



ONE IS ENOUGH

You can use Poster 1 with this storybook.

LITERACY ELEMENTS

quotation marks
boldface type

MATH CONNECTIONS

NUMBER SENSE
grouping to count

WORDS TO DISCOVER

heavy
bright
beautiful
enough
shiny
fantastic
fireflies
animal names

ESL CONSIDERATIONS

Locate pictures of the places the animals visit when they leave the jungle.

Story Synopsis

At the beginning of this number story, Cleo the Lion King is sad because the jungle is wet and dark. He asks his friends to help brighten up their home. Cheetah brings 25 flowers, but they are not enough. Monkey brings 50 stones, but they are not enough, nor are the offerings from Parrot and Baboon. Finally, Giraffe eats some leaves from the tall trees and the sun peeks in. Children will have the opportunity to estimate and count sets.

Overall Learning Opportunities

- 1_{2,3}** Students will:
 - understand whole numbers by exploring number relationships using concrete materials
 - estimate quantity in everyday life
- A₂B** Students will:
 - read independently, using reading strategies appropriate for Grade 1
 - understand the vocabulary and language structures appropriate for Grade 1
 - read a variety of simple written materials for different purposes

ACTIVITY MENU

Investigation: Large Numbers, page 56

Guided Reading, pages 57–58

As a Group, pages 59–60

- 1_{2,3}**
 - *Estimate and Count*: estimate and then count items in a bag
 - *How Many Is Enough?*: counting by 10's and 5's
- A₂B**
 - *Who Am I?*: creating riddles to identify story characters
 - *Let's Find Out*: filling in a K-W-L chart and doing research to complete the chart

Home Connections, page 61

- H** • *BLM 25*: playing estimation and counting games

Independent Work, pages 62–66

- 1_{2,3}**
 - *BLM 26*: filling in a column chart when estimating and checking
 - *BLM 27*: practising making estimates and then counting to verify
 - *BLM 28*: making groups and doing simple addition
- A₂B**
 - *BLM 29*: reading phrases from the story and illustrating them
 - *BLM 30*: practising finding phrases in the book

Large Numbers

LEARNING OPPORTUNITIES

Students will:

- estimate the number of objects and check the reasonableness of an estimate by counting
- model numbers grouped in 10's and 1's

YOU WILL NEED

- large clear containers or clear plastic bags

OBSERVING FOR ASSESSMENT

Listen to students as they make estimates. Can the student:

- make reasonable estimates?
- use groups of 10 to organize their counting?

TEACHING tip

Large, clear containers with lids or plastic bags with “zipper-type” closures are effective ways of storing collections as they arrive.

Reading The Story

After reading the story, ask children to recall the different animals that were collected. List their responses (Cheetah found 25 flowers, Monkey found 50 stones, Parrot found 75 feathers, Baboon found 100 fireflies).

Starting the Investigation

Encourage children to consider objects that are grouped together in the classroom. Ask questions such as these:

- About how many books do you think there are in the class collection of reading books?
- What other collections are there in our classroom?

On chart paper, list the collections children identify (such as scissors, glue bottles, markers, books, blocks). Ask them to estimate the number of items in each collection. Divide the class into small groups. Each group can take responsibility for counting one of the collections. On a large sticky note, a group member prints the number of objects in the group's collection. Each group attaches its label to its collection.

Working on the Problem

As a class, brainstorm a list of small objects that would be easy for the children to collect and bring to school (such as bottle caps, bread tags, small lids, buttons, stones, acorns, stickers, stamps). Inform parents that children should be bringing in as many of the identified items as possible. Set a date when all collecting will stop (such as one week). Set up an area where items can be sorted as they arrive.

Have children examine the collections and ask them to estimate which collection has the most and which has the fewest number of items. Children can record collections and estimates on Blackline Master 26.



Page 62

Sharing Solutions

Give small groups of children a collection. Ask them to display the items in groups of 10. As a class, visit each display and, using the groups of 10 as a measure, count the number of items. Record the total for each collection on chart paper. Children can add the actual count to their record. Compare the collections, asking:

- Which collection had close to 50?
- How many collections had more than 25?
- How does making groups of 10 help you count large collections?

Extension

Set up an estimation centre. Place a clear jar with about 50 small objects in it next to a pad of sticky notes. Throughout the week, children record estimates on sticky notes and post them with the jar. At the end of the week, have volunteers place the objects in groups of 10. Count them together as a group. Each week, vary your choice of container, items, and number.

LEARNING OPPORTUNITIES

Students will:

- predict what may happen next in a story, and revise or confirm 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 to track and self-monitor?
- appear to use the illustrations to page match?

Setting the Scene

Say to children:

- In this story, Cleo the Lion King and the other animals in the jungle are sad.

Have the children look at the cover of the book and try to guess why.

Tell the children the title of the book.

Ask:

- Do you have any idea what this title might mean to the story?

Reading the Text

- Have children turn to pages 2–3. Say:
 - This is Cleo the Lion King. Read this page to find out why the jungle looks so dreary.

Invite the children's responses after reading.

Turn to pages 4–5. Say:

- Read this page and find out what Cleo wants to do and how he wants to do it.

Invite the children's responses after reading.

Turn to pages 6–7. Say:

- The animals returned. Read this page to find out what Cleo asked them.

Invite the children's responses after reading.

Point to page 7. Say:

- Which animal is first to speak?
- How do you know that's a cheetah?
- Read this page to find out where the cheetah went and what she found.
- Do you think Cleo will be happy with what Cheetah has brought back?

Turn to pages 8–9. Ask:

- Does the jungle look brighter now?
- Were 25 flowers enough to make it bright?
- How can you tell?

Point to page 9. Ask:

- Who was second to speak?
- Read this page to find out what he found and where he found them.
- Will that be enough?

Turn to pages 10–11. Ask:

- How does the jungle look now?
- Parrot was third to speak. Read this page to find where she flew and what she found to bring back. Do you think that will be enough?

Turn to pages 12–13. Ask:

- Were 25 flowers and 50 stones and 75 feathers enough?
- Who do you think might be fourth to speak?

Look at page 13 to find out.

- What did Baboon find? Was that enough?

Turn to pages 14–15. Ask:

- What do they have so far in the jungle? Is it enough?
- Which animal is last to speak?
- Giraffe said, "I stayed here and I came up with a plan." Any ideas what his plan might be?

Invite the children's responses. Read the page to find out and confirm.

Turn to page 16. Ask:

- How does the jungle look now?
- Do the feathers, shiny stones, flowers, and fireflies help to make the jungle look beautiful?
- Now it's your turn to read the story on your own.

- Have the children read the whole book independently.

After Reading

Engage children in a conversation:

- Close your eyes and think of something you think is beautiful. Keep your eyes closed and tell us what you're seeing.

With your eyes closed, you might start the conversation by sharing with the children something that you can see in your mind that's beautiful.

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?
- Of all the animals in the story, which one do you like best? Why?

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

- Of all the gifts the animals brought back, which one was, for you, the most beautiful? Why?
- Why do you think it was the giraffe that thought of the idea and not the other creatures?
- Why would it be harder for the turtle to come up with the idea?

Focus 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?

If the following words are not identified by the children, print them on the chalkboard or chart paper and talk about how to figure out what they are: heavy, shiny, fantastic, fireflies.

Reinforce the Story

Invite the children to:

- reread the story taking the parts of the animals, with you as the narrator.
- look through the book, find all the numbers, and print them on a piece of paper. Children can print the number words using temporary spellings, or use a dictionary to check for conventional spellings.
- complete Blackline Master 29 to confirm their understanding of the story.



Page 65

LEARNING OPPORTUNITIES

Students will:

- demonstrate one-to-one correspondence when counting
- count by 1's, 2's, 5's, 10's
- estimate the number of objects and check the estimate by counting

YOU WILL NEED

- 3 clear bags with 25, 50, and 75 small items
- small bags with between 12 and 30 small items

OBSERVING FOR ASSESSMENT

Can the student:

- count objects accurately?
- group and count objects in different ways?

LEARNING OPPORTUNITIES

Students will:

- read and print numerals from 0 to 100
- use mathematical language to identify and describe numbers to 50 in real-life situations
- model numbers grouped in 10's and 1's and use zero as a place holder
- estimate the number of objects and check the reasonableness of an estimate by counting

YOU WILL NEED

- counters
- large paper and drawing materials

Activity: Estimate and Count

Ask children to recall the number of items the animals bring back to the jungle in *One Is Enough*. Display the 3 sandwich bags with the 25, 50, and 75 small items. Ask children to identify the bag that they think has 25, then 50, and, finally, 75 items. Discuss an efficient way to count the contents of each bag.

Follow up on the children's suggestions. Encourage counting by 1's, 2's, 5's, and 10's.

Continue to model the procedure of estimating and counting. Distribute a bag to each child or to pairs. Explain that they should record an estimate on the slip of paper you provide and then count the contents by 2's to find out how many.

Have the children count the contents a second time, using a different method, to check their first count.

Children can exchange bags to check each others' work.

Extension

Blackline Master 27 has sets for children to estimate and then count. Discuss strategies for counting every object once and only once.



Page 63

Activity: How Many Is Enough?

- Recall that in *One Is Enough* the animals tried to decorate the jungle to make it look nicer. Display 15 counters and say:
 - Suppose Monkey brought these back to decorate. How many do you think there are?

After estimates are made, count them together. Explain that a good way to count items is to group them in 10's.

Make a group of 10 counters. Say:

- Here is one group of 10. Here are 5. 10 and 5 is 15.

Record the sentence: one 10 and 5 is 15.

Repeat the procedure of showing sets, estimating, and making groups of 10's to count. Model the recording throughout.

Blackline Master 28 has sets for children to estimate and count. They make groups of 10 as they count and then record using the language of 10's and 1's.

Extension

Invite children to create a poster that would help decorate the classroom. Explain that there should be between 10 and 50 small items on the poster. You can brainstorm what the items might be (happy faces, stars, suns, jewels, feathers, lightning bolts). Display completed posters and have children estimate the number of items on each.



Page 64

LEARNING OPPORTUNITIES

Students will:

- recall information in a simple story accurately
- present ideas in speech in a coherent sequence
- use conventions of formal texts to locate information

YOU WILL NEED

- coloured cardboard

OBSERVING FOR ASSESSMENT

Does the student:

- present ideas verbally in a coherent sequence?
- wait her or his turn and allow others to speak?
- use familiar oral language structures and vocabulary?

LEARNING OPPORTUNITIES

Students will:

- identify ways in which written materials are organized
- view, read, and listen to media works
- listen to and comment positively on the contributions of others

YOU WILL NEED

- chart paper
- marking pens
- resource materials: books, videotapes, pictures, and so on

Activity: Who Am I?

Invite children to identify a character from the story. Ask:

- I found 50 shiny stones. Who am I?
- I found 100 bright fireflies. Who am I?
- I flew to the nests in the tops of the trees. Who am I?

Then have the children describe the various characters in a “Who Am I” format: “I’m very big. I roar. I am the king. Who am I?”

Extension

- On strips of coloured cardboard, print the various “Who Am I?” clues. Select a strip at random and show it to the class. Invite children to read the clue to themselves and then guess the answer.
- Assign **Blackline Master 30** as homework, on a rotating basis, so that each student can take home a copy of *One Is Enough*.



Page 66

Activity: Let's Find Out

Use the illustrations in the story as a springboard for learning more about the jungle animals shown. Using a K-W-L (Know-Wonder-Learned) strategy, talk about each of the animals in the story with a focus on what children know and what they want to know.

Have children express their “wonders” as questions, to give them opportunities to practise raising their voices at the end of a question and to see that a written interrogative sentence begins with a

capital letter and ends with a question mark. Post the charts so that everyone can silently read along with the student who is reading aloud. To complete the chart, invite individuals or groups to research the answers. The school librarian can help with resources, and children can complete their research at given times over a few weeks.

Extension

Invite volunteers to select an animal that has been researched and to read the completed K-W-L chart.

Know	Wonder	Learned
<ul style="list-style-type: none"> • tall • long neck • beige with brown marks • eats tree leaves 	<ul style="list-style-type: none"> • What else does a giraffe eat? • What are the giraffe's enemies? • How long does a giraffe live? • How tall is a giraffe? 	<hr/> <hr/> <hr/> <hr/> <hr/>



One Is Enough

Dear Family,

We've enjoyed reading the book *One Is Enough*. 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 estimating and counting game with your child. Get a collection of small objects (such as dried beans, buttons, or pennies.) Together, choose a target number between 10 and 50. In turn, each of you tries to grab a handful of the objects that is as close as possible to the chosen target number. Count the objects you grabbed. Were you close to your estimate? Try again and see whether your estimating skills improve.
- Involve your child in estimating and counting different collections of objects in your home. For example, you might ask your child to estimate the number of cans in the kitchen cupboard or the number of spoons in a drawer. Your child can then count the objects and print the actual number on a sheet of paper. Encourage your child to continue to take an inventory of different collections in your home. On another day, he or she can recount the objects to see if the number of them has changed.
- Play the game "Close to 50." All you need are some small objects (such as dried beans, buttons, or pennies.) and a pair of dice. To take a turn, each player rolls the dice, adds them, and then takes that number of objects. The game ends when each player has rolled the dice 5 times. Players then count their objects, and the player who has the collection with closest to 50 objects scores a point. Play the game at least 3 times to see how the results for players might change.

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



My name is _____

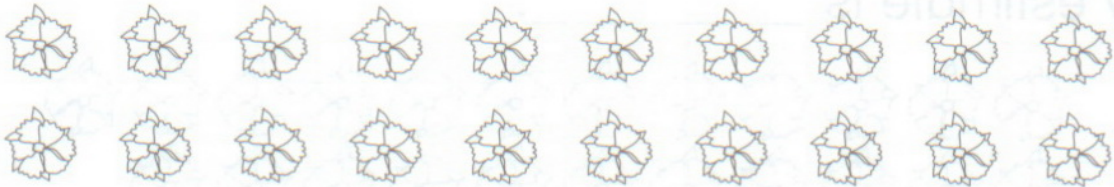
Estimate how many. Count to check.

What is the collection?	What is your estimate?	How many are there?

One Is Enough

My name is _____.

Estimate how many. Count to check.



I estimate _____. I count _____.



I estimate _____. I count _____.

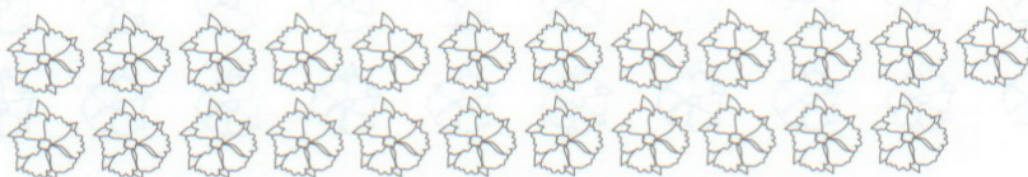


I estimate _____. I count _____.

My name is _____.

Estimate how many. Circle groups of 10.

My estimate is _____.



_____ tens and _____ is _____.

My estimate is _____.



_____ tens and _____ is _____.

My estimate is _____.



_____ tens and _____ is _____.

One Is Enough

My name is _____

Draw pictures.

a nest in the top of a tree	a fantastic feather
a river	the grassland
2 beautiful flowers	a bright jungle home

My name is _____.

Read the sentence. Find the page.

Print the answer.

1. Who found 25 beautiful flowers? _____ (page 7)
2. Who flew to the nests
in the tops of the trees? _____ (page 11)
3. Who came up with the plan? _____ (page 15)
4. Who found 75 fantastic feathers? _____ (page 11)
5. Who was second to speak? _____ (page 9)
6. Who was fourth to speak? _____ (page 13)
7. Who jumped to the vines? _____ (page 13)
8. Who was sad? _____ (page 2)
9. Who ran to the grassland? _____ (page 7)
10. Who ran to the river? _____ (page 9)