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.