Curriculum Goals  

Kindergarten
- Bridging concrete and abstract mathematical ideas children may begin to represent their thinking on paper, often using pictures and/or numbers and some words; others may use concrete materials
- One-to-one correspondence

Grade 1
- Print whole numbers to ten
- Decomposing and composing numbers to 20
- Establishing a one-to-one correspondence when counting the numbers in a set
- Adding and subtracting numbers to 20

Materials
- Curious George Flies a Kite
- A set of each of the following per child:
  - Ten-frame(s)
  - 10 or 20 plastic rabbits or print-out rabbits that fit within the 10-frame squares
  - Tree cut-out

Context
- Educator working with small groups of 3 or 4 children at a table.

Summary
- Students use rabbits to represent value on the ten-frame squares. Students work together to demonstrate different ways to compose and decompose the number 10 or 20.

Instructions
1. Introduce students to activity by reading Curious George Flies a Kite. Entire book can be read at this point or the teacher can read until the part when Curious George finds the bunny house and opens the cage, losing one bunny.
2. Present the group of students with a sheet of paper which has one or two ten-frames. The ten-frames can be introduced to students as the rabbits’ house and instead of dots, small rabbit shapes cover each square in the ten-frame. The sheet is accompanied by a tree cut-out behind which the students will use to “hide” the bunnies.
3. Instruct the students to rewrite the number of bunnies George loses. Students choose the number of missing rabbits they want to represent from 1-10 or 1-20 and print the number on the sheet.
4. Encourage students represent their number of missing bunnies by hiding the rabbits behind the tree and demonstrate the number of rabbits still in the house on the ten-frame(s). Students also print letters to represent the number of rabbits in the house.
5. Take a photo of the arrangement made by the student.
6. Instruct students to count the total number of squares in the ten frame(s) and to count the number of squares without rabbits. Allow students to recall the number of rabbits they chose to represent in the house and count up from that number while pointing to the empty squares in the house so that students can recognize that the number of rabbits in the house plus the number of empty squares equals 10 or 20.
7. Take the rabbits off the ten-frame and put them in a different arrangement in front of the student in order to assess the student’s conservation of number.
8. Arrange the photos of the children’s work in numerical order as a class. Display the students’ pages on the wall of the classroom if possible.
Questions to Extend Student Thinking

• How do you know how many rabbits there are in the house/ in the tree? If there were 10/20 rabbits in the house before? How many do we need to find to fill the house again?

Look Fors:

• Is the student able to read and print whole numbers to ten?
• Is the student able to solve addition and subtraction problems of whole numbers to 10/20 using concrete materials, as well as mental strategies (counting down or up, counting all or recalling)?
• Is the student relating numbers to the anchors of 5, 10, 15, and 20?
• Is the student able to demonstrate the concept of one-to-one correspondence?
• Is the student considering the other students’ strategies?

References


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