**Guide to Oola’s Mirror**

**SUMMARY**

*Oola’s Mirror* is the first of a series of booklets that combine math and literature in order to develop basic math skills for children with significant gaps between math and reading achievement. The booklet is a read-aloud intended for children whose math skills lag below grade level but whose reading comprehension is on or above grade level. It could also be used for on-grade k-1 math students with advanced reading comprehension skills.

Manipulatives, such as tiny sacks and mirrors, are not used just to provide concrete ways to support the development of skills and concepts. They are also used for the very valid purpose of making math and reading **fun**. Putting nuts in a sack actively engages the children in the story and incorporates an element of play.

Math standards covered range from **K through 2nd grades.** Reading standards are clustered in **1st through 3rd grades, but activities can be adapted to the child with 5th grade comprehension skills.** The book is not intended to be read independently by lower elementary aged children.

The lessons and activities in this guide target only reading and math, however activities that support socials studies, especially regions of the earth (tropical rain forests) and economics could be developed. The lessons also provide opportunities to discuss ethical choices.

As explained below, I developed this booklet and others in the series for my own son, who had very significant discrepancies in reading and math scores. If you use this booklet, your feedback through this brief [survey](https://www.surveymonkey.com/r/MRZQSPG) would be much appreciated.

***Please note the amount of time required for each lesson, so I can include this information in the final version.***

**BACKGROUND AND RATIONALE**

The Oola and NooNoo series is a collection of stories that integrate math and reading. **It is intended to be read aloud by an instructor.**  I use the term “instructor” throughout this guide because these lessons may be led by teachers, parents, tutors, volunteers, or after school providers.

I wrote this series for my son, who has a [Non-Verbal Learning Disability](https://www.nlda.org/) and [autism.](http://www.autism-society.org/what-is/) For those who are unfamiliar with this somewhat confusing diagnosis, people with NLD (or NVLD) struggle with information that is processed non-verbally but are typically excellent readers and writers. In 2nd grade, my son was scoring below kindergarten in math and above 5th grade in reading.

I had used the [Comprehensive School Mathematics Program (CSMP)](http://stern.buffalostate.edu/CSMPProgram/index.html) as an elementary school teacher in the 80’s and 90’s and remembered a CSMP Story Book based on imaginary people on a faraway island. Although the CSMP booklets were less narrative than the ones I developed, they inspired me to think about how mathematics can be woven into children’s literature.

One of my goals in homeschooling my son was to bring his math skills more in line with his chronological age. I had taken him out of school when he was in 1st grade. He had been retained in kindergarten and ought to have been in 1st grade. Since he was on or above grade in all subjects except math, I immediately moved him up to his appropriate grade level and began working on the math skills.

The *Oola and Noo Noo* series was not intended to be the only instructional device. I used manipulatives, relying heavily on another older series, [*Math Their Way* and *Math, A Way of Thinking*.](http://www.center.edu/ABOUTUS/aboutus.shtml) I used traditional methods of direct instruction with guided and independent practice. I also created learning materials that centered on my son’s fascination with roller coasters. I scoured the library bookshelves and the internet for books and other educational materials that employed language and imagination to develop math skills. And I looked for software that went beyond rote practice to develop skills and concepts.

I enrolled my son in public school as a 4th grader, but continued to use the Oola and Noo Noo series to review concepts and skills over the summer. While my son always struggled with mathematics, he did complete requirements for graduating from high school on time with a standard diploma, having met all mathematics requirements and passed all standardized mathematics tests. He is now enrolled in the community college, working on an Associate’s Degree with plans to transfer to a four-year college.

**MATH STRAND**

***Oola’s Mirror* is intended to engage the struggling student’s imagination to promote fluency in computation.**

The story itself is a read aloud aimed at 2nd or 3rd graders, but the math skills cluster in the K-1 range. A typical 2nd or 3rd grader will have obtained many of the skills covered in this booklet, but to a child with a significant mathematical learning disability these skills are not so easily acquired and retained. The booklet and guide rely on direct instruction, guided practice, and manipulatives within a context that is meaningful and engaging.

The primary focus is on developing fluency in basic math facts and base ten addition. Particular emphasis is given to:

* counting backwards from 20 in order to improve subtraction fluency.
* number families
* doubling
* halving
* base ten operations

There are several sections in the story in which opportunities arise organically to introduce other math skills and concepts. Research suggests learning builds on prior exposure. When these opportunities arise naturally in the story, as in Activity 2 page 13, there may be related questions or activities. However, the instructor should feel free to eliminate any activities that distract from the primary fluency related goals. These activities are indicated in the guide as “readiness” activities.

[**Common Core Math Standards**](http://www.corestandards.org/Math/)

**Kindergarten**

Counting and Cardinality

* Know number names and the count sequence.
  + Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
  + Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Operations and Algebraic Thinking

* Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
  + Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
  + Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
  + Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
  + For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
  + Fluently add and subtract within 5.

Number and Operations in Base Ten

* Work with numbers 11–19 to gain foundations for place value
  + Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8);
  + understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

**Grade 1**

Operations and Algebraic Thinking

* Represent and solve problems involving addition and subtraction.
  + Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
  + Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
* Understand and apply properties of operations and the relationship between addition and subtraction.
  + Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)
  + Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.
* Add and subtract within 20.
  + Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
  + Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8= 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
* Work with addition and subtraction equations.
  + Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 +? = 11, 5 = � – 3, 6 + 6 = �.

Number and Operations in Base Ten

* Understand place value.
  + Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
    - 10 can be thought of as a bundle of ten ones — called a “ten.”
    - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
    - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
* Use place value understanding and properties of operations to add and subtract.

Geometry

* Reason with shapes and their attributes.
  + Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

**Grade 2**

* Operations and Algebraic Thinking
  + Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
  + Add and subtract within 20.
  + Fluently add and subtract within 20 using mental strategies.
* Numbers and Operations in Base Ten
  + Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
  + Add and subtract within 20.
  + Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

Geometry

* Reason with shapes and their attributes.
  + Partition circles two or four equal shares.

**READING STRAND**

***Oola’s Mirror* is a read-aloud intended to encourage children to enjoy and reflect on literature.**

Reading questions in *Oola’s Mirror* support cognitive skills identified in **Bloom’s Taxonomy of Learning Domains** as well as Common Core English/Language Arts Standards. Questions and activities are geared towards lower elementary grades, but I have included some 3-5 standards for instructors who would like to adapt activities for more advanced students. For example, instead drawing a picture of Oola and surrounding it with adjectives, an advanced student could write a letter nominating Oola for a citizenship award using descriptive language and specific examples to make the case.

Regardless of the level of the activity, *keep it imaginative and fun.* Far too many young people lose their enthusiasm for reading because it is treated as work. The reading questions and activities are intended to develop critical thinking skills without turning reading into a chore.

[**Common Core English/Language Arts Standards**](http://www.corestandards.org/ELA-Literacy/)

**Kindergarten**

K.2 With prompting and support, retell familiar stories, including key details.

K.3 With prompting and support, identify characters, settings, and major events in a story.

K.4 Ask and answer questions about unknown words in a text.

**Grade 1**

1. 2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.10 Actively engage in group reading activities with purpose and understanding.

1.3. Describe characters, settings, and major events in a story, using key details.

1.7 Use illustrations and details in a story to describe its characters, setting, or events.

1.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Grade 2**

2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters setting or plot.

**Grade 3**

3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the

central message, lesson, or moral and explain how it is conveyed through key details in the text.

3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Grade 4**

4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**Grade 5**

5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Sam****ple Lessons**

**This lesson guide is under development. It has only been used to homeschool one child. In your setting, you may find that some lessons will needed to be divided over more than one day, especially first three chapters. Please make a note of the time spent on each lesson so that you can provide that information on the** [**survey**](https://www.surveymonkey.com/r/MRZQSPG) **at the end.**

**Materials Used in Every Session:**

One copy of *Oola’s Mirror* per child

Pencils

White board, black board, or chart paper

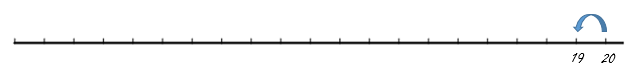
Pencils

Scrap Paper

Display-sized number line. Begin with only the number 20 written on the line. Display for each lesson, adding numbers as you go.

Smaller number-lines, one per student. .

Example of display number line. This example shows the line after the first rice ball has been given away. The instructor has written the number 19 and drawn an arrow to show that Oola has gone down from 20 to 19.



**Additional Materials by Chapter**

**Chapter One**

20 small beads per group (optional)

4 one ounce cups per group (optional)

**Chapter Two**

Calculator

Mirrors, approximately 4”x 6”, 1 per child

Small manipulatives to represent nuts. Enough for each child to have at least 10. (Suggestions: hazelnuts in shells, acorns, brown beads, dried chick peas).

**Chapter Three**

Small manipulatives to represent nuts. Enough for each child to have at least 10.

Mirrors

Calculators

**Chapter Four**

Calculators

Manipulatives to represent nuts

Cups or [small sacks](https://smile.amazon.com/Yuxier-Drawstring-Projects-Presents-Christmas/dp/B0711T3ZK3/ref=sr_1_2_a_it?ie=UTF8&qid=1514036493&sr=8-2&keywords=small%2Bsacks%2Bdrawstring&th=1), one per child

**Chapter Five**

Completed Chart from Page 29

**Chapter Six**

Chart from Page 29

Calculator

Manipulatives

**Chapter One**

[**Word Wall**](http://www.k12reader.com/10-great-word-wall-strategies-for-classrooms/)

*Display these words on a wall or other visible spot but do not define them at this time.*

Blight

Drought

Famine

Ration

**Materials**

20 small beads per group (optional)

4 one ounce cups per group (optional)

**Before you begin:** You may find it helpful to write the correct answers to the count down from 20 activity in your copy of the booklet. Review the map on page one.

**To open** the lesson, ask the children how it feels like to be hungry. Tell them today you are going to start reading a story about a whole village that was hungry. Tell them you will be reading aloud, but they should follow along, because sometimes there will be things they need to look at. For example, in just a moment, they will be looking at a map.

**Page 1.** Read the first paragraph and have the children label the map, calling their attention to clues in the story.

**Page 4**. Stop long enough to allow the children to write in their answer to the word problem.

**Page 5.** As an alternative you may give small groups of children 20 small beads each and ask them to divide them evenly among each of the squares (or provide four small cups per group and have them drop the beads in the cups). They should still write their answers in the squares. Help the children as needed with the boxes and with answering the question that follows.

For the remainder of this chapter, the children will be counting backwards from 20.

Display a number line. Leave it visible until the entire book is completed. Refer to it often, labeling it as you go.

Each time a rice ball is eaten, given away, or lost, you or a student should write the appropriate number(s) in the first open space. Also check their booklets to make sure they are writing the correct numbers in the book.

**Page 6.** At the beginning of this page, Oola had 16 rice balls. Use the number line to help the children count backwards to 13.

Space is provided for children to draw the farmers houses and count down from 19 to 16 (optional).

Remind the children that this story is a fantasy, like a fairytale. In real life you should never go in a stranger’s house.

**Page 7**. At the beginning of this page, you should have the number 13 on number line. Make sure the children notice that she is eating one rice ball and giving one to the old woman. They will need to count backwards 2 spaces, leaving Oola with 11 rice balls.

**Page 8.** At the end of this page, you should have the number 8 on the number line.

**Page 9**. At the end of this page, you should have the number 6 on the number line.

**Page 10.** By the end of the chapter, you should have the number 5 on the number line.

Allow the children to comment on the story, then direct their attention to the questions and activities on the following pages.

**Page 11.** Assist the children in completing the map.

**Page 13.** Call the children’s attention to the words on the word wall as you discuss the question. Point out that the gh in “drought” is silent and as it is in “thought” and “bought.”

The easiest way for the children to divide items between boxes is to put one in each box across the row of boxes, then go back and add another in each box per row, and continue in this method until they have counted out 16 rice balls or 15 pieces of candy. They can then go back and count the number in each box. (This can also be done with cups and beads if it is easier to start with 16 and 15 and then distribute.)

This is simply a readiness activity and not the primary focus of this booklet. Do not spend too long on it, and skip it if you are running short on time.

**Page 14.** Accept any reasonable answers for #4. Encourage the children to use details and express feelings for #5.

**This lesson took \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes over \_\_\_\_\_\_\_\_ days.**

**Chapter Two**

**Materials**

Calculator

[Mirrors](https://smile.amazon.com/ETA-hand2mind-Plastic-Mirrors-Pack/dp/B01MYXQ7E8/ref=pd_day0_328_3?_encoding=UTF8&pd_rd_i=B01MYXQ7E8&pd_rd_r=W2MB9B73Z3YPRVV2MD01&pd_rd_w=YFa78&pd_rd_wg=Mbj8u&psc=1&refRID=W2MB9B73Z3YPRVV2MD01), approximately 4”x 6”, 1 per child

Small manipulatives to represent nuts. Enough for each child to have at least 10. (Suggestions: hazelnuts in shells, brown beads, chick peas).

**Word Wall**

*Display these words on a wall or other visible spot but do not define them at this time.*

Total

Double

Begin by letting the children review what happened in the previous chapter. Point to the number 5 on the number line, reminding them that this is all the rice cakes Oola has left.

**Page 15**. At the end this page, you should have the number 4 on the number line.

**Page 17.** Help them work out that she has a total of ten objects, using manipulatives if needed. At the end of this page you should have the number 3 on the number line.

**Page 18.** At the beginning this page you should have the number 2 on the number line. At the end of the page, you will have the number 0 on the number line.

**Pages 18 and 19.** You are now beginning a new concept: doubling. Take your time to make sure the children understand that Oola sees 5 nuts and 5 reflections, so she sees a total of 10 nuts. For the rest of this chapter, children may use calculators, number lines, or manipulatives to answer the questions.

**Page 20.** You may refer to the now completed number line if needed to subtract 1 from 10.

**Page 22.** Oola has 2 nuts on the table.

**Page 23.** Assist as needed with the completion of this page. If time, allow children to try out their word problems on each other, on you if you are working with one child.

**Page 24.** Assist with understanding and completing #4. #5 can draw from Chapters One and Two. If time allows, you can reread the passages children choose so they can focus on details.

**This lesson took \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes over \_\_\_\_\_\_\_\_ days.**

**Chapter Three**

**Word Wall**

Ration (from Chapter 1)

Perplexed

Subtotal

**Materials**

Items to count as nuts

Mirrors

Calculators

Before beginning this chapter, remind the children that Oola has just come back from the jungle and has one nut to share with the village.

Bring their attention to the Word Wall and ask them if they remember what it means to ration something. Point to the word “perplexed” and ask them what they think it means. Write down their ideas. Tell them to listen for the word in the story. Subtotal will be discussed later, for now just notice the word.

**Page 25 -26**. You will begin this activity together, but after doubling the Onka family, allow the students to work independently, providing support as needed. If needed use the materials listed above.

The completed chart will show these numbers in the right hand column:10,6,2,8,12,6,4,14,12.

**Page 26**. The nuts double as follows: 4, 8, 16.

After she takes out the Moona’s nuts, she will have 6 nuts left. Accept any reasonable answer for how she will have enough for the Simo family and still be able to double more.

Notice that before Oola distributes Mr. Twoali’s nuts, she doubles one nut then doubles it again-- (1 x 2) x 2 --so she has 4 nuts

**Page 27.** Pause to discuss the word “perplexed”. Look at their suggestions for what the word means. See how the word is used in context. Do any of their suggestions match the meaning of the word suggested by the context? If time permits and it doesn’t disrupt the flow of the story, ask them if being “perplexed” is different than being “confused.” Ask them to look “perplexed.”

**Page 28.** If time allows, you may pause to discuss the concept of fairness and times things have not seen fair to them. Why doesn’t Oola’s plan seem fair to NooNoo? Why *does* it seem fair to everyone else? They will have an opportunity to express their personal opinions later, so if they want to share what they think, ask them to hold onto that thought.

Assist as needed with the division of the nut. This is a readiness activity and may be skipped.

**Page 30.** Have children write down their estimates. Accept any estimates.

Take a little time to call their attention to the words “total” and “subtotal” and to help them understand them.

Assist as needed in completion of this page.

**Page 31.** This page covers new skills. Depending on your students’ readiness, you may need to demonstrate. Allow the use of manipulatives or number lines as needed.

As an alternative to drawing nuts, children may distribute “nuts” in cups.

Children should have 14 piles of ten nuts with 4 nuts left.

**Page 32.** #2 Guide the children through questions about the chart as needed. This can be done as a group activity or independently. #5 Accept any answer. Invite the children to discuss their responses together.

**This lesson took \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes over \_\_\_\_\_\_\_\_ days.**

**Chapter Four**

**Word Wall**

*Display these words on a wall or other visible spot but do not define them at this time.*

Left

Half

**Materials**

Calculators

Manipulatives to represent nuts

Cups or [small sacks](https://smile.amazon.com/Yuxier-Drawstring-Projects-Presents-Christmas/dp/B0711T3ZK3/ref=sr_1_2_a_it?ie=UTF8&qid=1514036493&sr=8-2&keywords=small%2Bsacks%2Bdrawstring&th=1), one per child

**Page 34**. Allow students to use their calculators to fill in three or four of the blanks in the middle of this page. Then ask them if they see a pattern and have them predict what the next number will be. Ask them to describe what happens when you add ten to a number. Their answer may be something like this. “The number on this side stays the same. The number on that side is one more.”

Rephrase, “You added nothing to the ones place, so it didn’t change. You added ONE ten, so the tens place is ONE larger.” Continue reading.

**Page 35.** At the end of this page, ask the children “How did NooNoo tricked the guard? How did he trick the villagers? Why do you think he did that?”

**Page 36.** Use the number line if needed to calculate the missing numbers.

**Page 37.** Ask children why they think NooNoo is chipping and smoking his mirror.

**Page 39.**

**Sample Dialogue**:

**Instructor:** What happened when NooNoo puts two nuts in the bag?

**Student:** He got 1 back.

**Instructor:** What happened when he put 20 nuts in the bag?\*

**Student:** He got 10 back.

**Instructor:** (writing these numbers on the board): Half of 2 is 1 and half of 20 is 10.

\*If children need help halving 20, give them 20 “nuts” in a small sack or cup. Have them empty the sack on the table, line their nuts up as illustrated below, put half back in the bag, and ask them how many are in the bag now.



Help as needed while the students complete the following paragraph. It may be challenging because there are two operations involved: division and subtraction. Help struggling students identify words that give them clues about what they need to do (half=divide; left=subtract). Remind them to use their Doubles Chart, but start with the larger number. Answers are filled in for you here:

NooNoo opened up the bag and found that half of the nuts were gone. He only had 10 nuts left. Now he was more careful. He put 6 nuts on his table and placed the remaining 4 in his bag. When he opened it, he found that once again half of the nuts were gone leaving 2. He put them back in the bag and took out 1. Now NooNoo had 1 nut from his bag and 6 on the table, leaving him with 7 nuts. A wiser man would have been satisfied with that, but no matter what NooNoo had, he always wanted more.

NooNoo put six nuts in the bag. He took out 3. He added his one remaining nut to those and put the 4 nuts in the bag. He took out 2. Still refusing to give up, NooNoo put his last two nuts in the bag, and when he opened it he had 1.

**Page 41** can be competed as independent or guided practice.Allow the use of calculators if needed.

**Page 42.** For the question about why Oola’s bag doubles and NooNoo’s undoubles, allow the students to share their ideas and discuss them together, but do not comment. This will be explained in the next chapter.

**This lesson took \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes over \_\_\_\_\_\_\_\_ days.**

**Chapter Five**

***Note the next two chapters are shorted than the previous chapters.***

**Word Wall**

Desperation

Stammered

Generous

Precious

**Materials**

Completed Chart from Page 29

Open by looking over the word wall. Ask the children if they have any ideas about what the words mean. Write down their ideas. Tell them they will be hearing the words in the story. As you read, you can pause *briefly* to emphasize these words if the children don’t notice them first. By doing this you are modeling how readers can take note of interesting words without spoiling the pleasure of the story.

**Sample Dialogue:**

**Instructor(reading):** “Since you were always so incredibly generous as to feed me when you had precious little to spare, I hope you will allow me to feed you this time.”(Hm, I heard ‘generous’ and ‘precious’) “With that the Jungle Sage...”

**Page 45** Pause briefly to allow children to fill in blanks. Encourage them to answer without aids, but allow them to use fingers or number lines as needed.

**Page 48**

Assist as needed.

**This lesson took \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes over \_\_\_\_\_\_\_\_ days.**

**Chapter Six**

**Word Wall**

Divisive

Reduced

Scrumptious

Texture

Trickster

**Materials**

Chart from Page 29

Calculator

Manipulatives

Preparation.

You will be talking about tricksters. Google examples of tricksters in advance to generate some ideas your students may not think of. Make sure you include a few examples from contemporary popular culture.

Open by asking the children to look at the word “divisive”. Have them pronounce it with you. Ask if the word divisive reminds them of any other words they know. If no one suggests “divide” or “division” suggest it yourself. Have them pronounce “scrumptious” with you and ask them if they have heard the word before.

**Page 50**

When Oola doubles NooNoo’s half nut, pause and observe, “She put in a half nut and took out a whole. Right, because two halves make a whole.”

**Page 51**

Children will fill in the first column before reading the rest of the page.

After finishing the page, allow ample time to complete this chart. Children may use any aids to assist them. Offer support as needed. Children may work in pairs, but monitor to be sure both children are working to solve the problems.

**Page 53**

Provide one example of a sentence you would NOT accept, using a word that isn’t on this list. Ask the children how they would use the word is an acceptable way.

**Sample Dialogue:**

**Instructor:** Now with this activity, I need you to use the word in a way that has meaning. So, if we were using the word ‘multiply’, it would not be okay to say “I wish I knew what ‘scrumptious’ means.” Any suggestions for a way you could use that word *meaningfully* in a sentence?

**Student:** I wish I could multiply the brownies.

**Instructor:** Ha, me too! You used ‘multiply’ in a meaningful way. I can’t wait to see what you’ll do with the words on the list.

**Page 54.** If students haven’t done an activity like this before, get them started by demonstrating a few words with one of the characters. Children can complete independently or the chart can be done is small cooperative groups.

**Page 55.** If you haven’t studied tricksters with your students before, you will need to introduce the concept of a trickster tale and ask children to offer examples of tricksters they have read about or seen in movies, etc. Whether or not they have studied tricksters before, lead into the final activity with a discussion about tricksters.

**Sample Dialogue.**

**Instructor:** NooNoo is a trickster. Do you have any idea what that means?

**Student:** Someone who tricks people.

**Instructor**: Yes. Tell me one trick NooNoo played.

**Student:** He tricked Oola into giving him her mirror.

**Instructor:** Yes. And he had planned that trick and set it up. There are lots and lots stories that are sometimes called “Trickster Tales.” There are old ones and new ones. Anansi The Spider is a famous old trickster. Brer Rabbit is based on Anansi and other West African tricksters. An old trickster we see a lot of in new movies is Loki. Can you think of any other tricksters?

**Students:** The Joker. Woody Woodpecker. Jack Sparrow.

**Instructor:** So we’ve come up with a lot of examples of tricksters. If you had to have one of these tricksters as your neighbor, whom would you pick? Take a minute to think about this before you answer.

Allow [*wait time*](https://www.ericdigests.org/1995-1/think.htm) and then facilitate a short discussion about why they chose the tricksters they suggested.

Ask the children what they think will happen when NooNoo goes into the forest to return the mirror.

Tell them they have learned a lot about counting backwards, skip counting, doubling, halving, and working with groups of tens. These are all skills that they will be using a lot.

**This lesson took \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes over \_\_\_\_\_\_\_\_ days.**

***Please remember to complete this short*** [***survey***](https://www.surveymonkey.com/r/MRZQSPG) ***to help me understand how this booklet has been used and how it can be improved. You can also sign up for to receive notifications when this booklet is revised and when the next booklets are ready***.