

# MileMarker Math Talk

## Companion Activities and Talking Points for On My Way to Grandma’s House RETELL, RECREATE AND TALK ABOUT MATH WITH FRIENDS



The following conversation prompts and teacher notations are offered to help launch rich math conversations. Appropriate for both full-class and small-group discussions, these prompts provide an overview of the important content and mathematical practice standards, as well as the vocabulary presented in the story.

<b>BIG IDEA</b>	Understand the power of using the number line as a visual tool that can be represented horizontally and vertically.
Page 10–13	<p>In the story, Lily’s house is #40. Grandma’s house is #50. Why do you think the author made them live at either end of the block and noted the houses in between?</p> <p>Draw attention to the vertical number line that runs on the side of each illustration. What do you notice about this number line? How does it support the story?</p>
<b>BIG IDEA</b>	Highlight the importance of the midpoint.
Page 10– 11	The author introduces house #45 as a favorite spot for kids. Why do you think house #45 is so important to this story?
<b>BIG IDEA</b>	Discuss the rules for rounding using the number line as the basis for understanding.
Pages 16–17	<p>When it comes to Lily walking to Grandma’s house, Lily must follow what she calls “River Rules.” What are the “River Rules” she is referring to?</p> <p>During the story, Lily makes several attempts to get to Grandma’s house, but is often stopped and redirected due to rain. On pages 16–17, she is stopped at house #42 and house #44. Why do you think the author included these house numbers in this part of the story? What was similar about these two stopping points?</p>
<b>BIG IDEA</b>	Reinforce the importance of endpoints and a midpoint to the child’s understanding of rounding and placing numbers on the number line.
Pages 20–21	<p>On page 21, Lily says, “I smiled as I passed the Kellys’ house.” Why do you think that Lily was smiling?</p> <p>At this point in the story, Lily reaches house # 47 when the rain begins. Why is the number 47 in relation to the block significant to the story?</p> <p>The author states that Lily was “happy to follow River Rules.” Why do you think this is true?</p>
Pages 24–29	The author presents various scenarios using Caroline, Olivia, and Rosa’s house numbers for exploration. Why do you think each of these numbers were selected? If you were the girls, where would you go if it began to rain?
Page 30	The author writes, “at house #45 my friends joyfully giggled.” Why did passing house #45 create a happy moment for the girls?
Page 35	<p>At the end of the story, the girls walked successfully to Grandma’s house. What are all the house numbers on the block that would allow the children to get to Grandma’s house while still following the River Rules? What house numbers would force the girls to return to Lily’s home, based on the River Rules?</p> <p>How do the River Rules relate to mathematical rules for rounding?</p>

How does Lily's story help us make sense of where numbers live in relation to other numbers on the number line? For example, the number 1,247 will live between 1,000 and 2,000 if we are rounding to the nearest thousand. The midpoint for these two endpoints is 1,500. How does that help us find the location of 1,247? Similarly, the number 1,247 lives between 1,200 and 1,300 if we are asked to round to the nearest hundred. How can this be true?

Teacher note: adjust numbers based on grade level expectations.

### **IDEAS FOR AFTER THE STORY Retell, Recreate, and Talk about Math with Friends.**

Invite children to take a walk down Lily's block. Draw an open number line on the board in the front of the classroom so students can physically walk down Lily's block. They must return to the closest location/endpoint if it begins to rain. What role does the midpoint have in this story?

If you don't have a full-length board, you can use a rope with clothespins marking the endpoints and midpoint. Painter's tape on the floor works nicely as well. You may want to have ten to twenty feet of space to retell this story. If space is an issue, the Lily game board is available free at [www.mathmilemarkers.com](http://www.mathmilemarkers.com). Be sure to use numbers appropriate to the grade level.

Here are some suggestions:

Grade 3: 268—If rounding to the nearest ten, what would the endpoints and midpoint be? If rounding to the nearest hundred, what would the endpoints and midpoint be? Select numbers between your endpoints to retell the story.

Grade 4: 32,159—If rounding to the nearest thousand, what would the endpoints and midpoint be? If rounding to the nearest hundred, what would the endpoints and midpoint be? Select numbers between your endpoints to retell the story.

Grade 5: 36.789—If rounding to the nearest tenth, what would the endpoints and midpoint be? If rounding to the nearest thousandth, what would the endpoints and midpoint be? If rounding to the nearest whole number, what would the endpoints and midpoint be? Select numbers between your endpoints to retell the story.

### **Game Connection**

*On My Way to Grandma's House* game board. This simple placemat will allow students to retell the Lily story over and over. With a simple directive from the teacher on how many digits the number should have, students use cards to create multiple numbers so they can retell, recreate, and discuss the placement of numbers with friends. It's a perfect way to keep students on the number line, playing repeatedly.

Download a paper copy of this game at [www.mathmilemarkers.com](http://www.mathmilemarkers.com).

### **Share Your Stories**

Math MileMarkers® stories are the perfect way to enhance kids' understanding of key concepts and have fun with math! Visit us at [www.mathmilemarkers.com](http://www.mathmilemarkers.com) or on twitter @mathmilemarkers to share how you used this Math MileMarkers® story to support learning in your class or at home. We love seeing pictures and hearing about how students retell, recreate, and talk about math with friends.