



BLAST OFF!

Story Synopsis

Willy is playing on a playground space ship when he imagines blasting off into space. When he “lands,” he meets many alien creatures. The creatures appear in groups that increase by 1 each time. Each group shares a common attribute, such as colour or pattern. Children will have the opportunity to consider the total number of aliens Willy meets on his journey.

You can use Poster 1 with this storybook.

LITERACY ELEMENTS

adjectives: green, dotted
rhyming words: e.g., fly/sky

MATH CONNECTIONS

NUMBER SENSE
1 more

WORDS TO DISCOVER

things
numeral words
colour words

ESL CONSIDERATIONS

Using the colours in the story, create and post a colour chart. Print the colour words with colour markers.

Overall Learning Opportunities

- 12₃ Students will:
 - compare and order whole numbers using concrete materials and drawings to develop number meaning
- AB Students will:
 - read independently, using reading strategies appropriate for Grade 1
 - express clear responses to written materials, relating the ideas in them to their own knowledge and experience
 - understand the vocabulary and language structures appropriate for Grade 1
 - respond to familiar or predictable language patterns by joining in or using choral response

ACTIVITY MENU

Shared Reading, page 92

Investigation: Quantity, page 93

Guided Reading, pages 94–95

As a Group, pages 96–97

- 12₃ • *Making 10*: investigating how addition involves joining
- *A Counting Book*: drawing sets and ordering them in a counting book
- AB • *Sounds Good!*: adding sound effects to the reading of the story
- *Ready for Takeoff!*: chanting and adding musical sounds to a poem

Home Connections, page 98

- 🏠 • *BLM 43*: estimating, counting, and adding through playing games

Independent Work, pages 99–103

- 12₃ • *BLM 44*: estimating and counting groupings
- *BLM 45*: estimating and counting sets
- *BLM 46*: creating a mini counting book
- AB • *BLM 47*: drawing pictures based on story illustrations
- *BLM 48*: filling in missing words after reviewing the story



LEARNING OPPORTUNITIES

Students will:

- use some basic conventions of formal text to locate information
- use punctuation to help them understand what they read

YOU WILL NEED

- colouring materials

OBSERVING FOR ASSESSMENT

During *Shared Reading*, observe and make note of the student's specific reading behaviours. Does the student:

- express thoughts and feelings about a story?
- use punctuation, such as periods or commas, to help in understanding what he/she reads?
- use knowledge and experience to increase understanding?

Getting Ready to Read

Read the title of the book to the children, pointing to the words as you read. Ask:

- When you hear or read the words “blast off,” what do you think of?
- Why do these words make you think of rockets and space?
- Why do you think the authors put an exclamation mark at the end of the title?

➤ How does this punctuation mark change the way we read the words?

➤ Would you like to go into space? Why or why not?

➤ If you went into space, where would you like to go? What would you like to see? What would you like to do?

Explore the cover art together and ask:

- What do you see? What's happening?
- When you put the title together with the picture, what do you know about the story already?

First Reading

Read through the story, pointing to the words as you read them and to details in the pictures that can help children understand the storyline.

As you finish reading each page, pause and give the children the opportunity to look at the picture and connect it to what has been read to them.

Returning to the Story

Engage children in talking about the story by asking open-ended questions, such as:

- What was your favourite part of the story?

➤ Which was your favourite picture?

➤ What made this book enjoyable?

Ask children questions to help them recall specific details, such as:

- Where did the story take place? How do you know?
- What did the green thing do?
- What did the red things do?

Second Reading

To prepare for the Second Reading, invite a volunteer to point to and read the title of the book. Invite another volunteer to show the page on which the story begins. Have a third volunteer show where the first word begins and where it ends.

Reread the book aloud. Encourage children to chime in with the reading where they feel comfortable. To reinforce the story, children can use **Blackline Master 47** to read the colours from the story and draw colourful pictures.



Page 102

Extending the Reading Experience

- Read the 4-line stanzas with children. Then, you read the first section of each line and children complete the reading (1 green thing / peeks out from a rock). Switch parts.
- Assign children the various alien roles and encourage them to mime their parts as the rest of the class reads aloud.
- Have each child use the appropriate number of fingers to represent 2, 3, 4, and so on. Their fingers can perform the actions suggested by the verbs.

TEACHING tip

Because *Blast Off!* is a poem, it should be read from beginning to end without a break to secure and sustain the rhythm, beat, and rhyme. Children might enjoy reading aloud the rhyming words.

Quantity

LEARNING OPPORTUNITIES

Students will:

- estimate the number of objects, then check the reasonableness of the estimate by counting
- describe their thinking as they solve problems

YOU WILL NEED

- paper and pencils
- drawing materials
- small objects to act as counters
- calculators

OBSERVING FOR ASSESSMENT

Visit students as they work on the problem.

Does the student:

- appear to have a plan?
- choose appropriate materials?
- have accurate counting strategies?

Recorded solutions are effective portfolio entries.

TEACHING tip

This investigation will likely run over 2 to 3 lessons. Make sure that all students have the chance to present their thinking. Encourage students to ask one another questions about their recordings. Listening to the thinking of others is a skill that young students need opportunities to develop.

Reading The Story

After reading the story, have a discussion about number. Ask questions such as:

- At the beginning of the story, how many things did Willy see? (1).
- What color was that thing? (green). What was it doing? (peeking).
- After seeing 1 green thing, how many things did Willy meet next? (2).
- What is the counting pattern in this story? (1,2,3).

Starting the Investigation

Display pages 14 and 15, and reread them together. Have students explain in their own words what Willy is wondering. Provide small sticky notes and have children record an estimate for the total number of things that Willy has met. Have students post their estimates on the chalkboard. Ask:

- How could we organize these estimates?

Respond to suggestions in order to organize the estimates. (Children might suggest: listing from smallest to largest; grouping all the 20's together and so on; grouping all above a certain number together).

Working On the Problem

Students work alone or with a partner to figure out exactly how many things there are that want to join Willy on the last page of *Blast Off!* Provide small counters, copies of the storybook, calculators, paper, and drawing materials for children to use. Explain that while the choice of materials is theirs, everyone must make a recording to show her or his count and thinking process. Encourage children to use drawings and symbols to show their thinking.

Sharing Solutions

Meet as a large group and have children share their solutions to the problem of how many things there are at the end of the story. In this discussion, encourage children to also explain how they figured out their solution. Ask:

- What materials did you use? Did you draw pictures? Did anyone use the storybook?
- Did you think that was a difficult problem to solve?

Extension

Involve children in estimating during everyday routines. For example, ask:

- How many children do you think are here today?
- How many notes do you think the office just gave me to hand out?

Children can also estimate and count the items on **Blackline Master 44**.



LEARNING OPPORTUNITIES

Students will:

- use their knowledge to understand what they read
- predict what may happen next in a story, and revise or confirm their predictions
- express their thoughts and feelings about a story

OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of the student's specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- finger point?
- take time to look at the pictures on each page?

Setting the Scene

Have children talk about space travel and what it would be like to be an astronaut. Chart a list of space vocabulary, such as astronaut, rocket, outer space, and so on.

Tell the children the title of the book. Focus the children's attention on the cover art and ask:

- What do you think the story will be about?

Encourage many predictions.

Reading the Text

- Have the children turn to pages 2–3. Ask:

- What's happening? Where do you think Willy is?
- Do you think he's enjoying himself? Why do you think that?
- Let's read these pages together so we can hear the beginning of the poem.

Turn to pages 4–5. Ask:

- What is the 1 green thing doing?
- Read this page to hear how the authors described it.

Point to page 5. Ask:

- What colour are these things?
- How many of them are there?

Turn to pages 6–7. Ask:

- What colour are these things?
- How many of them are there?
- What are they doing?
- So far, we've seen some things peeking, singing, walking, hopping, jumping, and rolling. Can you do all of those things?

Point to page 7. Ask:

- What are popping out of a hole?
- Can you do that?

Turn to pages 8–9. Ask:

- Look at the picture. What are the 5 dotted things running from?

Point to page 9. Say:

- The 6 white things are very busy. Read this page to find out the 3 things they're doing.
- Can you do those 3 things?

Turn to pages 10–11. Say:

- This is something that young children like to do. What are the 7 orange things doing?
- These 8 grey things like to skip. Read this page to find out how they skip and then stand up and see if you can do it.

Turn to pages 12–13. Ask:

- In this picture, what jump up and play?
- How many pink things are there?
- They "leap." What does that word mean? Can you leap?

Turn to pages 14–15. Ask:

- What are all the things doing?
- Why do you think they're lining up?
- Where do you think they want to go? Why?
- What is Willy looking at?
- Willy's wondering how many things there are. What's your guess?

Turn to page 16. Ask:

- Where are they all going? How do you know?
- Now it's your turn to read the book on your own.
- Have the children read the whole book independently.

YOU WILL NEED

- coloured markers

TEACHING tip

Have children do BLM 48

for homework. Rotate the assignment so each child can have a copy of *Blast Off!* to take home.



Page 103

After Reading

Write the verbs from the book on chart paper (peeks, sing, walk, hop, jump, roll, and so on). Invite the children to do what the “things” did.

Revisit the Story

Discuss the story using open-ended prompts to engage children in talk. Ask:

- How did you enjoy this story?
- Do you have a favourite illustration? Which one? Why?
- Would you like to be in the rocket along with Willy and the things? Why?

Discuss the predictions the children made before reading the story. Say:

- When we looked at the cover before we read the poem, you thought the story would be about _____. Were you right?
- Does it matter if your predictions are right or wrong? Why or why not?
- What is important when you read?

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

- Who remembers the name of the boy in the story? Without looking, can you tell me the first letter in his name? Who can print that letter on the board?

➤ One day, Willy dreamed that he did something. What did he dream he did?

➤ In the story, 4 blue things popped out of a ___?

➤ At the end of the story, Willy was looking around and wondering. Do you remember what he was wondering about?

Focus children on the way the story is told through language. Print all the colour words from the story in a vertical list. Go over the list with the children. If the children are struggling with the words, trace over the letters of each word using coloured marking pens. Encourage them to assist you with the spelling of the items. Challenge children to name everyday items that are the same colour as those on the list.

Reinforce the Story

Begin counting the aliens in the story by listing them on chart paper. With the children, calculate how many “things” there were. Replace the numbers with concrete objects and have the children calculate the total. Invite children to work in pairs to figure out how many there were.

LEARNING OPPORTUNITIES

Students will:

- investigate number meanings
- demonstrate that addition involves joining
- represent addition sentences using concrete materials

YOU WILL NEED

- interlocking cubes in two colours
- paper and pencils

OBSERVING FOR ASSESSMENT

Can the student:

- create several combinations for 10?
- label combinations with appropriate “number sentences”?

LEARNING OPPORTUNITIES

Students will:

- read and print numerals
- read and print number words
- compare, order, and represent whole numbers to 50 using concrete materials and drawings

YOU WILL NEED

- paper and drawing materials
- scissors
- a stapler

Activity: Making 10

Begin by asking children to recall the colour of the 10 things that Willy meets close to the end of the story *Blast Off!* (10 pink things)

Then say:

- Suppose Willy met 10 things that weren't all pink. Suppose some were blue and some were red. What might the group of 10 things look like?

Provide blue and red cubes so that children can use them to show their thinking. For example, a child might show 5 red and 5 blue cubes and therefore say “Willy might see 5 red and 5 blue things.”

Distribute cubes and ask children to find different combinations for a group of 10 dinosaurs in two colours. Meet as a large group to review the combinations that they find. Determine together whether they have found all of the possible combinations.

Activity: A Counting Book

Discuss *Blast Off!* as a counting book.

Ask:

- What are we counting in the story?
- What number does the story start with? End with?

As a group, decide on a kind of counting book to create. Will the story also count creatures? Or will it present other things to count, such as vehicles, people, or toys. Together, decide which reasonable numbers the story will begin and end with.

Record the numbers that will appear in the story on slips of paper. Put the slips in a container and have each child choose a number.

Model “number sentences” for each of the combinations that they have found. For example: a group of 2 red and 8 blue dinosaurs would be written as $2+8=10$.

Ask students to print number sentences to show the different combinations of cubes that they have created. The number sentences can be printed on strips of paper and then displayed with the cubes.

Extension

Blackline Master 45 first engages children in counting to find how many. They then add more faces to create a set of 10 in total.



Page 100

Provide paper and drawing materials. Have children create a page for his or her selected number. The page should include the number and a picture. You might include a sentence that follows a set pattern. When children have completed their pages, meet to put them in order. Decide on a title. Interested children can create a cover. Enjoy the book together.

Extension

Using Blackline Master 46, children can create a minibook. They draw pictures for each page. Then they cut the pages apart and staple them in order. Children can create a cover and title for their minibook.



Page 101

LEARNING OPPORTUNITIES

Students will:

- create some simple media works

OBSERVING FOR ASSESSMENT

Does the student:

- volunteer to create a sound effect?
- participate with a degree of eagerness?
- through repetition, become familiar with the text so that much of it becomes committed to memory?

LEARNING OPPORTUNITIES

Students will:

- notice and respond to unusual features of language

YOU WILL NEED

- tambourines and hand-held instruments
- the poem written on chart paper

OBSERVING FOR ASSESSMENT

Does the student:

- join in spontaneously?
- have a sense of the beat and rhythm?
- participate with enthusiasm?

Activity: Sounds Good!

Have the children experiment with a variety of sound effects to add to the reading of *Blast Off!*

Some children will be able to make “space-like” sounds while others can find materials in the classroom and at home that will produce the kinds of sound that will add fun to the selection.

Read page 2 of *Blast Off!*, and ask:

- Who can make a sound like a rocket flying up into the sky?

Read page 3. Ask for 5 volunteers who can make “space-like” sounds. Read pages 4–13, asking for a different volunteer to create a sound effect for each page, except for page 11 because the “grey things” are silent.

Rehearse and practise in different ways:

- insert the sound effects after reading each page.
- have one child make the sound effect as you and the other children are reading the page of text.
- place the sound effect before the reading to establish the mood for each page.

Extension

Perform the rehearsed selection for other audiences, such as other classes, the children’s families, or at a school concert.

Activity: Ready for Takeoff!

Recite the poem:

Zoom, zoom, zoom,
We’ll be going to the moon.
Zoom, zoom, zoom,
We’ll be going very soon.
If you’d like to take a trip
Then come inside my rocket ship,
Because we’re going to the moon,
Very soon, soon, soon.
Yes, we’re going to the moon,
Very soon ... zoom, zoom!

Invite children to join in with the parts that are comfortable for them. Show children the poem written on chart paper for reference. Turn the recitation into a chant.

Add vocal sound effects by inviting the children to establish the beat and the pace by chanting “zoom, zoom, zoom, zoom” (to a 4/4 beat) while you recite the poem over top of their chant. Then, reverse the parts.

Extension

- Have the children move around the classroom or gym as they chant the poem, using tambourines, bells, hand drums, sticks, and so on to make sound effects and to keep the beat as they chant the words.
- Set the poem to music.



Blast Off



Dear Family,

We've enjoyed reading the book *Blast Off!* 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:

- Play an ancient counting game which is sometimes called "NIM." It's a game for two players. You need small items such as pennies or buttons. To take a turn, a player can put down 1 or 2 small objects. The player to put down the tenth object scores a point. Each player takes turns going first. The first player to reach 10 points wins.
- For this game, you need a tin can and a collection of pennies. Choose a target number (such as 10). Have your child close her or his eyes as you drop pennies into the can one by one. Your child should say "Stop" when he or she thinks that there are 10 pennies in the can. Empty the can when your child says "Stop." Then your child can count to find out how many there actually are.
- Once again, get some small objects (such as buttons). Each of you can grab a handful of these objects. Estimate the number of buttons you have in your hand. Release the buttons and then count them. Who grabbed more? Were your estimates close to or far from the actual number?

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

My name is _____

Estimate which box has 10 stars.

Count to check.

		
---	--	---

Estimate which box has more than 10 stars.

Count to check.

		
--	--	---

My name is _____.

How many are there?

There are _____.

Add more to make 10.



How many are there?

There are _____.

Add more to make 10.



How many are there?

There are _____.

Add more to make 10.



How many are there?

There are _____.

Add more to make 10.



My name is _____

Draw pictures. Cut them out to make a book.



1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

My name is _____

Draw something . . .

green	red
blue	purple
pink	dotted green, red, blue, purple, and pink

My name is _____.

**Print the words from the story
to complete the sentences.**

1. Willy loves to _____ and _____.
2. Willy's on the _____ and he looks to his _____.
3. A green thing peeks out from a _____.
4. 3 yellow things roll, hop, and _____.
5. Blue things _____ out of a hole.
6. _____ things run from a cave.
7. Orange things _____ around.
8. All the things say, "We want to _____."