

# Operation Feed the Ducks

with Marlee the Mathematician



## Facilitation Guide



Thank you for purchasing a copy of *Operation Feed the Ducks with Marlee the Mathematician*. Counting, problem solving, and pattern recognition are important foundational mathematics skills. And helping children build these skills through an engaging story is important to helping them develop positive math identities. This guide is intended to support you as you help the young learners you work with engage with the story, make predictions, and develop their math literacy superpowers! I hope my prompts here inspire you to get creative and step outside of the box!



*Happy reading and*  
**BE BRILLIANT!**



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1



**Marlee affirms the spelling of her name, celebrates her hair, and expresses her love for ducks.**

*Ask your readers to tell you something they love about themselves. You can also ask them if they have a favorite animal or pet.*

2



**Marlee notices 15 ducks.**

Ask your readers if they know anything about the number 15. Maybe they know what number comes before it or after it. Perhaps they know it is a multiple of 5. You can also ask them to count the ducks on the page.

3



**Marlee and Lewis count six pieces of bread.**

Ask your readers what they notice about how the bread is arranged on the table. Perhaps they notice two groups of three. Or they may notice three groups of two. You can also invite them to talk about the shape of the bread.



### Marlee's dad asks if they will have enough bread to feed the ducks if they keep collecting two pieces per day.

Encourage your readers to give a justification for their response. Ask "why" or "how do you know?" You may also want to help them connect their thinking to the calendar tracking tool.



### Marlee uses her mathematician brain to create a plan to split up and collect more bread.

Ask your readers if they have ever had to come up with a plan to solve a problem. You may even want to share an example of when you created a plan to help you solve a challenge.



**Next up, we have a topsy-turvy surprise for the reader! Recall that Marlee and Lewis collected six pieces of bread in the first part of the week (Mon-Wed) and then eight pieces on Thursday. This gives them a total of 14 pieces. But there are only 13 pieces on the table. Oh my!**

Here, we invite you to ask readers to count and see if they notice the missing piece. Ask them what could have happened to the missing piece? Maybe it fell under the table. Maybe they left one piece in the basket. Maybe their mom or dad hid it from them to see if they were paying attention. Let your imagination run wild. You can also use the little piece of bread we've included here to "surprise" your readers by telling them you found the missing piece!



**As you continue, assume Marlee and Lewis had 14 pieces of bread and collected 8 more on Friday, for a total of 22. Two hungry birds ate the bread Lewis dropped.**

As readers count the 20 pieces, encourage them to count by ones and twos. Ask them what patterns they notice about how the bread is arranged (e.g., four rows of five, five rows of four, two sets of ten).

*Thank you for your purchase and for your commitment to help cultivate young mathematicians.*



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