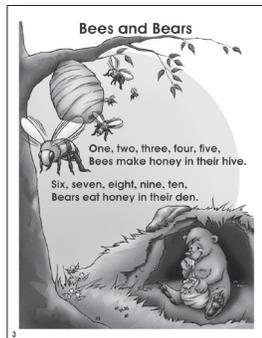


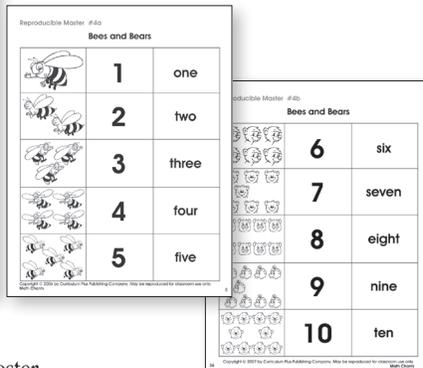
# Bees and Bears

The *Bees and Bears* chant can be used to support students' understanding of number sense and numeration:

- demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting.
- count forward by ones to 10, using of concrete materials.
- read numbers and words to 10.



Reproducible Masters #4a and #4b



## MATERIALS:

- *Bees and Bears* chant poster.
- sets of small objects (counters, farm animals, toy cars) up to 10.
- one set of cards with numbers 1-10.
- one set of cards with number names.
- **Reproducible Masters #4a and #4b.**

## SETTING THE SCENE

**T and C:** Invite children to join you in reading a chant selected from *Math Chants* or from your own math collection of poems.

**T:** Show the children the new chant, *Bees and Bears*.

**T and C:** Discuss and discover what the children know and understand about bees and bears. Introduce the words “honey”, “hive” and “den”. Ask if anyone can already count to 10. (This establishes the children for whom this is new learning and those for whom it is review or practise.)

**C:** Practise counting to 10.

Set the learning goal for the lesson:

**T:** Help the children express the learning goal in child language.

**C:** “*We are learning to count to 10.*”

“*We are learning to read words and numbers up to 10.*”

**T and C:** Establish the success criteria together.

## READING THE CHANT

**T:** Read the chant to the children.

**T and C:** Read the chant together.

**T:** Invite the children to talk about the number sequence: “*What do you notice is happening to the numbers in the chant?*” Some children may notice the numbers getting bigger by one, as they count, while others may even see the counting in two groups of five.

**T:** Ask the children to identify and read the number names.

## PRACTISING/DOING

This part of the lesson is a large group, teacher-led activity.

**T:** Using the materials and cards, model and ask children to help match objects with the number and the word. Ask one child to select and count a set of objects. Invite another child to find the numeral. Then invite a third child to find the word. (This activity can be practised by finding either the numeral or the word first.)

This part of the lesson involves further activities to support the learning:

1. Picture, number and word matching. (**Reproducible Masters #4a and #4b**)

These Reproducible Masters can be used:

- as an activity wherein all the children cut up the sections, and then match.
- as an independent activity in the math activity corner. (Photocopy, laminate, and then cut the sections to create cards.)

2. Children might draw and number their own pictures of characters or objects from a favourite story.

3. SNAP

Materials: two sets of cards (one set of numbers and one set of words).

Two children can play. Each of the two packs of cards is shuffled and placed face down. Children take turns taking a card and turning it face up. When two matching cards appear, the first child to say “SNAP” collects all the cards in the pile. The game continues. SNAP can also be played with three sets of cards (words, numbers and pictures).

## REVIEWING AND REFLECTING

**T and C:** Children return to the class circle to share their learning and strategies.

**C:** Their ideas can then be recorded in their personal math journals.

“*Today I learned how to count to 10.*”

“*Today I learned how to count objects and match them with their names.*”

## READING CONNECTIONS

The following books with math links are in the *Porcupine Collection*: Burroughs, Susan. *At the Bird Feeder*. Toronto: Curriculum Plus, 2001.

(math link: pairs up to 6)

Wells, Jan. *Superdog Helps Firefighter Ed*. Toronto: Curriculum Plus, 2003. (math link: counting)

Etue, Pat. *The Shopping Trip*. Toronto: Curriculum Plus, 2003.

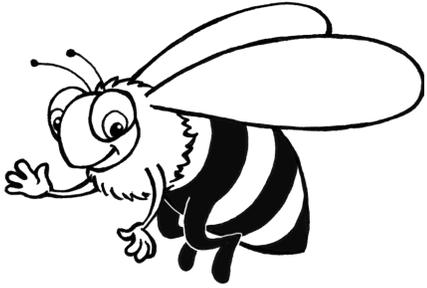
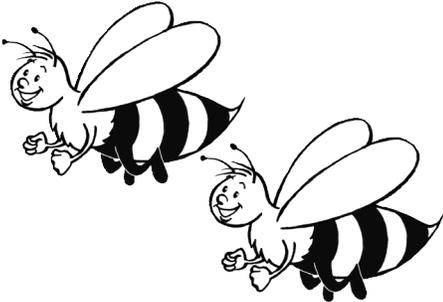
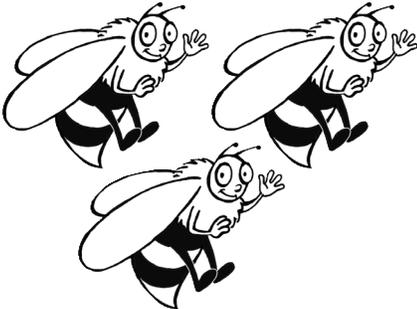
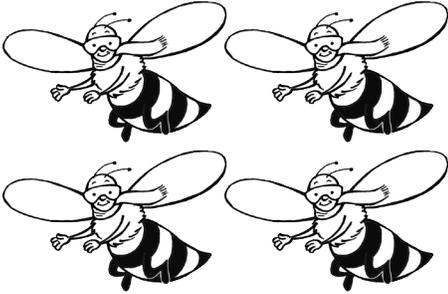
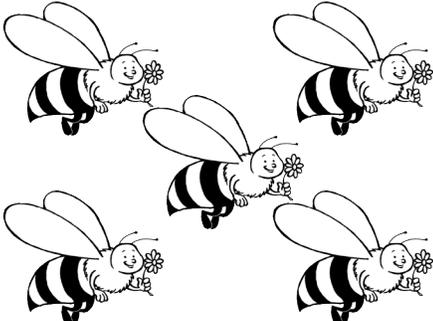
(math link: counting)

Schwartz, Shari, Helen Tomassini and Linda Widenmaier, *The Elevator Adventure*. Toronto: Curriculum Plus, 2003. (math link: counting)

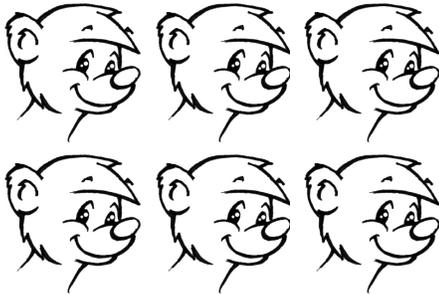
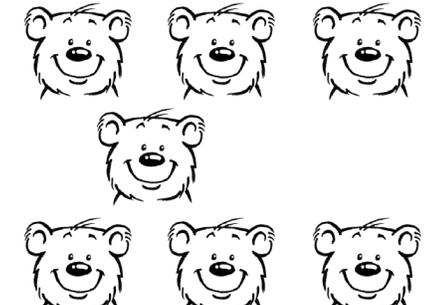
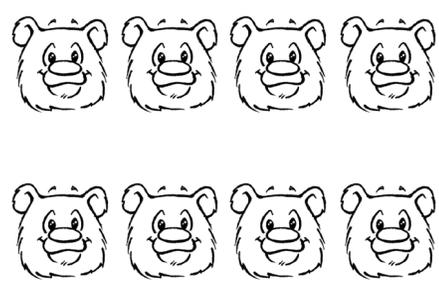
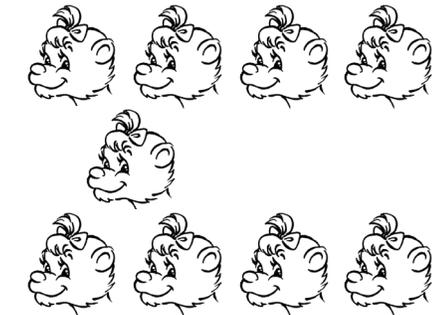
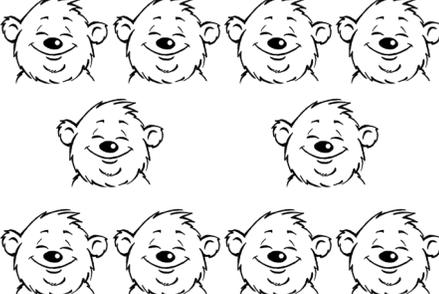
Edwards, Wendy. *Breakfast Time*. Toronto: Curriculum Plus, 2001.

(math link: 1 to 1 correspondence)

# Bees and Bears

	<b>1</b>	<b>one</b>
	<b>2</b>	<b>two</b>
	<b>3</b>	<b>three</b>
	<b>4</b>	<b>four</b>
	<b>5</b>	<b>five</b>

# Bees and Bears

	<b>6</b>	<b>six</b>
	<b>7</b>	<b>seven</b>
	<b>8</b>	<b>eight</b>
	<b>9</b>	<b>nine</b>
	<b>10</b>	<b>ten</b>