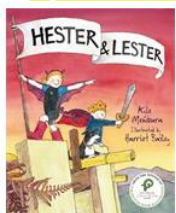


Take This Book

Hester & Lester

Read:
Gavin Bishop Award book
Hester & Lester
by Kyle Mewburn
ISBN: 9781869794941



Years 1-2

GEOMETRY

Shape

Together identify, name and list some of interesting shapes they see on the pages of the book. Eg. cylinder, cones (horns), ovals/half egg shapes, half circle (semi-circle), cuboids

Use construction materials including boxes, ice block sticks, cardboard tubes, to make their own model of a castle. Talk and write about the shapes in their castle and the position of their cardboard dog relative to the castle.

MEASUREMENT

Make capes (like Lester's), ordering and comparing lengths and areas

Work in pairs, each using different coloured lengths of wool/string to take shoulder to hip, and shoulder-to-shoulder measures. Directly compare, order and describe lengths of wool using comparative measurement language.

On paper or fabric, have students use their measured wool lengths to mark out the length and width of their cape. Directly compare, order and describe areas of fabric using measurement language. Cut out capes and have pins or clips available to attach capes.

Repeat length measures with wool around heads, to make cardboard crowns or horned bands, to fit. Order, compare and describe.

Act out, also including distance measures in number of paces.

STATISTICAL INVESTIGATIONS AND LITERACY

Discuss Hester and Lester and friends (the theme in the book). Pose the question: 'What kind of toy friend is the most unusual for the children in Room X? Have students bring a toy friend from home. Sort and classify the toys. Make a class graph. Discuss and record findings, and answer the investigative question.

Pose a class investigation such as: "What do Room X children think is the best reason for having a friend?" List reasons such as, 'To be kind me, to play with me, so I am not lonely, so I can share my good ideas, for me to be kind to, so my friend is not lonely etc.' Have students decide and vote on one reason that is the best for them. Make a graph using vote ticks. Discuss results, making comparison and difference statements. Conclude that all reasons are important, including highlighting the importance of both being a friend and having a friend.

NUMBER AND ALGEBRA

Develop a range of counting grouping, and equal sharing strategies as students carry out their statistical investigations and measurement.

As part of ongoing numeracy work, explore equal grouping (early multiplication) scenarios such as:
 $2 \text{ boots} + 2 \text{ boots} = 2 \text{ sets of } 2 \text{ boots} = 4 \text{ boots}$
 $2 \text{ antennae} + 2 + 2 + 2 + 2 = 5 \text{ sets of } 2 \text{ antennae} = 10 \text{ antennae.}$

Use contexts of leaves, woodlice legs, acorns, fingers etc. for equal groupings. Model with materials and develop a sound understanding of how symbols and expressions are used. Introduce the multiplication symbol if appropriate.

Create problems for students to solve:
7 snails, how many antennae? If the dog had two friends, how many legs?

Use a number strip to show the number patterns and count in multiples, eg. 2,4,6,8... 4,8,12...

GEOMETRY

Position and Orientation

Together draw a simple pictorial map of (part of) the school environment. As a class, model ways of describing how to get from place to place on the map. Develop and record language of position and direction (in, on, over, under, behind, beside, left turn, half turn etc.).

Read Hester & Lester. Have students identify the places Hester and Lester go in the story: from their house (implicit), through the mud, across the field, into the forest, across a drawbridge and moat, to a castle (built by them) etc. Have students draw their own simple pictorial map of the area in the story. Have them make a cardboard dog like the one in the story. Use language of position and direction to tell and record some of the 'paths' he might go.

Take turns to act out being Hester or Lester. Have students give instructions including half turns, quarter turns, left and right, forwards, backwards etc.