

TEDDY AND ME

MATHEMATICS FOCUS

Comparing Attributes

A special kind of sorting situation calls for sorting a group of objects using comparison with one object as a referent.

Children bring stuffed animals from home and compare them, using such words as *bigger*, *taller*, *shorter*. They make portraits of their animals, being sure to include distinguishing attributes.

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MATERIALS

- o 12" X 18" drawing paper (or larger to trace outlines of large stuffed animals)
- o scissors
- o colored markers or crayons

PREPARATION It's a good idea to have a few "extra" stuffed animals, for those who don't bring one from home.

TIME 1 session

WRITING FOCUS

Describing Our Animals

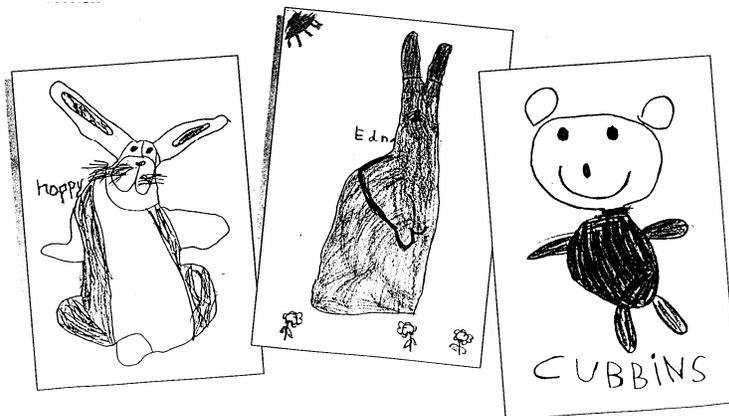
Information can be gathered through observation. Descriptive words are useful for writing to describe the stuffed animals.

Children describe stuffed animals, talking about and using descriptive words. The children then write descriptions of their animals and revise them in preparation for playing a guessing game.

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MATERIALS

- o chart paper
- o writing paper

TIME 1-2 sessions



[Source: Writing Mathematics-Grade 1, Creative Publications, Inc.]

Comparing Attributes

We admire our wonderful collection of stuffed animals. How many different types there are!

MAKING COMPARISONS



1. Bring all the children and their stuffed animals to the rug. Go around the circle, having the children introduce their animals.
2. **Let's do some comparing.** Call on a child to put his animal in the center. **Do any of you think your animal is taller than this?** Let volunteers bring their animals to the center of the rug to compare. Put taller animals in one group, shorter animals in another group, and animals the same height in a third group.
3. Let the children make three-group comparisons of the animals' characteristics. Let the particular make-up of the class's animal collection suggest the types of comparisons. Some possible suggestions are:
 - animal type
 - bigger or smaller ears
 - lighter or darker color
 - more or less fuzzy
 - younger or older
 - bigger or smaller feet
 - bigger or smaller tummy

DRAWING PORTRAITS



4. Show the children how to trace outlines of their animals on paper which they can color to make life-size portraits. Display these along your walls.

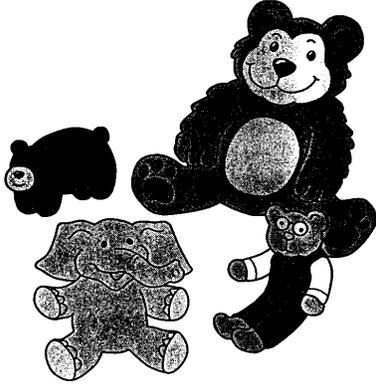
[Source: Writing Mathematics-Grade 1, Creative Publications, Inc.]

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DESCRIBING OUR ANIMALS

There are a lot of ways to describe all the different types of animals we have!

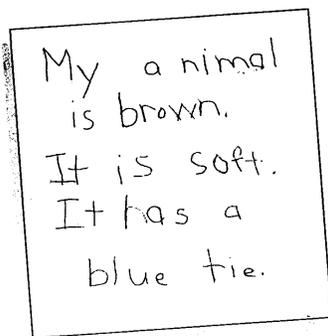
TALKING TO DESCRIBE



1. Set up 5 or 6 stuffed animals where the children can see them. *I'll describe one of these animals and you try to guess which one it is.* Model descriptive language such as, *It is not the smallest animal* and *It is black and white*. Keep giving clues until every child knows which animal you are describing. Repeat the process with other animals.
2. Ask for volunteers to take over the role as describer. Talk about descriptive words and the kinds of clues that make it easier to choose the correct animal. Also discuss clues that make the guessing too easy, such as saying the animal's name or something that clearly describes only one animal.

You will want to have the children pay attention to the kinds of words they are using to describe the different characteristics of their animals. Their language will be imprecise at first, as they confuse taller with bigger, for example, but will improve over time.

WRITING TO DESCRIBE



3. *Now, write a description of your own stuffed animal.* Tell the children that later their descriptions will be read aloud. The class will try to identify the animal that is described. **Remember not to include your animal's name.**
4. As the children enjoy the mystery of writing to an anticipated audience, encourage them to think about the listeners' reactions and responses.
 - *Will your classmates know enough to identify the animal you are describing?*
 - *Is there more than one animal that fits your description?*

[Source: Writing Mathematics-Grade 1, Creative Publications, Inc.]