

Format Options for the Class Book

- Take digital photos of sets of students' feet and/or hands to show 2 related sets (e.g., use fingers or toes to count by 5's and 10's). Have student teams write captions for each page.
- Have students work with partners. Each pair of students draws 2 or 3 identical sets (e.g., 3 cars with 4 wheels each). Have them label the pictures with a number sentence ($4 + 4 + 4 = 12$ wheels). A number line can be attached to the bottom with "hops" as another form of representation. Older students can also write the corresponding multiplication sentence.
- Have students use the [Multigenre Mapper](#) as a drawing and writing template to compose and print individual pages to assemble in a class book.
- Students can make short, individual books, using the [Stapleless Book](#), that show increasing numbers of sets of objects. Depending upon the students' prior experiences, have them include the related addition number sentences and the corresponding multiplication number sentences.
- Invite the students to combine some of the elements of each book. Revisit both books. How are they alike? How are they different? (A [Venn diagram](#) can be used to compare and contrast the books.) How can the class book be like both books together? Invite and record their suggestions (range of sets, photos vs. drawings, a title to reflect the content, and so on.) For instance, a book with the structure, 1, 2, one pair!, 1, 2, 3, a tricycle!, 1, 2, 3, 4, a kitty's legs! reflects elements from both books.