If You Give a Man Some Hands
Activity Packet

Thank you for purchasing the *If You Give a Man Some Hands* activity packet! This packet is appropriate for children from K-5, but might be most effective with K-2.

It supports the following Common Core State Standards Domains:

- Kindergarten: Counting & Cardinality
- Kindergarten & Grades 1-3: Operations & Algebraic Thinking
- Grades 1-5: Number & Operations in Base Ten

Here's what's in this packet:

1. *If You Give a Man Some Hands* ebook (page 2-17)
    - Print pages 2-15 for your students to read or read it to them.
2. *If You Give a Man Some Hands* Supplemental Questions (pages 18-19)
    - Questions that support Common Core State Standards that will get you started having meaningful discussions with your students.
3. Using the Illustrator's Workbook letter (page 20)
    - A brief explanation of how to use the Illustrator's Workbook with your students.
4. *If You Give a Man Some Hands* Illustrator's Workbook (pages 21-34)
    - A "blank" copy of the ebook that your students can illustrate themselves.
5. A list of math resources (page 35)
    - Great for you or to share with parents.
6. A reprint of the article "10 Tips for Teaching Math" (pages 36-41)
    - Helpful tips you can use to improve your teaching - or check them off to see how awesome you already are!

I hope you and your students enjoy this activity packet. Please email me at Bon@MathFour.com with any suggestions or questions. I'd be happy to hear from you.

If you're ever in Houston and would like to meet, please email me and let me know. I'm always up for connecting with other educators!

Thanks,

Bon Crowder
www.MathFour.com

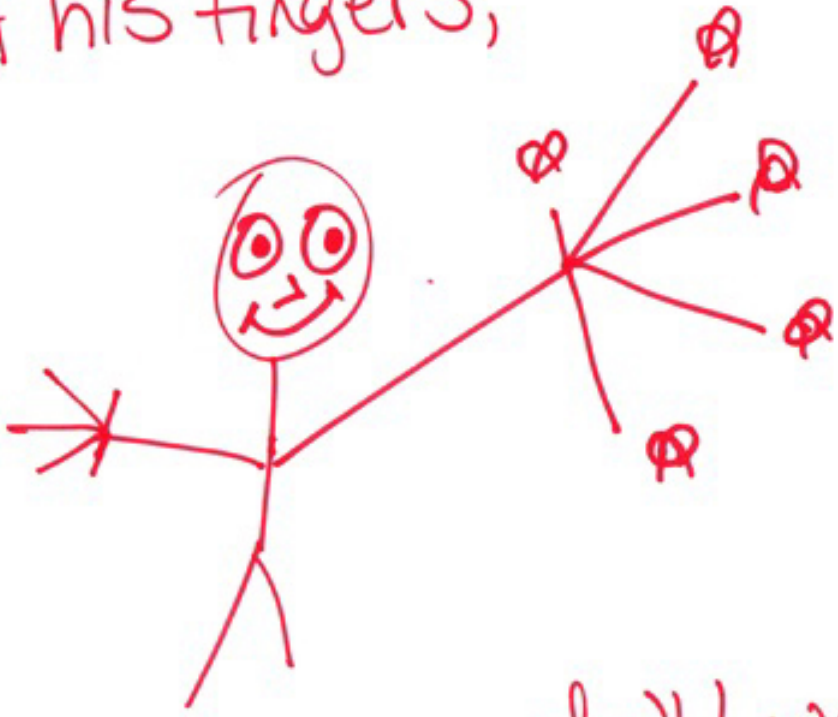
If You Give a Man Some hands

A Pretzel Story
by Bon Crowder
www.MathFour.com

If you give a man some hands,

he'll want to count his fingers.

If you let him count his fingers,



he'll want to count his things.

Math Concepts per Page

2- Counting
3 - Counting
4 - Subtraction
5 - addition
6 - addition
7 - Prep for...
8 - multiplication
9 - Division
10 - Fractions
11 - Adding fractions
12 - Kindness (yes, that's part of math)
13 - humor (and math has humor, too)

If You Give a Man Some Hands
Discussion Questions

These questions are supplemental material for the book *If You Give a Man Some Hands* by Bon Crowder at www.MathFour.com. But don't just limit yourself to these questions. Use them as a source and inspiration to lead to other questions and exploration.

The discussion questions support these Common Core State Standards:

- Kindergarten: Counting & Cardinality
- Kindergarten & Grades 1-3: Operations & Algebraic Thinking
- Grades 1-5: Number & Operations in Base Ten

Page 2 – Counting

- Why do we have ten fingers?
- Do you think there is some correlation between our ten fingers and the fact that we have ten digits, 0 through 9?

This sheet been abbreviated for this preview.
There are 13 sets of discussion questions - one for each page of the ebook.

If You Give a Man Some Hands
Illustrator's Workbook

Welcome to the Illustrator's Workbook!

This supplement to the *If You Give a Man Some Hands* eBook allows children to illustrate the book themselves.

The illustrations in the original are designed to be encouraging to the most non-artistic in your group. Since the original uses stick figures and pretzels, children feel comfortable enough to use anything they like at whatever skill level they are.

1. Print out pages 21-34 of this packet and pass them out to your students.
2. Have them chose an object they can easily draw that can represent blessings. (I used pretzels in the original because my daughter loves them!)
3. Allow them to illustrate the text of the book using whatever medium you have.
4. Discuss their drawings using the supplemental questions written for the original eBook. They are on pages 18 & 19 of this packet.

I hope you and your students enjoy this activity packet. Please email me with any suggestions or questions at Bon@MathFour.com.

Thanks,

Bon Crowder
www.MathFour.com

If You Give a Man Some Hands

Written by Bon Crowder, Illustrated by _____

If you give a man some hands,

he'll want to count his fingers.

If you let him count his fingers,

he’ll want to count his things.

10 Tips for Teaching Math

by Bon Crowder, reprinted from www.MathFour.com/teaching-math

Are you struggling to get through to your math students? Are they just not getting it? Glazing over? Fear not, the posse has arrived!

I taught math in a college classroom for 15 years. Before that I was asked, paid, coerced and forced (yes, forced) to tutor friends and relatives. Over those years I've put together my top 10 list of ways of tutoring and teaching math.

1. Discourage negative remarks.

Acknowledge their frustration, anger and hate of math. Do this at the beginning of the class or as quickly as you can. Let everyone tell you face-to-face or on paper what their past math history is. Let them explain why they hate math and where their frustrations are.

Validate their anger and fears. If there was a mean instructor in the past, help them understand that that person is no longer with them. And that it's okay to still be angry with him or her.

Then, encourage them to use this. “You dislike math, I appreciate that. I see where it's coming from.” Tell them that instead of using negative remarks toward math, from this point forward, they can direct their frustration at the event or person in the past.

Instead of saying, “I hate math. I'm just not good at it.” They will now say, “I am really frustrated that Mrs. Wilson in the fifth grade was so mean to me. I'm going to overcome that. Mrs. Wilson, I'm done with you!”

2. Let the student body coach you through the problems.

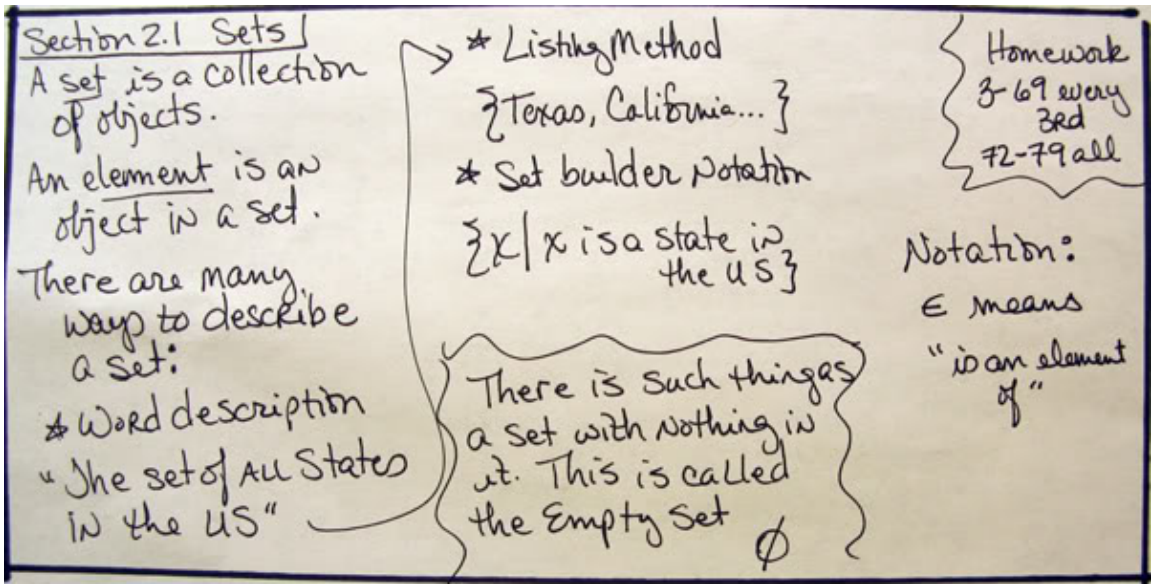
After you've explained a method, do one example yourself. Do at least two more examples and allow the student body to talk you through them.

Collectively they should be able to get it right. If they make an incorrect decision,write it on the board anyway. Pause to let everyone else observe it. Usually someone else express doubt. Watch the faces of the students carefully. You'll see the face of the student that doesn't like that wrong answer. Ask him or her to explain.

3. Use good board etiquette and handwriting.

Know your student body. If they are a different nationality or culture, make a point to learn how they traditionally write numbers and symbols. In the US the division symbol is written with two dots with a horizontal bar between them. In some countries the division symbol lacks the bar. If you traditionally cross your z's or your 7's, explain this on the outset, and frequently through the class.

When you write on the board, mentally divided into segments about 2 to 2 1/2 feet wide. Stay within those divisions. If you have to do a sidebar, segment that portion of the board with squiggly lines.



The image above is of a simulated white-board with a good use of space and squiggly lines.

There is more in the full version.