



# THE TENT

You can use Poster 4 with this storybook.

## LITERACY ELEMENTS

punctuation: use of period, question mark, exclamation mark  
speech bubbles

## MATH CONNECTIONS

GEOMETRY AND SPATIAL SENSE  
investigating attributes of 3-dimensional figures

## WORDS TO DISCOVER

compound words: e.g., birthday, sleeper

## ESL CONSIDERATIONS

Bring in comics or cartoons to show children. Explain how speech bubbles are used to carry the story.

## Story Synopsis

When Amy gets a new tent for her birthday, she and her friend Gina decide to sleep in the backyard. While Amy gets permission, Gina tries to set up the tent like the one she saw on TV, by making triangles with the poles. The tent falls down. Amy sets it up like her uncle's tent, a dome, but that falls too. The girls look for instructions, but they can't find them. They try one last time, setting the tent up like a house. It, too, falls down. Only when they have given up do Amy and Gina notice that a diagram was on the back of the box all along.

## Overall Learning Opportunities

- 1<sub>2</sub>3** Students will:
  - investigate the attributes of 3-dimensional figures using concrete materials and drawings
  - build 3-dimensional objects and models
- A<sub>2</sub>B** Students will:
  - read a variety of simple written materials for different purposes
  - read independently, using reading strategies appropriate for Grade 2
  - use some conventions of written materials to help them understand and use the materials

## ACTIVITY MENU

**Investigation: Skeletal Structures**, page 46

**Guided Reading**, pages 47–48

**As a Group**, pages 49–50

- 1<sub>2</sub>3**
  - *Shapes and More Shapes*: comparing, sorting, and describing 2-dimensional shapes
  - *Sorting Solids*: sorting and re-sorting a collections of 3-dimensional objects
- A<sub>2</sub>B**
  - *Pitch a Tent*: following instructions to pitch a tent
  - *How To...*: providing instructions for some everyday actions

**Home Connections**, page 51

- H** • *BLM 19*: exploring shapes through games, model building, and exploration

**Independent Work**, pages 52–56

- 1<sub>2</sub>3**
  - *BLM 20*: recording the material used in constructing skeletal models
  - *BLM 21*: identifying and sorting geometric shapes
  - *BLM 22*: recording the way in which solids are sorted
- A<sub>2</sub>B**
  - *BLM 23*: filling in missing words in a retelling of the story
  - *BLM 24*: writing instructions for how to dress on a cold day



# Skeletal Structures

## LEARNING OPPORTUNITIES

Students will:

- construct the skeleton of a prism and a pyramid using a variety of materials
- describe and name 3-dimensional figures

## YOU WILL NEED

- a variety of materials for constructing skeletal models: straws of different lengths (or toothpicks), and modelling clay for joiners
- geometric models
- chart paper

## OBSERVING FOR ASSESSMENT

Can the student:

- identify the names of the solids and tell the number of faces, corners, and edges?
- create a skeletal model of a selected solid?

## TEACHING tip

To assist in tracking, some children might benefit from marking each corner, face, and edge with a small piece of masking tape as she or he is counting.

## Reading the Story

Present and introduce the following models of 3-dimensional figures: cone, cube, square-based pyramid, and triangular prism. As you re-read the story, at different points have children select the model that they think is the one the girls are using as the frame. For example, on pages 4 and 5, ask:

- Which of these models do you think Gina was trying to build? (triangular prism)
- How is the model the same as her frame? How is it different?
- How could Gina have made the frame sturdier?

Note that, in order to create the model on page 13, a square-based pyramid can be placed on top of a cube. Note also that on page 16 the girls discover the instructions for a cone-shaped tent on the back of the box. You can discuss possible instructions for making a cone-shaped tent.

## Starting the Investigation

Post a chart like the one below.

Solid	Faces	Edges	Corners
cube			
pyramid			
rectangular prism			

Present and identify a rectangular prism, ask children to describe it, and encourage them to identify the shapes of the faces and record them on the chart. Ask:

- If we were to make a skeletal frame of this solid, how many poles would we need? How many of them would be long poles? How many of them would be shorter poles?

As a class, count the edges of the model to confirm your answer, and record it on the chart. Then ask:

- How many connectors do we need?

Count the corners (vertices) to confirm your answer, and record it on the chart.

Examine the cube and pyramid following a similar procedure.

## Working on the Problem

Provide children with access to a variety of materials for constructing skeletal models. Have children select one solid: a triangular prism, rectangular prism, cube, or pyramid. Working on a stiff work mat, children will create a skeletal model of their geometric solid. Once the model is complete, ask children to label it and write a description that includes the number of corners and edges.

Some children may be interested in creating another skeletal model based on their own design.

## Sharing Solutions

Display the collection of geometric solids. Children can share and describe their skeletal models in the form of a riddle. For example, they may create a riddle similar to one of the following:

- I made my model with 12 straws of the same length, so how many edges does my model have? (12)
- I used 8 balls of clay as joiners, so how many corners does my shape have? (8)
- All the faces on the solid are squares, so which solid is it? (cube)

## Extension

Blackline Master 20 provides children with additional practice in describing and constructing skeletal models.





## LEARNING OPPORTUNITIES

Students will:

- use a variety of reading strategies to understand a piece of writing
- express their thoughts and feelings about ideas in a piece of writing

## OBSERVING FOR ASSESSMENT

During *Guided Reading*, does the student:

- use the pictures as an aid to understanding the story?
- seem able to follow the storyline and to appreciate the humour?

## Setting the Scene

Share the title of this book with the children. Invite definitions of the word “tent.” Tell the children that, as a clue to its meaning, it’s a noun—a “thing.” Ask:

- Has anyone slept overnight in a tent? Tell us about your experience. Where? When? With whom? What was your tent like?
- If you haven’t slept in a tent, would you like to? Why? Why not?

Hold a conversation about setting up a tent, and ask:

- Has anyone pitched a tent?
- How did you know what to do?
- Any problems? Why? Why not?

Have the children explore the cover art to determine what they can about the story.

## Reading the Text

- Have the children turn to pages 2–3.

Look at the picture spread, and ask:

- These are the main characters in the story. What do we know about them from the picture? Their names are Amy and Gina. This is Amy (point to the dark-haired girl) and this is Gina (point to the red-haired girl).
- Does anyone know how to spell Amy? Gina?
- What’s happening in the picture? Because Gina thinks the tent will be easy to put together, she has an idea. Read page 2 to find out what her idea is.

Turn to page 4 and show the picture. Ask:

- What is Gina doing? Do you remember where Amy is?
- Read this page to find out how Gina knows what to do.

Point to page 5. Say:

- When Amy returned, Gina and Amy put the canvas over the top pole. What do you think the picture will be on the next page? Why do you think that?

Have the children turn to page 6 to find out. Say:

- Gina decides that maybe this wasn’t the type of tent she saw on TV.
- Why is Amy laughing?

Turn to page 8. Say:

- In the picture, Amy is helping Gina out from under the canvas. In the picture on page 9, they are putting canvas on a dome-shaped tent. Do you think this tent is constructed properly? Why? Why not?

- Turn to pages 10 and 11 to find out.

Point to page 10. Say:

- This time it’s Amy who’s wrapped up in the canvas. Let’s read her speech bubbles on page 11 to find out what she’s thinking.

Turn to pages 12–13. Say:

- Gina and Amy are starting to get worried that they won’t be able to put the tent together. Gina gets another idea about what the shape of the tent could be. Read page 12 to find out what she thinks might be the shape.





## OBSERVING FOR ASSESSMENT

During independent reading, does the student:

- vocalize or subvocalize—rarely, never, sometimes, regularly?
- ask for assistance—rarely, occasionally, regularly?

During *Reinforce the Story*, listen to find out if the student:

- includes detail
- has a sense of sequence
- tries to include every detail or is selective
- gives correct information, and when uncertain, uses the book as a resource

## YOU WILL NEED

- marking pens and chart paper



After *Revisit the Story*, invite children

to complete BLM 23. This can be a homework assignment as long as the children have a copy of *The Tent* to take home with them.

Say:

- Look at the picture on page 13. What shape is that?
- Do you think this will work? Why? Why not?
- Turn to pages 14 and 15 to find out on whom the tent falls this time. Let's read Gina's speech bubble.
- Let's read Amy's speech bubble.
- What do you think they'll do now?
- Does anyone have an idea for a shape they've not tried yet?

Draw on the chart paper the shape(s) the children suggest.

Have the children turn to page 16. Say:

- What has Amy found on the back of the box?
- What is the shape of the tent?
- What does Amy say?
- Invite the children to read the whole book independently.

## After Reading

Ask children:

- Did any of you have as many problems as Amy and Gina had? What do you think about the way they handled the problem? Would you have done anything differently? Tell us what you would have done.

## Revisit the Story

Engage the children in talk about the story by using open-ended prompts, such as:

- Did you enjoy this story? Why? Why not?

- Could this story really happen? Why? Why not?

- Did you enjoy the 2 main characters in the story? Why? Why not? In most stories there are several characters. Why not in this one?

- Would you have liked to have been trying to pitch the tent? Why? Why not?

Engage the children in recalling specific information from the selection. Ask:

- What are some words that describe Amy and Gina? What made you think of that word?

- Would you like to have Amy and Gina as friends? Why? Why not?

- What lesson do we learn from this story?

Focus the children on the way the story is told through language:

- Were there any words that gave you a struggle? Which ones? How did you figure them out?

- Let's look at the print and the pictures on each page to remember all the different shapes that the girls thought the tent could be. Turn to page 2 to start.

## Reinforce the Story

Invite the children to do an oral retelling. Say:

- Who can tell us what this story was about?

Children can use **Blackline Master 23** to help organize their thoughts about the story.





**LEARNING OPPORTUNITIES**

Students will:

- explore and identify 2-dimensional shapes
- compare and sort 2-dimensional shapes according to the number of sides and vertices
- use geometric language to describe the attributes of regular polygons

**YOU WILL NEED**

- pattern blocks and attribute blocks
- decorative paper; gift wrapping, and wallpaper
- scissors, glue, and plain paper

**OBSERVATION FOR ASSESSMENT**

Can the student

- identify and describe 2-dimensional shapes?
- sort 2-dimensional shapes in different ways?

**Activity: Shapes and More Shapes**

Revisit the cover of the book, and ask children to identify the shapes that are made by the poles. Present a large collection of paper and plastic shapes, such as pattern blocks and attribute blocks. Together sort the collection by shape and label each group. For each group, ask:

- How are the shapes in this set the same? How are they different?

As part of the discussion, ask children to identify and describe the number of sides and vertices. Then re-sort the shapes accordingly. Ask:

- How are these shapes the same? How are these shapes different?

Continue to sort and re-sort the collection.

Next, provide children with sheets of paper, scissors, glue, and an assortment of decorative papers such as gift wrap and old wallpaper.

Have children then cut out shapes from **Blackline Master 21**. They should also trace the plastic shapes and cut these out in order to make a set that is similar in some way. Children then glue their set of shapes to their sheet of paper and label the set on the back.

Have children present their “mystery sets” to the group, and guide the class in trying to identify the sorting rule.

**Extension**

Children can write riddles for some of the shapes cut from **Blackline Master 21**. Children can present a set of shapes to a partner, and read their riddles to him or her, who in turn identifies the shape described. For example, a child might say:

- I am a shape that has 6 sides and 6 corners. Which shape am I?



Page 53

**LEARNING OPPORTUNITIES**

Students will:

- describe and name 3-dimensional figures
- compare and sort 3-dimensional figures
- describe the attributes of regular polygons using geometric languages

**YOU WILL NEED**

- solid figures such as a cube, sphere, cylinder, cone, rectangular prism, and pyramid
- a large collection of objects and models

**Activity: Sorting Solids**

Remind children how Amy and Gina were trying to think of shapes and ideas they had seen before when trying to construct the tent. Display 3-dimensional figures such as a cube, sphere, cylinder, cone, rectangular prism, and pyramid. Ask children to name and describe each one. Include in the discussion the terms *corner*, *face*, and *edge*.

Invite children to find objects in the room that resemble the 3-dimensional figures. Create lists of what they find. Have children explore and sort, and then

re-sort, a collection of 3-dimensional figures and objects. Ask:

- How did you sort these?
- How are they the same?
- How are they different?

**Extension**

**Blackline Master 22** asks children to record one way they sorted the solids. Children can either draw or list the objects and models they place in each set. Ask them to write about their sorting groups.



Page 54



## LEARNING OPPORTUNITIES

Students will:

- restate information from a short non-fiction text in their own words
- create simple media works

## YOU WILL NEED

- See the *What You Need* list.
- colouring materials

## PLANNING AHEAD

Print the *What You Need* and *What You Do* lists on two pieces of chart paper.

## OBSERVING FOR ASSESSMENT

Does the student:

- understand the need for precision in writing a list of instructions?
- contribute to the revision process when instructions need to be changed?

## LEARNING OPPORTUNITIES

Students will:

- present ideas in speech in a coherent sequence
- identify characteristics of different forms of written materials

## PLANNING AHEAD

You may wish to decide the “How Tos” and to write them up ahead of time.

## Activity: Pitch a Tent

Display the two lists and have children make sketches beside each instruction. When the children read the directions, have them restate the information in their own words as they sketch.

Alternatively, show them only the *What You Need* list, and see if they can figure out what to do. Invite them to dictate instructions on what to do with the materials, and record. Compare this to your printed instruction list.

### *What You Need*

- 2 chairs
- 2 sheets
- clothespins or string
- pillow/cushion and some stuffed toys

### *What You Do*

1. Put the 2 chairs back to back. Then move them apart so there is enough space between for 2 people to sit comfortably on the floor.

2. Put sheets over the chairs. Be sure the sheets hang over the sides to make the walls for your tent.
3. Use clothespins to keep the sheets in place, or use string to tie the sheets to the top of the chairs.
4. Make a door for your tent by using clothespins to hold the sheets back.
5. Put a cushion, pillow, and some stuffed toys inside.

As you and the children work through the instructions to make the tent, revise the wording, as necessary.

## Extension

Use plain, white sheets so the children can paint designs, pictures, or symbols on the sheets. The designs could be connected to the use the tent will serve. For example, if it's a place where children may go to read, then the sheets could be painted with the letters of the alphabet.

## Activity: How To . . .

Write a co-operative chart of the steps/instructions for some everyday thing we do e.g., how to walk from a specific place in the classroom to the door of the classroom; how to get from the door of the classroom to another location (gym, lunchroom) in the school; how to sharpen a pencil; how to put on a sweater.

Make a list of “How To” tasks and have the children work in pairs to write up one of the tasks.

When the children have recorded their “How To’s,” have a child (or a small group) follow the directions as they are read aloud by you and the rest of the children. Revise the “How To” as necessary.

## Extension

Use **Blackline Master 24** to have the children write the instructions for getting dressed to go outside on a cold day.



Page 56

Talk with the children about the format that instruction writing takes e.g., begin with a “doing” word (verb); write in list form.





# The Tent

## Dear Family,

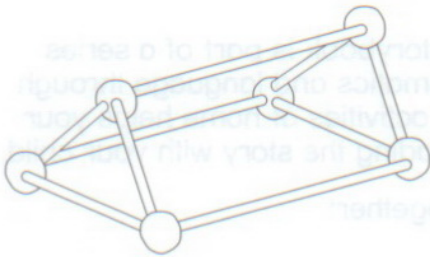
We've enjoyed reading the book *The Tent*. This storybook is part of a series called *Side By Side*. This series connects mathematics and language through reading. Spending time reading and doing math activities at home helps your child develop solid skills and concepts. Enjoy reading the story with your child.

Choose some or all of these activities to enjoy together:

- In the story, Amy and Gina try to construct the skeletal frame of a tent. You and your child might enjoy building skeletal models as well. You will need toothpicks or straws cut to different lengths, forming poles. You'll also need something to join these poles together, such as modelling clay, marshmallows, or peas. You might try to replicate a cereal or tissue box. Or, choose other shapes to create. When you are finished, talk about how many edges (poles) the model has and how many corners (joiners) it has.
- Display three different types of three-dimensional shapes: cans (which are cylinders), balls (which are spheres), and boxes (which are cubes or rectangular prisms). Then place them into a large paper bag. Ask your child to put his or her hand into the bag. Have your child select an item, feel it, describe it, and then guess which item it is.
- Take your child on a "shape walk." Search your home and surrounding neighbourhood for examples of circles, triangles, squares, and rectangles. Which shape do you see most often? Which do you see least often?
- This activity requires a set of blocks. Ask your child to sort the set of blocks into groups, so that all the blocks in each group have something in common (such as 4 corners). Encourage your child to tell how all the blocks in a group are the same. Then, tell your child to close his or her eyes. Find a block that does not follow the sorting rule and add it to each group. Have your child open his or her eyes. Ask your child to try to identify which block in each group does not belong.

**Remember to send the storybook back to school with your child.**

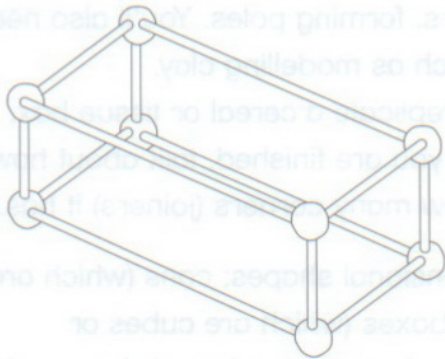
My name is \_\_\_\_\_ . Today is \_\_\_\_\_ .



How many long straws? \_\_\_\_\_

How many short straws? \_\_\_\_\_

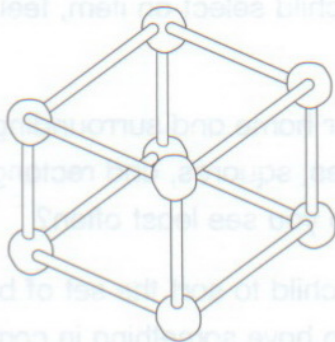
How many joiners? \_\_\_\_\_



How many long straws? \_\_\_\_\_

How many short straws? \_\_\_\_\_

How many joiners? \_\_\_\_\_



How many long straws? \_\_\_\_\_

How many short straws? \_\_\_\_\_

How many joiners? \_\_\_\_\_

Draw your own model.

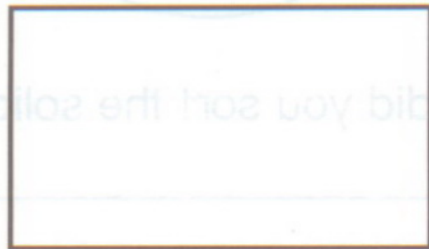
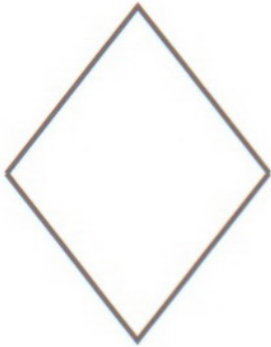
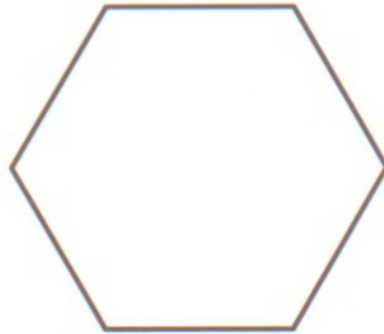
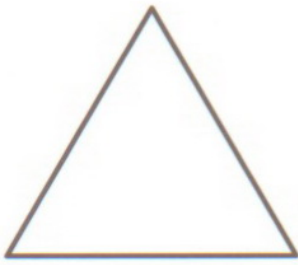
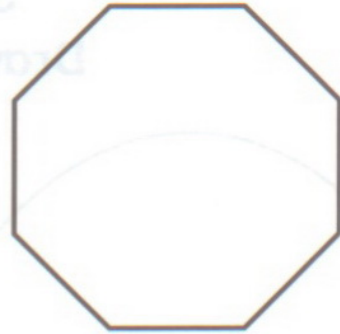
How many long straws? \_\_\_\_\_

How many short straws? \_\_\_\_\_

How many joiners? \_\_\_\_\_



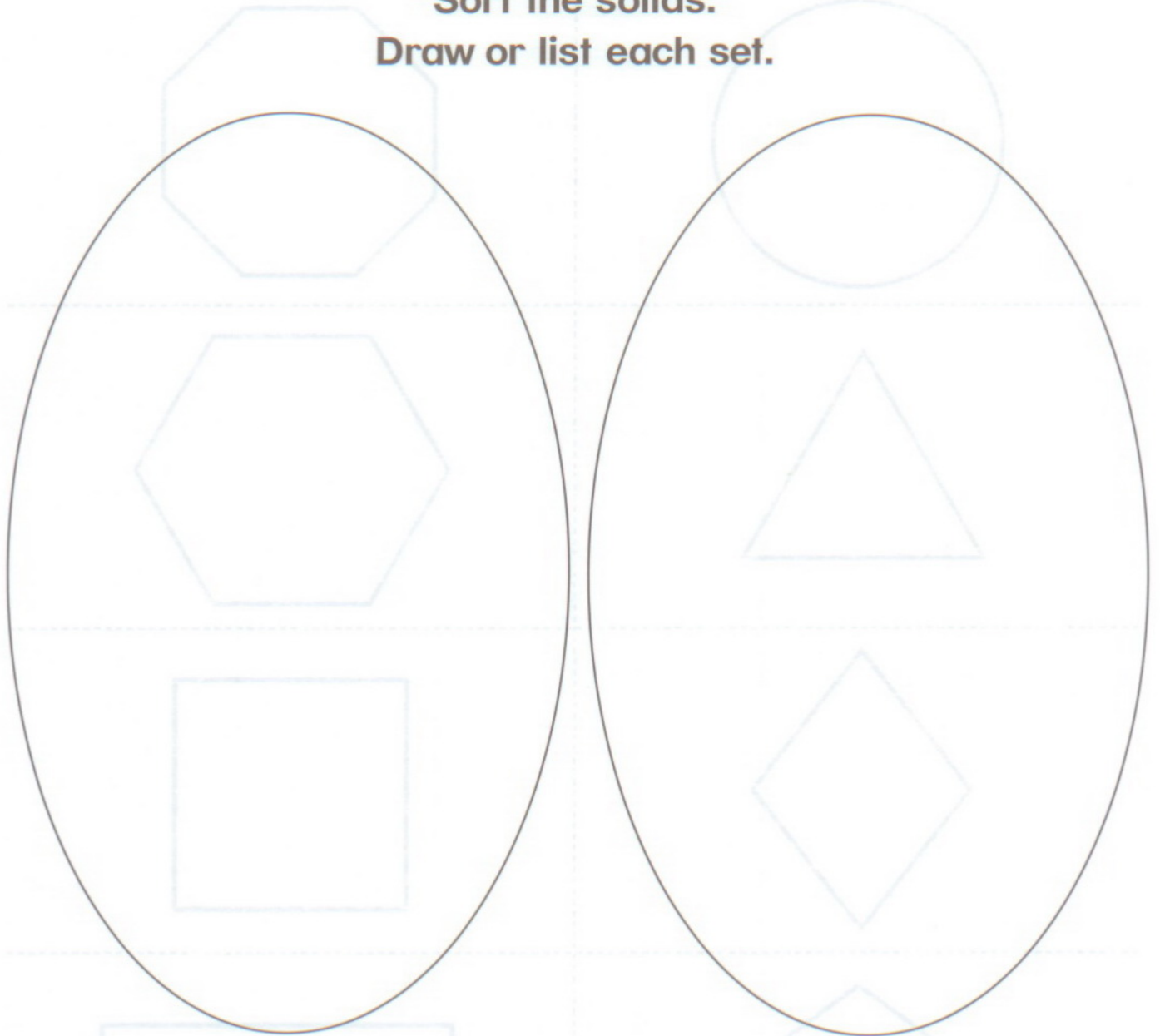
My name is \_\_\_\_\_ . Today is \_\_\_\_\_ .





My name is \_\_\_\_\_ . Today is \_\_\_\_\_ .

**Sort the solids.  
Draw or list each set.**



How did you sort the solids?

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My name is \_\_\_\_\_ . Today is \_\_\_\_\_ .

**Fill in the missing words to retell  
the story of *The Tent*.**

Amy's tent came in a big box. She got the tent for her \_\_\_\_\_ . She and her friend, Gina, got ready to put it together. Gina opened the \_\_\_\_\_ and took out the long poles and made \_\_\_\_\_ triangles. Then she threw the \_\_\_\_\_ over the top of the poles. The canvas fell on \_\_\_\_\_. Next they made a dome-shaped \_\_\_\_\_. It didn't work! Then, the two girls made a tent that was shaped like Amy's \_\_\_\_\_. No luck! At last, they saw that the instructions were printed on the \_\_\_\_\_ of the box.

### These are the missing words.

canvas

two

box

back

house

Gina

birthday

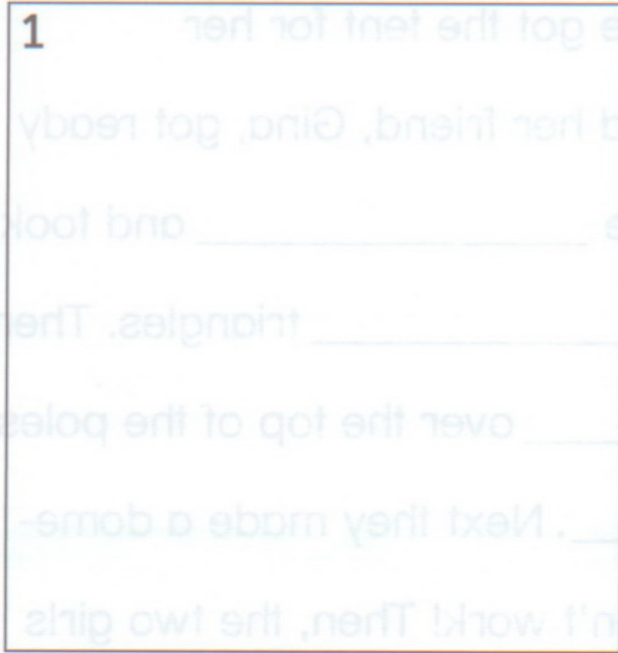
tent



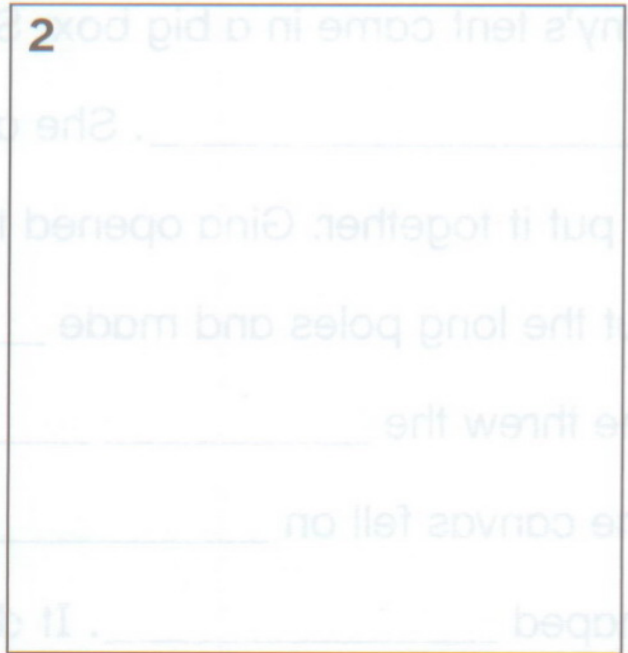
My name is \_\_\_\_\_ . Today is \_\_\_\_\_ .

## How to Get Dressed to Go Outside on a Cold Day Write and draw pictures to show what to do.

1



2



3



4

