

Title: Numbers: "Two Two Trees"		Date: Nov. 13, 2013	Session: Kindergarten Math
<p>General Outcome: Develop number Sense. Specific Outcome: 4. Represent and describe number 2 to 10, concretely and pictorially. 2. Subitize and name familiar arrangements of 1 to 5 objects or dots <i>This purpose of this lesson is to creatively represent groups of numbers (twos) visually while building a larger teaching concept to subitize the numbers 2-5. Students will be able count to 10 using pairs and will begin to subitize 2-5.</i></p>			
<p>NOTE: Student goal is to represent the number 10 using 5 sets of 2. If a student is able to count by "twos" to a greater whole number they will be able to model this for the instructor and add extra pairs of "blossoms" to the "two two" tree.</p>			<p>RESOURCE NOTE: Tempura Paint is used for its washability.</p>
<p>Alternative options: Students who are unable to use the painting materials in a responsible manner due to ADHD or behavioural challenges will be grouped together and directed through the lesson at the "teachers" table and in smaller sequential steps.</p>			
Time	Instructor Activities	Learner Activities	Resources
5 mins	<p>Frontloading & connect to previous learning: Tell the students that we are continuing to work with ways to count up to 10 (as this would have been covered). Ask for students to count with you to 10, then to alternate numbers beginning at 1 (up to 10). Finally, hold up fingers to get the kids sharing their number sense.</p> <p>Resource Information - Remind students about the "artist rules (artistry)" before using painting material. <i>Artist rules are:</i> be careful (with materials), be considerate (of space & others), be excellent (in creativity and quality).</p>	Students share with instructor their knowledge of 1-10.	
5 min	<p>Material handout - Choose responsible group member to pick up their group's tray of paint (pre-measured on a tray). Second member grabs paper towels and third takes paper</p>	Students each collect the resources they are responsible for.	Brown Paint pre-poured in plastic plate white construction paper paper towels sink and/or pre-filled wash basin Sample Two Two Tree
10-15 min	<p>Verbal Instruction Part 1: Students place one hand in brown paint (one at time) and press handprint in the centre of the construction paper. Part 2: Students collect pink paint and wine corks.</p>	<p>Students finger paint the tree form. Students immediately clean brown paint off their hands.</p> <p>Students use paired corks to create "blossoms" on each of the five branches of the tree. Counting by two's as they add blossoms.</p>	Pink Paint wine corks (held together by elastic)

Time	Instructor Activities	Learner Activities	Resources
15-20 min	<p><u>Two Two Tree Talk:</u> As students place their blossoms on their trees, instructor moves through class to view work and promotes artistry and number sense.</p> <p>Students provided a description slip to attach to painting that highlight their ability to count to 10 using 2's.</p> <p>Paint material clean up is taken care of prior to moving on with lesson.</p>	<p>Once students complete the blossoms they are asked to raise their hands for an audience. The instructor asks questions about how many blossoms they have - observing how the student counts (singles or pairs). Instructor takes time to model counting "by two's" for those who are not able.</p> <p><i>If a student exhibits the ability to count by 2's (up to 10), they can add more pairs to their tree up at high as they are able to count (up to 20-30 depending on page space).</i></p> <p>Students place used paint trays/corks in wash basin/sink for later cleanup.</p>	<p>Painting materials Assessment slip</p>
10-15 min	<p><u>Subitize the Forest:</u> After having completed the art project, students gather around SmartBoard to discuss subitization. Instructor will shared the word "subitize" near the end of the lesson so that students become familiar with the vocabulary (even if it's not completely understood).</p>	<p>Group discussion at SmartBoard that "walks" through the Finger Forest. In this forest there are "two two" trees but there also "Three Three" tree (and up). Students verbally subitize the number of blossoms on each type of tree by answering "what type of tree do you think this is? why?"</p>	<p>SmartBoard images of The Finger Forest ("Three Three Trees",etc)</p>
<p>Formative Assessment #1: Instructor ask students during the project about the number of blossoms - looking for counting singles or pairs. Instructor encourages paired counting. Formative Assessment #2: Student verbal interaction with images of "three three trees" (an up) inform instructor of student ability to subitize higher numbers (to 5).</p> <p>Summative Assessment: Students fill out small assessment slip that highlight their tree and how many blossoms they have counted on their tree.</p>		<p>What Worked Well/What needs Revision:</p>	