teacher Resources


A Day in Our Lives Reader

Learning Objectives

- **Mathematics:** Students understand the concept of time and how it is measured.
- **Nonfiction reading:** Students use mental images based on pictures and print to aid in comprehension of text.
- **Nonfiction writing:** Students generate questions about topics of personal interest.

Materials

- *A Day in Our Lives* readers
- copies of student reproducibles (pages 164–165; page164.pdf; page165.pdf)
- chart paper and marker
- analog teaching clock
- *A Day in Our Lives* electronic version (day.pdf) (optional)



Using the Readers

Before Reading

1. Complete the **Introduction to Mathematics Vocabulary** activity (page 154) with the whole class. Then, divide your students into ability-based reading groups. This book is written for students at a kindergarten reading level.
2. **Reading Activity**—Explain to students that they are going to be reading a story called *A Day in Our Lives*. Turn to the table of contents of the reader and read aloud the first five headings listed. Do not show the reader to students yet. Ask them what they imagine in their minds when they hear the title and headings. Have students sit in pairs and share their ideas.
3. **Mathematics Activity**—Ask students to think about the different ways that time is told during a single day. Refer back to some of the vocabulary words you shared earlier. Which measurements of time are most applicable to a story about a day in a person's life? Ask students how time is measured in their own daily lives. Talk about the words that are associated with time in a single day. Write these words on chart paper and discuss them as a group.
4. **Writing Activity**—Ask students to think about what they know about this reader so far and consider the questions they have before reading. Use chart paper to make a list of student questions. Save it for later use in the lesson.
5. Distribute copies of the *A Day in Our Lives* readers to students. Have students browse through the text, noticing the photographs, graphs, and other visuals. Ask students to consider what these features make them think about in their own minds.

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Time Teacher Resources

Focused Mathematics Lesson:

Time

Learning Objective

- **Mathematics:** Students understand the concept of time and how it is measured.

Materials

- copies of *Time Pre-test* (page 166; page166.pdf)
- *A Year in Our Lives* and *A Day in Our Lives* readers
- copies of *Field Trip Time!* (page 170; page170.pdf)
- copies of *Diary of a Day* (page 171; page171.pdf)
- drawing paper
- drawing materials
- paper clocks made during the vocabulary lesson

Assessment

- This mathematics lesson has a pre-test (page 166; page166.pdf) of the mathematical objective. Use the pre-test to determine which skills your students need to focus on the most. This pre-test can be administered at any time prior to the teaching of this lesson so that results can be used to differentiate instruction. Also included is a *Diagnostic Test* (pages 225–232 page225.pdf) to assess student learning.

Reader Warm-Up

- Distribute the *A Year in Our Lives* and *A Day in Our Lives* readers to students. Have students look through the readers and review the ways in which time is measured. Have them talk about the school day using vocabulary they have learned during this unit. Distribute drawing paper and materials to students, and have each of them make a list of what they have done during the school day. Next to each activity, have students draw clocks showing the correct time of day.

Vocabulary

- **analog clock**—a clock that has an hour hand and a minute hand
- **digital clock**—a clock that displays the time using numbers, such as 12:15
- **hour**—a unit of time that is equal to 60 minutes
- **hour hand**—the hand (usually the shorter and wider hand) on a clock that indicates the hour
- **minute**—a unit of time that is equal to 60 seconds
- **minute hand**—the hand (usually the longer hand) on a clock that indicates the minute

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Pre and Post Tasks



Time

Student Reproducibles

Name _____

Time Pre-Test

Directions: Circle the best answer for each of the following questions.

1. The clock below shows the time that Sasha gets up each day before school. She arrives at school one hour later. What time does she get to school?



- A. 8:30 B. 9:30
C. 3:30 D. 7:30

2. Which clock below shows the time Sasha arrives at school?



3. School ends at 3:00. Lily has one hour to walk home and have a snack. Then she must start her homework. What time does she have to start her homework?



- A. 3:30 B. 2:00
C. 4:00 D. 12:00

4. Lily finished her work in 30 minutes. Which clock shows the time she is done with her homework?



5. Jorge's family goes on a picnic on Saturday. They get to the park at 12:00. They stay for two hours. What time do they leave?

- A. 12:30 B. 10:00
C. 1:00 D. 2:00

Reproducible Activities








Time _____

Student Reproducibles

Name _____

Diary of a Day

Directions: Fill out the chart below. Show the time and what you were doing.

Digital Time of Day	Analog Time of Day	What You Were Doing
Example: 12:00		
		
		
		
		
		

Transparencies

Time

Problem-Solving Transparency

Finding the Time



When Mina is finished with her homework, her mom takes her to the park with her friends. She goes to the park at 4:00. She comes home 2 hours later.

SOLVE IT!

What time does Mina come home?

Whole Group Read Aloud

Living Apart

Tia and Rod are cousins. Tia lives in Mexico City. Rod lives near Chicago.



Some parts of each day are the same for them. Some parts are different.

People use 2 types of **clocks** to tell **time**. The blue clock has 2 hands. The shorter hand points to the hour. The longer hand points to the minutes. The time on this clock is 6 o'clock.



The numbers on the green clock tell the hour and the minutes. The time on this clock is 6 o'clock.

Running Record Options

A Day in Our Lives
Time
Dawson J. Hunt

Living Apart

Tia and Rod are cousins. Tia lives in Mexico City. Rod lives near Chicago.

Some parts of each day are the same for them. Some parts are different.

Before School

Rod's mom wakes him up. He gets dressed. He eats some cereal and drinks a glass of juice.

Tia's dad wakes her up. Then, she eats bread with peanut butter.

Rod takes the bus to school. School starts at 7:30.

Tia walks to school. She gets there just in time. School starts at 8:00.

At School

Both Tia and Rod have reading class first. Rod reads a book about bees.

Tia reads a book about frogs. They both like to read.

Rod learns how to add in math class.

Tia learns how to subtract. Both will have math homework.

Rod and Tia work hard until lunch. Rod plays soccer with his friends. Then the students go back to class.

Tia plays hopscotch with her friends after lunch.

Rod has art and music class. His last class of the day is gym.

School days are shorter in Mexico City. Tia walks home with her friends.

After School

Rod has peanut butter on toast for a snack after school. Then he practices his flute.

Tia eats cheese sticks for a snack after school. Then she has soccer practice.

Ending the Day

Rod has shrimp and rice for dinner. He talks about his art class.

|

Heads-Up

- Lengthy to do as a guided reading lesson
- All strands but not all specific expectations covered per grade
- Challenging text (e.g. Grade 1 bin more appropriate for Grade 2, etc..)
- Not a lot of flexibility in terms of levelled reading