



PLEASE WAIT TO BE SEATED

You can use Poster 1 with this storybook.

LITERACY ELEMENTS

action verbs: e.g., stacked, swept

adjectives: e.g., neat, great, 12/twelve

the different sounds of "ea": neat, easy, seated, great, ready

MATH CONNECTIONS

NUMBER SENSE
division as sharing

WORDS TO DISCOVER

words that, if pronounced correctly, are spelled phonetically: e.g., swept, lunch, problem, open

number words: e.g., twelve, three, four, six, two, one

ESL CONSIDERATIONS

Use small items like cubes and counters to represent the tables and chairs. As you read, have students act out the story.

Story Synopsis

Doris begins her day at the diner. She sees 12 customers in line and sets a table for 12. But the customers are not in a group of 12, so she moves tables and chairs and resets the tables to make 2 tables of 6. But the customers are not in 2 groups of 6, so she tries again. First, she sets 3 tables of 4, then 4 tables of 3, then 6 tables of 2. By this time, the customers are all friends, so they decide to sit at 1 table for 12. Children will have the opportunity to guess what the next table set-up will be.

Overall Learning Opportunities

- 12 Students will:
 - understand and explain basic operations of whole numbers by modelling and discussing a variety of problem situations
- A/B Students will:
 - understand the vocabulary and language structures appropriate for Grade 2
 - use some conventions of written materials to help them understand and use the materials

ACTIVITY MENU

Shared Reading, page 19

Investigation: Division as Sharing, page 20

Guided Reading, pages 21–22

As a Group, pages 23–24

- 12 • *Making Equal Groups*: working together to divide numbers equally
- 12 • *Let's Be Fair*: splitting a food order equally between 2 people
- A/B • *Chant-a-Longs*: using poems and couplets to retell the story
- A/B • *Plan a Class Lunch*: planning a class lunch and creating invitations

Home Connections, page 25

- H • *BLM 7: sorting objects at home to explore division*

Independent Work, pages 26–30

- 12 • *BLM 8*: practising dividing into equal groups
- 12 • *BLM 9*: practising dividing groups into equal teams by drawing
- 12 • *BLM 10*: dividing items equally among 4 people
- A/B • *BLM 11*: experimenting with completing a character study
- A/B • *BLM 12*: filling in an invitation for lunch



LEARNING OPPORTUNITIES

Students will:

- identify characteristics of different forms of written materials
- use punctuation to help them understand what they read

YOU WILL NEED

- a place setting (plate, cutlery)

OBSERVING FOR ASSESSMENT

Does the student:

- engage in the pre-reading discussion?
- participate enthusiastically?
- volunteer for the oral reading experience?

Getting Ready to Read

Without showing the cover, ask the children:

- With the title *Please Wait to Be Seated*, where are all the places this story could take place?

Have the children brainstorm their ideas as you make a list.

As another clue to the setting of the story, show the children a place setting: plate, knife, fork, and spoon.

Then, show the children the cover. Ask:

- Where does the story take place? How do you know?

Explain that where the story takes place is called the **setting**. Print the word on chart paper. Ask:

- Does the picture give you any clues about what will happen in the story?
- Is it good when the cover art gives story clues? Why? Why not?

Have the children turn to page 2 and discuss the picture with them. Establish that the story happens in a restaurant and that Doris is the name of the server. As you print her name on chart paper, tell the children that Doris is the main character in the story. Ask:

- What is a server's job?

First Reading

Read the story from beginning to end, sweeping your hand under each line of text as you read it. Observe the punctuation, especially the commas and the exclamation points, and point to any details in the pictures that could help the children understand the storyline.

Returning to the Story

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

- Why did you enjoy/not enjoy this story?

- Where do you think the authors got the idea for the story? Why do you think they thought it would make a good story?

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

- What was the setting of the story (where the story took place)?
- Did the diner open for breakfast, lunch, or dinner? How do you know?
- Who was the main character in the story? What do we learn about Doris from this story?
- Do you think she was good at her job or not good at her job? Why do you think that?

Second Reading

To prepare for the second reading, have children open the book to page 2. Ask:

- On this page, how many things does the story say that Doris did? What are they?
- How many sentences are there on this page? How do you know?
- How many words are there in the longest sentence? Count them out loud.

Reread the book aloud, inviting the children to join in where they wish. Draw the children's attention to the commas while modelling how commas influence the reading of the text.

Extending the Reading Experience

Invite a volunteer to take the part of Doris, another volunteer for the customer on page 6, another for page 11, and so on to include the customers on pages 15, 19, and 23. The rest of the class can be the story readers. Encouraging expression and the observance of the punctuation, reread the story having the children assume their assigned parts.

Division as Sharing

LEARNING OPPORTUNITIES

Students will:

- demonstrate division as sharing

YOU WILL NEED

- 24 counters per child
- paper and pencil

OBSERVING FOR ASSESSMENT

Watch and listen as the students represent solutions to the problem. Does the student:

- create equal groups?
- understand that not all numbers can be divided equally?

Students' solutions can be entered into their math portfolios.

TEACHING tip Some students might benefit from drawing dining tables on a sheet of paper. They can then arrange counters around each table to help them in their calculations.

Reading the Story

As you read the story aloud, pause before turning each of the following pages: 9, 13, 17, and 21. Pausing will allow time for children to figure out how each of the sentences ends before it is revealed on the following page.

Then, create a 2-column chart with the labels "How Many Tables?" and "How Many People?" Remind children that there are a total of 12 people to be seated. As you reread the story, chart the number of tables and the corresponding number of people seated at them. The chart will look like this:

There are 12 people.

| How many tables? | How many people? |
|------------------|------------------|
| 1 | 12 |
| 2 | 6 |
| 3 | 4 |
| 4 | 3 |
| 6 | 2 |
| | |
| | |

You may also want to include 12 tables with 1 person at each.

Starting the Investigation

As a class, look at the chart and ask children to think about whether Doris found all the possible ways for 12 people to be seated in equal groups. Have them consider what would happen if Doris had set 5 tables. Do this by choosing 5 spots in the classroom, such as 5 desks. Ask 12 children to try to arrange themselves in 5 equal groups at these 5 spots. Children will see that 2 children will be at each spot, with 2 children left over.

Working on the Problem

Remind children that in the story there were 12 customers. Ask children to think about how many customers would be in

line at the diner if there were twice as many people as in the story. Encourage children to explain how they figured out there would be 24 customers, and then pose this problem:

- Suppose that when Doris got to the diner, there were 24 customers. Once again, Doris wants to sit the customers in equal groups so that there are the same number of people at each table. What different ways could Doris arrange the tables for 24 customers?

Provide children with 24 counters and have them work independently or in pairs to find solutions. Provide paper and pencil so that they record their thinking. Then, together create a chart for 24 people.

Sharing Solutions

Have children share the ways that they found to seat 24 people in equal groups: 1 table of 24 people, 2 tables of 12, 3 tables of 8, 4 tables of 6, 6 tables of 4, 8 tables of 3, 12 tables of 2 (and 24 tables of 1, if you want to include that). Create a chart like the one in the beginning of the lesson to keep track of the ideas. Have children reflect on the process. Ask:

- Did you try some numbers of tables that didn't work for equal groups? What were they?
- Do you think that we have found all the possible ways? Why do you think so?

Extension

Have children use counters on **Blackline Master 8** to represent the different ways 16 people can be seated in equal groups. Have children record the ways they discover using numbers, pictures, and/or words. Then, together, create a chart for 16 people: 1 table of 16 people, 2 tables of 8, 4 tables of 4, 8 tables of 2 (and 16 tables of 1).



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LEARNING OPPORTUNITIES

Students will:

- express their thoughts and feelings about ideas in a piece of writing
- identify the main idea and the characters

Setting the Scene

Encourage children to talk about their favourite places to eat out. Talk about the differences between and among drive-through, take-out, and buffet-style eating establishments compared to sit-down dining establishments.

Show children the cover art and ask:

- Does this story happen at a drive-through or in a restaurant? How do you know?
- What is the title of the book? Does the title help you to know where the story takes place? Why? Why not?
- What do you think the story will be about?

Encourage children to use the title, the cover art, and their personal experiences to support their predictions.

Reading the Text

- Have the children turn to pages 2–3.

Ask:

- What clues do the pictures give you that this is a restaurant?
- What's missing?
- How does the sign that Doris is holding give you a clue as to why there are no customers?

Say:

- Doris seems to have a lot of jobs in the restaurant. Read pages 2 and 3 to find out all the tasks that she completed before she opened the door of the diner.

Then ask:

- How do we know already that Doris is a happy person?

Have the children turn to page 4. Say:

- Look at the picture and find the reason that all the customers are standing together.

- Read pages 4, 5, and 6 to find out what Doris does and the problem she creates for herself.

- What should Doris do to solve the problem?

- Read pages 7, 8, 9, and 10 to find out what she did.

Ask:

- What do you think the customers will say now?

Say:

- Look at page 11. Read the lines at the top of the page to find out if you're right.

Ask:

- How do you know the customers are happy?

- Read pages 11 to 21 and stop before turning to page 22.

Ask:

- Doris thought she was ready because she had six tables of ____.

- Turn to page 22 to find out. Check the picture to confirm your answer.

Read the lines at the bottom of page 22.

Ask:

- What do you think the response from the customers will be?

- Look at the picture on page 23 as I read to you.

Read to the bottom of page 23. Say:

- Doris says, "That is no problem at all." What do you think she'll do?

- Turn to page 24 to find out.

- Have the children read the whole book independently.

TEACHING tip

If possible, a walk to a neighbourhood restaurant would allow you and the children to see the table organization and to talk about what a server would have to do to arrange the tables in the various configurations that Doris did. Call ahead to the restaurant owner to book a time. (You could take along a copy of the book *Please Wait to Be Seated* signed by all the children as a “thank you.”)

After Reading

Invite the children to share any problems they’ve had when they’ve gone out to eat at a restaurant, such as a long lineup, an incorrect bill, no table available, or the server brought the wrong food. Focus the talk on how the problem was solved.

Revisit the Story

Engage children in a conversation about the story by using open-ended prompts:

- Did you enjoy this story? Why? Why not?
- Could this story really happen? Why? Why not?
- Did you enjoy Doris as the main character in the story? Why? Why not?
- Would you have liked to have been a customer in the diner on that day? Why? Why not?

Engage children in recalling specific information from the selection. Focus on Doris as a character by asking:

- What are some words that describe Doris? Why do you think so?

Print the words the children offer on chart paper. Ask:

- Would you want to have Doris as your server if you went out to eat at a restaurant? Why? Why not?

Say:

- Look at the picture of Doris on page 3 . . . page 4 . . . page 5 . . . page 6 . . . page 8 . . . keep turning the pages and looking at the pictures until you notice a change in how Doris looks and then stop.

Then ask:

- On what page did you stop? Why?
- Let’s read our list of words and ideas about Doris together.
- Are there any other words or ideas to add?

Use **Blackline Master 11** as an introduction to character studies. Invite the children to complete their descriptions of Doris and then allow them to compare their work.

Alternatively, assign the character study for homework. If necessary, rotate the assignment so that each child can take home a copy of *Please Wait to Be Seated*.

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

- Were there any words that gave you a struggle? Which one(s)? What did you do?



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Reinforce the Story

Have the children look through the book and find all the math problems that Doris had to solve to prepare the tables ($12 \div 1 = 12$, $12 \div 2 = 6$, and so on).

As children identify the problems and the pages on which they can be found, record the equations on chart paper so you can talk about them after the search.

As a Group

LEARNING OPPORTUNITIES

Students will:

- demonstrate division as sharing

YOU WILL NEED

- small counters

Activity: Making Equal Groups

Remind children that, in the story, Doris thought she had to figure out ways that 12 customers could sit in equal groups at tables. Ask children to think of situations in which they have been divided into equal groups (such as sports teams, classroom work groups, class-trip groups, library groups). Ask:

- How many children are in our class today?

Once children have figured out the answer, write the number on the board. Continue by saying:

- Imagine that we want to play a game that has 2 teams. How many of you would be on each team?

Have children work in pairs to answer the question. (You might want to have small counters available for them to use.) Discuss their solutions and how they arrived at them. Note that an odd

number of children will raise the scenario in which there would be one extra child. Talk about how not all numbers can be divided into equal groups. Have children then figure out how many children would be on 3, 4, and 5 teams. Encourage children to record their solutions using numbers, pictures, and words. Have them keep track of how many “leftover” children there would be in each scenario. Meet to discuss their solutions. Ask:

- How did you figure out how many children would be on each team? Were there any leftover children?

Extension

Children can continue to solve problems about equal teams. Situations are provided on **Blackline Master 9**. Provide counters for children to use. Encourage children to record solutions using pictures, numbers, and words.



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LEARNING OPPORTUNITIES

Students will:

- demonstrate division as sharing

YOU WILL NEED

- 10 counters per child or pair
- materials for recording

OBSERVING FOR ASSESSMENT

Is the student able to:

- use counters to make equal groups?

Activity: Let's Be Fair

Set up a situation in which children have to divide a set into equal groups. For example, you could say:

- Imagine that Doris, from *Please Wait to Be Seated*, has 2 customers at a table. The 2 customers placed the following order:
 - 2 drinks
 - 8 crackers
 - 4 hot dogs
 - 10 pickles
 - 6 cookies

Post the food order on chart paper and provide children with 10 counters and

materials for recording. Challenge the children to share the items on the food order evenly between the 2 customers so that each person has the same amount.

Invite children to use the counters to model the items ordered and record what they discover, using numbers, pictures, and/or words. Have them explain or model how they found out how many items each customer received.

Extension

Encourage children to complete **Blackline Master 10** for further practice in sharing items equally.



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LEARNING OPPORTUNITIES

Students will:

- use appropriate vocabulary and oral language structures to express emotions in a variety of situations
- experiment with rhyme, rhythm, and word play to create humorous effects

YOU WILL NEED

- an overhead projector and screen

PLANNING AHEAD

Print the chant-a-longs on chart paper or make overhead transparencies of each.

Activity: Chant-a-Longs

The children can review the story by chorally chanting the following couplets, quatrains, and poems. You can add background rhythm and beat with hand clapping, finger snapping, a tambourine, rhythm band sticks, and so on.

D-O-R-I-S

You know she's very nice.
She keeps the diner clean and new
And sweeps not once, but twice.

There were twelve in the line just waiting
for lunch.

They all became friends so they sat in
a bunch!

Get to work early
Set the tables
Sweep the floor not once but twice.
Stack the menus
Sharpen the pencil
Gaze around and say, "Looks nice!"

Open the diner
Count the people
Line them up
To wait.
Push the tables
Move the chairs
And knives, forks,
Spoons, and plates.

Extension

Through repeated practice, the children could memorize the chants and perform them for another class, at a school assembly, or for a family evening.

LEARNING OPPORTUNITIES

Students will:

- participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say

YOU WILL NEED

- plastic cutlery and plates
- construction paper and glue
- colouring materials

PLANNING AHEAD

Select a date and send a letter home well in advance so that families will be aware of the special occasion.

Activity: Plan a Class Lunch

Organize a series of conversations in which you and the children plan a class lunch. Included in the plans could be:

- mapping a plan for the classroom to make it look like Doris's diner
- creating a menu, for example, pizza, food prepared at school, or parent contributions
- making place mats, using construction paper and decorating with oil pastels, paints, or crayons

Have the children decide on 1 or 2 guests to invite to the lunch (the principal, the secretary, the librarian). Together, develop a list of the information that needs to be

included in the invitation (e.g., date, time, occasion) and record it on chart paper or the chalkboard. The children can then refer to the list as they create invitations for their guests.

Extension

Invite the children to use **Blackline Master 12** to create invitations to take home. Encourage them to fill out the information, use construction paper to design a cover, and then glue the information inside.



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Please Wait To Be Seated

Dear Family,

We've enjoyed reading the book *Please Wait to Be Seated*. 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, Doris tries to set up tables for customers without asking how many people want to sit together. Ask your child, "How many people are in our family?" Then say, "Imagine twice as many people. How many people would that be?" Take time for your child to work out the number. Then ask her or him to think of different ways that Doris could set up tables to seat this number of people in her diner. Provide paper and a pencil so your child can draw possibilities.
- Place 12 small objects, such as buttons, in front of your child. Say, "Imagine that these 12 buttons are 12 of your very favourite type of cookie. How many cookies would each of us get if we wanted to share the cookies fairly?" (You would each get 6 cookies.) Have your child divide the buttons into 2 groups in order to check his or her response. Think of someone else you know, and continue by saying, "What if (dad, mom, a sibling, or a friend) were to join us? How many would we each get then?" (4 cookies each). Again, let your child figure it out. Add a 4th person to the story and ask your child to figure out the fair share for each person (3 cookies each).
- Get 20 pennies. Ask, "Do you think that you could share 20 pennies fairly with one friend? Show me." After your child shows two groups of 10 pennies, ask her or him to find out if 20 pennies could be shared fairly among: 3 people (no); 4 people (5 each); 5 people (4 each); 6 people (no). Repeat with other numbers of pennies.

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



My name is _____ . Today is _____ .

Seat 16 People

Use 16 counters to show the different ways 16 people can sit.

Make sure there are the same number of people at each table.

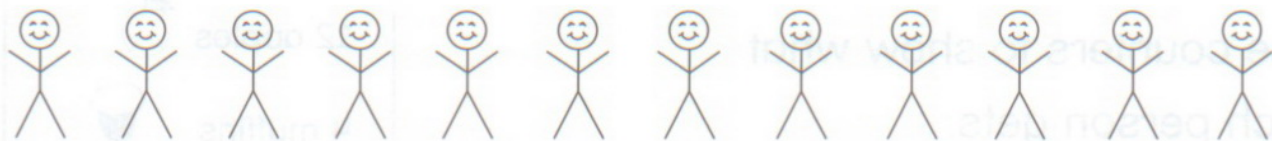
Draw one of the ways you find.

Please Wait To Be Seated

BLM 9

My name is _____ . Today is _____ .

Here are 12 children.



Draw the children in equal teams.

4 teams

3 teams

2 teams

6 teams

Please Wait To Be Seated

BLM 10

My name is _____ . Today is _____ .

Here is a food order. There are 4 people.

Use counters to show what each person gets.

Make sure each person gets an equal amount.

Restaurant Order

12 apples



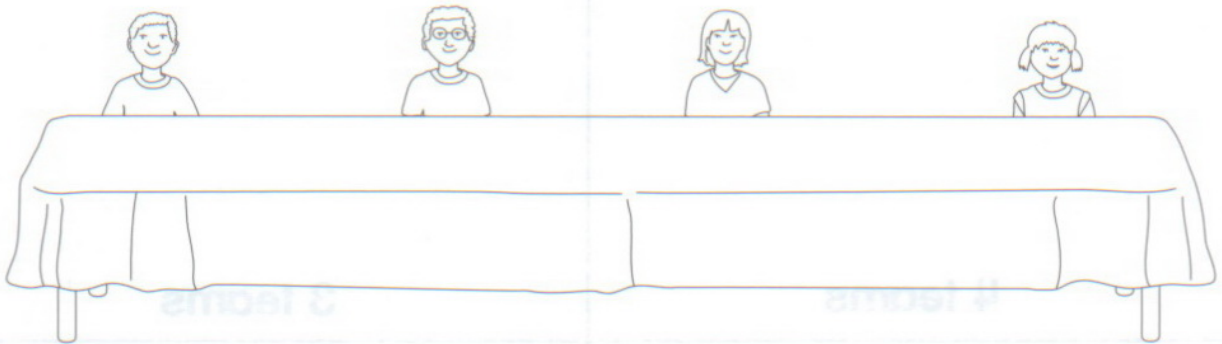
4 muffins



8 drinks



16 cookies



How many did you give each person?

I gave each person:

_____ apples



_____ muffins



_____ drinks



_____ cookies



My name is _____ . Today is _____ .

Answer these questions about Doris.

1. Who is Doris?

Doris is _____ .

2. What are three things Doris does before she opens the diner?

Doris _____ .

Doris _____ .

Doris _____ .

3. How do you know that Doris is a happy person?

I know that Doris is a happy person because _____

_____ .

4. Print four very good words that tell about Doris.

5. At the end of the story, how did Doris look? How did she feel? Use the pictures and the story to help you answer.

Doris looked _____ because _____

Doris felt _____ because _____

Please Wait To Be Seated

BLM 12

My name is _____ . Today is _____ .

YOU ARE INVITED TO

WHAT _____

WHEN _____

TIME _____

WHERE _____

RSVP BY _____