

Goodnight, Numbers

Danica McKellar; illustrated by Alicia Padrón

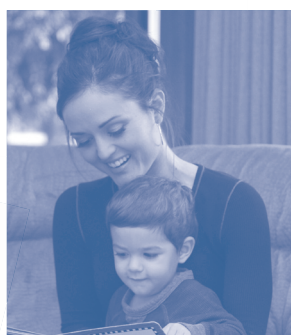
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ABOUT THE BOOK

Numbers are all around us! Understanding this concept gives young children a strong start in the world of math. *Goodnight, Numbers* introduces important ideas at a child's level with an upbeat rhyming text full of numbers. The appealing illustrations invite children to count familiar objects from forks and spoons to fingers and toes. With a different parent/child pair on every page, children of all ethnicities will see themselves in the pictures, in which fathers and mothers make bedtime a happy experience. The author's note gives ideas for using the book, and there is more information in the discussion questions and activities below. Whether you're reading this aloud and interacting with your students, or they are counting the objects in it on their own, *Goodnight, Numbers* turns math into everyday fun.



ABOUT THE AUTHOR

Danica McKellar is a *New York Times* bestselling author of such groundbreaking math books as *Kiss My Math* and graduated summa cum laude from UCLA with a degree in mathematics. She is also well known for her acting roles on *The Wonder Years*, *The West Wing*, multiple Hallmark Channel and Lifetime movies, and as a quarterfinalist on *Dancing with the Stars*. She lives with her family in Los Angeles.

This guide was created by Kathleen Odean, chair of the 2002 Newbery Award Committee and a youth librarian for seventeen years. She is the author of *Great Books for Girls*, *Great Books for Boys*, and *Great Books About Things Kids Love* (all published by Ballantine). She gives workshops on new books and the Common Core State Standards.



CROWN BOOKS
FOR YOUNG READERS

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1. On the pages for number One, what are the characters doing? How do you think they are related? What do you think they are feeling? What time of day do you think it is?
2. Compare the pages for number One and number Two. How are they the same? What room of the house or apartment are the characters in? How are the pairs of characters on each page the same, and how are they different? Which pets appear on the different pages?
3. The pages for number Two mention hands, feet, and ears. Who on the page has hands? Who has feet? Who has ears? How many ears do you see altogether?
4. Name all the colors you see on the number Three pages. How do the colors compare to the pages for Two and Four? What do you think the child and mother are doing? How would you describe the mother?
5. What is the child doing on the pages for number Four? What words could you use to describe the father? Name and count the animals, real ones and objects, found on the pages. Which ones are not named?
6. What do the pages about Four and Five have in common? What is different about them? What moods are the child and dog in? Why does the mother have her eyes closed?
7. The number Six page mentions six snaps. Where are the snaps? Where is Mr. Peach? Where are the music notes coming from? Do you have a toy that plays music? Talk about the tent and why it is set up in the room.
8. On the pages for number Seven, what room are the child and mother in? Name everything that hangs on the walls of the room. What do you think the child and mother have been doing? Why can you see the child's and mother's faces twice?
9. On the pages for number Eight, what are the words referring to? Why do the child and mother have a book? What do you think the book is about?
10. How are the father and child alike on the Nine pages? How are they different? Name all the round shapes you see in the picture. What can you see out the window?
11. Name all the playthings you see on the pages for number Ten. Which ones have stripes on them? Which things in the room have dots on them? How do you think the baby and dog are feeling?
12. How many bedrooms have you seen in the book? Why do you think there isn't an adult in the last bedroom? What's different about the child and the pets on the last two pages compared to earlier pages?

ACTIVITIES

ELEGANT ENDPAPERS

Introduce the concept of endpapers to the children. As the final page explains, the endpapers at the front and back of the book show multiple ways to express the same number, including different languages, Roman numerals, hashtags, and ten frames. Have the children describe what they see on the endpapers. Ask if anyone can count to ten in another language, or invite in people who speak another language to demonstrate it.

TEN FRAME TIME

Use the endpapers to introduce the idea of a ten frame, a teaching tool discussed in the book's final pages. Throughout the book, pages for each number have a corresponding ten frame that looks like a picture frame. Have students start with the picture frames on the endpapers and find the corresponding one in the illustrations. Create a handout with a ten frame and have students choose one from the book to copy and color. Then share them as a group, with each child counting the objects in their ten frame.

TELL A STORY

The double-page spreads for numbers One through Ten each show a child and parent doing something together. Have children imagine more about one of the pictures. Have them name the child, the parent, and the pets. They can talk about where the characters might live, what their day could have been like, if there are other members of the family, and so on. You can do this as a class, in small groups, or in pairs.

NAME THAT SHAPE!

Although the words are focused on counting, the illustrations show shapes such as circles, squares, rectangles, triangles, and hearts. Work as a class or assign pages to small groups, and have students identify and count the shapes on each page. Then have them look around your classroom and point out more shapes.

MORE THAN ONCE

The final double-page spread of the child asleep gathers objects from all the earlier pictures. Have students study the final page and then go back and find those objects that appeared before. Have them discuss why the illustrator chose to do this.

COUNT THEM ALL

Invite students to find everything on each page that appears the same number of times as the number on the spread, 1-10. For example, on the "FIVE" spread, in addition to the objects mentioned in the text, there are 5 towels, 5 balls, 5 dots on the basket, 5 flowers on the mother's necklace, 5 petals on each flower, and more. See who can find the most! This can be done as a class, in small groups, or in pairs.

COUNTING RHYMES

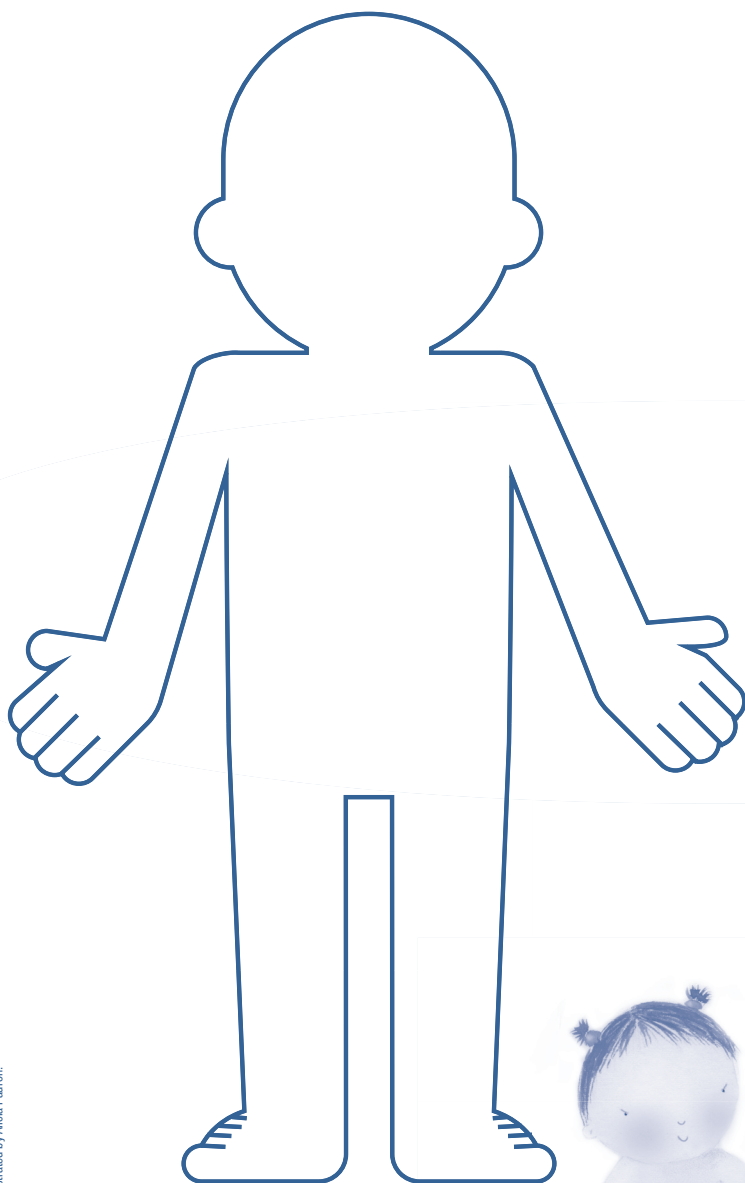
After reading the book aloud, go back and talk about how the text rhymes. Have students name the words that rhyme on each page. Then introduce some popular rhymes or songs that include numbers, such as "One, Two, Buckle My Shoe," "Ten Little Monkeys Jumping on the Bed," and "Ten in the Bed." Ask children if they have similar rhymes or songs to share that make practicing counting enjoyable.

8
10 1 2 4

COUNTING BODY PARTS

9 3 6 5
7

DIRECTIONS: Use the graphic below to practice counting. Create a self-portrait or a portrait of a friend or family member. Count how many eyes, ears, noses, lips, buttons, pockets, and so on appear in your picture, and record them in the correct place below.

1
ONE

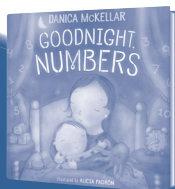
2
TWO

3
THREE

4
FOUR

5
FIVE

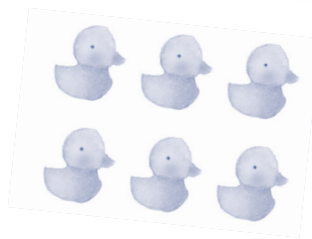
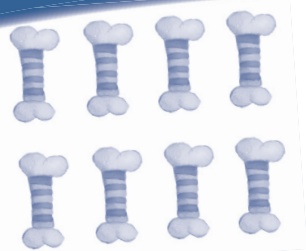
Teachers: This template can be used again and again to practice counting. After reading a story or fairy tale, students can turn the template into a character in the book and count again!



8
10
1
2
4

COUNTING ALL AROUND US

9
3
6
5
7

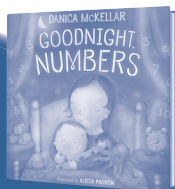


DIRECTIONS: Use this page to count the everyday objects around you! Write a numeral in the left-hand column and draw the corresponding number of objects you can spot in the right-hand column.

NUMBER	OBJECTS



Teachers For added fun, go on a "field trip" with the class and explore different rooms throughout the school to practice counting all around!



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