



COLOURFUL HANGING PAIRS – Colour, Shape, Texture

Students create a colourful mobile as they explore the concept of pairs.

Required Time

60 Minutes

Grade Level

Kindergarten to Grade 1

Subject

Language Arts
Mathematics
Visual Arts

Vocabulary

colour
mobile
pairs
shape
texture

Materials

Crayola Marker & Watercolour Paper - 20.9 cm x 30.5 cm (9" x 12")

Crayola Glitter Paint

Crayola Paint Brushes

Crayola Scissors

Crayola Markers

Paper Towel Rolls - ½ per student

Yarn or Ribbon

Hole Punch

Cardstock Paper - 21.6 cm x 27.9 cm (8.5" x 11")

Tape

Paper Towels

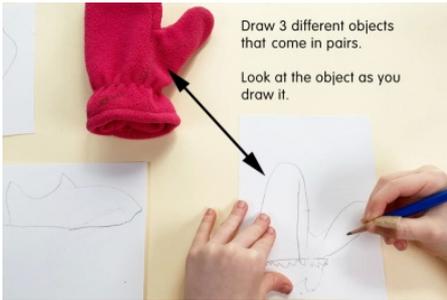
Shop Crayola
Products

Steps



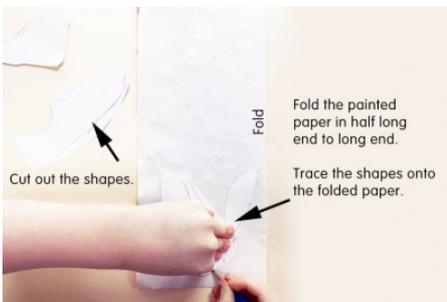
Step One

1. Use glitter paint to fill a piece of paper with colour.
2. Paint half a paper towel roll with a colourful design.
3. Set the paper and roll aside to dry.



Step Two

1. Draw 3 different objects that come in pairs on pieces of 14 cm x14 cm cardstock paper.
 - *mittens*
 - *shoes*
 - *socks*
2. Look at the objects as you draw them.



Step Three

1. Cut out the shapes.
2. Use the shapes as tracers.
3. Fold the painted paper in half long end to long end.
4. Trace the shapes onto the folded paper.



Step Four

1. Cut out the shapes.
2. Make sure the 2 layers of paper stay together as you cut.
3. Separate the papers and see the pair.



Step Five

1. Use a hole punch to make a hole in each end of the shapes.
2. Write 'A pair of' on the back of one of the pairs.
3. Write *what it is* on the back of the other half of the pair.

Step Six

1. Cut 2 pieces of yarn about 40 cm long.
2. Tightly wrap a small piece of tape around one end of each piece of yarn.
3. Thread the yarn through the holes in the shapes.
4. Use one piece of yarn for the shapes that say 'A pair of'.
5. Use the 2nd piece of yarn for the other half of the pair.



Step Seven

1. Make small cuts opposite each other on each end of the painted roll.
2. Make a big knot in the top end of each piece of yarn.
3. Slide the yarn along the cut to attach it to the painted roll.
4. Add some feathers or other embellishments.
5. Hang your colourful pairs where they can move in the air.



Learning Goals

Students will be able to:

- use cutting and painting skills to create a mobile;
- create 3 sets of pairs;
- draw, trace and cut out organic shapes;
- explain the meaning of *pairs*;
- demonstrate technical accomplishment and creativity.

Extensions

Have students:

- explore number bonds for different numbers;
- use a variety of materials to create an artwork that shows the number bonds for a specific number, e.g., 6;
- share their work with their peers.

Prepare

1. Download and display the *Colour, Texture and Shape posters* available on this website.
2. Teach the meaning of pairs.
3. Set up a *Pairs Sorting Centre* with a tub of pairs of objects such as small figures and other toys, plastic lids, plastic spoons, etc., and a sheet of coloured paper to set the pairs on.
4. Provide time for students to sort and record their pairs.
5. Make chart stories about pairs of objects found in the environment.
6. Provide time for students to draw objects from observation.
7. Provide time for younger students to practice tracing shapes and cutting them out with scissors.

Introduction

1. Review the concept of pairs and invite students to match several pairs of objects such as boots, shoes, mittens.
 - *separate the pairs and place one half of each pair into two separate bags - Bag A and Bag B*
 - *have one student pull an object from Bag A*
 - *have a different student choose the matching pair by reaching into Bag B and feeling the objects without looking*
2. Ask students to explain what pairs are.
 - *pairs are the same.*
 - *they go together*
3. Introduces the challenge.

Activities

The Challenge

1. Create a mobile with pairs of hanging shapes.
 - *Paint lots of different colours on a piece of paper.*
 - *Draw 3 different objects that come in pairs.*
 - *Cut out the shapes and trace them onto the folded painted paper.*
 - *Cut out the traced shapes and hang the pairs on pieces of yarn.*
2. Explain what pairs are.
3. Demonstrate technical accomplishment and creativity.

The Process

1. Make sure everyone understands the challenge.
2. Establish success criteria with your students, for example, I know I am successful when I have:
 - *created a mobile with pairs of hanging shapes*
 - *painted lots of different colours on a piece of paper*
 - *drawn 3 different objects that come in pairs*
 - *cut out the shapes I drew*
 - *folded the painted paper in half*
 - *traced the shapes onto the folded painted paper*
 - *cut out the traced shapes to make pairs of shapes*
 - *attached the shapes to pieces of yarn*
 - *kept my artwork in good condition*
 - *explained what pairs are*
3. Guide students through the steps outlined in this lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

Sharing

1. Have students work with a partner. Ask them to share:
 - *things they like best about their mobiles*
 - *two things that are the same about their mobiles.*
 - *two things that are different about their mobiles.*
 - *how they know the shapes are pairs*
2. Invite some students to share with the whole class.

Assessment

1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their mobiles - speaks with a clear voice, looks at audience while speaking, points to areas in the mobiles, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen - looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Download - [HangingPairs_tracking.pdf](#))
5. Have students in grade 1 use the self-assessment form to evaluate their work. (Downloads - [HangingPairs_self-assessment.pdf](#))