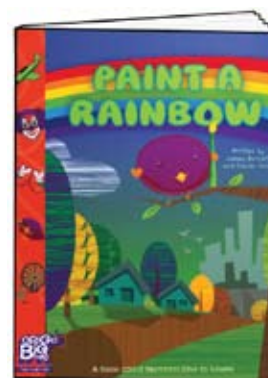


# Paint a Rainbow

A book about numbers one to seven




## Aim

*Paint a Rainbow* introduces the numbers one to seven. From this introduction, students explore concrete and pictorial materials to count and represent numbers one to seven.

These whole-class activities provide students with the opportunity to:

- listen to a story about the numbers one to seven
- use materials to act out the story
- use materials to represent and count numbers one to seven
- match concrete materials with numeral and number name cards
- use the *Teaching Tool* to match visual, verbal and written representations of the numbers one to seven

## Activities

1. Listening to the story
2. Painting a rainbow
3. Using materials to act out the story
4. Making a paper chain
5. Matching materials with numeral cards
6. Matching picture, dot, number name, and numeral cards
7. Using the teaching tool to represent a number 
8. Reading and representing a number of items in a list
9. Using ordinal number names first to seventh

# 1. Listening to the story

## Resources

- *Paint a Rainbow*

## Activity

Show the cover of *Paint a Rainbow* to students and read the title aloud. Encourage volunteers to predict what they think the story might be about. Slowly read the story. Then ask, **What happened in the story? What did you see in each picture?** Encourage students to explain that one colour was being added to the rainbow on each double-page spread and that there were seven colours in total. Read the story again. For each double-page spread have the students use their fingers to show how many colours are in the rainbow and how many colours are being added to the rainbow.

# 2. Painting a rainbow

## Resources

- Support 1 – see attached
- *Paint a Rainbow*
- Paints
- Paintbrushes

## Preparation

Print a copy of Support 1 for each group of three to four students. Each group will also need a paintbrush and access to red, orange, yellow, green, blue, indigo and violet colour paints. Note: Mix blue and purple to make indigo for the sixth part, purple with a little red to make violet for the seventh part.

## Activity

Read pages 4–5 of *Paint a Rainbow*. Ask, **How many parts of the rainbow have been painted? What colour has part of the rainbow been painted?** Ensure that the students identify the correct number and colour before painting the first segment of their rainbow. Repeat for each colour of the rainbow, asking the students to take turns being the painter. Collect the rainbows to make a class display.



### 3. Using materials to act out the story

#### Resources

- *Paint a Rainbow*
- Connecting cubes

#### Activity

Read pages 4–5 of *Paint a Rainbow*. Select a student to identify the number of colours that are being added to the rainbow (1). Ask all the students to hold up one cube to represent this number. Read the next double-page spread and ask a student to identify the number of colours that are being to the rainbow (1). Have the students hold up another cube to represent this number. Ask, **How many colours are there in the rainbow now?** To represent this number have the students connect and hold up their two cubes. Repeat for the remaining pages of the story.

### 4. Making a paper chain

#### Resources

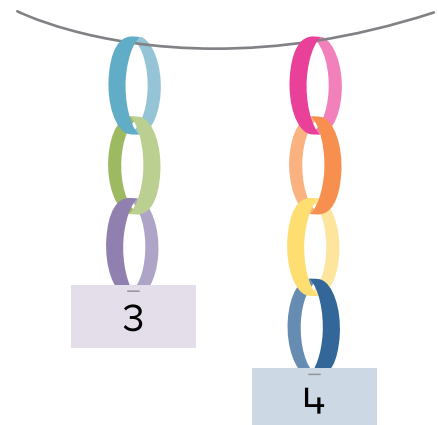
- Colour paper
- Scissors
- Glue
- Blank cards
- Felt markers
- String
- Stapler

#### Preparation

Cut the colour paper to make strips approximately 2 cm wide and 20 cm long. Each small group of students will need scissors, glue, strips of colour paper, one blank card, and a felt marker.

#### Activity

Work with the students to make a paper chain for each number from one to seven. Have the students write the number of links for their chain on a blank card and help them staple it to the final link. Hang the paper chains on string for a classroom display.



## 5. Matching materials with numeral cards

### Resources

- Support 2
- Scissors
- Connecting cubes

### Preparation

Print one copy of Support 2 for each pair of students. Each pair will also need scissors and seven connecting cubes.

### Activity

Have each pair of students cut out the cards. Then in turn, one student displays a numeral card and the other student represents that number with cubes. Extend the activity by having the students use the number name cards instead of the numeral cards, and then matching the numeral and number name cards and then show that number of cubes.



## 6. Matching picture, dot, number name, and numeral cards

### Resources

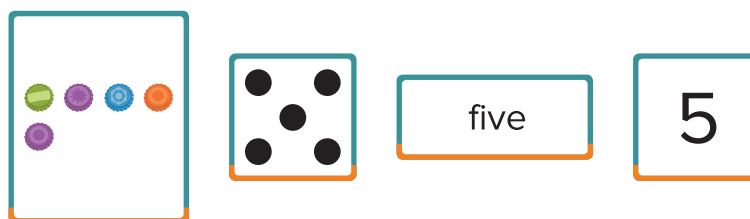
- *The Number Case* Year K
- Large container

### Preparation

Select the domino dot arrangement, picture, numeral, and number name cards for 1 to 7 from *The Number Case*. Shuffle the cards and place them in the large container.

### Activity

Have each student come forward and select a card. Then ask each student in turn to say their number. Then say, **Find everyone who has the same number on their card as you. Sit together in a group and place your cards on the floor.** Then have each group in turn show their cards for the rest of the class to identify their number. Repeat as time allows.



## 7. Using the teaching tool to represent a number



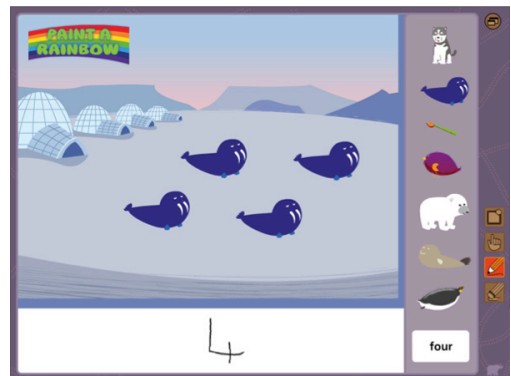
### Resources

- *Teaching Tool*

### Activity

Ensure that all the students can see the *Teaching Tool*. Click on the back of the card in the bottom right corner of the tray to reveal a number name, for example, four. Point to the card and ask, **What number is this?** Invite a student to represent the number by dragging the matching number of characters onto the work area.

Then have a different student use the writing tool to write the matching numeral in the white panel at the base of the screen. Repeat for other number names. The cards show the number names in random order so they may be repeated. If this happens, have a student write the numeral first and then have another student represent the number with characters.



## 8. Reading and representing a number of items in a list



### Resources

- Support 3 and 4 – see attached
- *Teaching Tool*

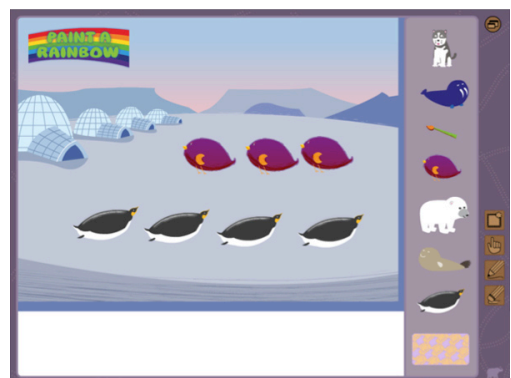
### Preparation

Enlarge and print a copy of Support 3 and 4, and cut out the lists.

### Activity

Organise the students into small groups. Provide each group with a list. In turn, ask each group of students to use the *Teaching Tool* to represent the items on their list. See the example shown right.

After they have finished, ask the class to figure out what items are on their list. The group can then confirm that they are correct.



## 9. Using ordinal number names first to seventh

### Resources

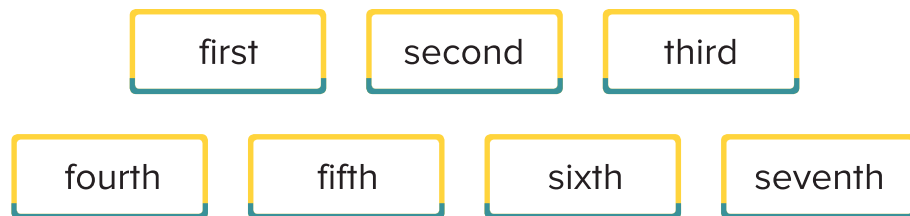
- *The Number Case Year 1*
- *Paint a Rainbow*
- Blu-Tack

### Preparation

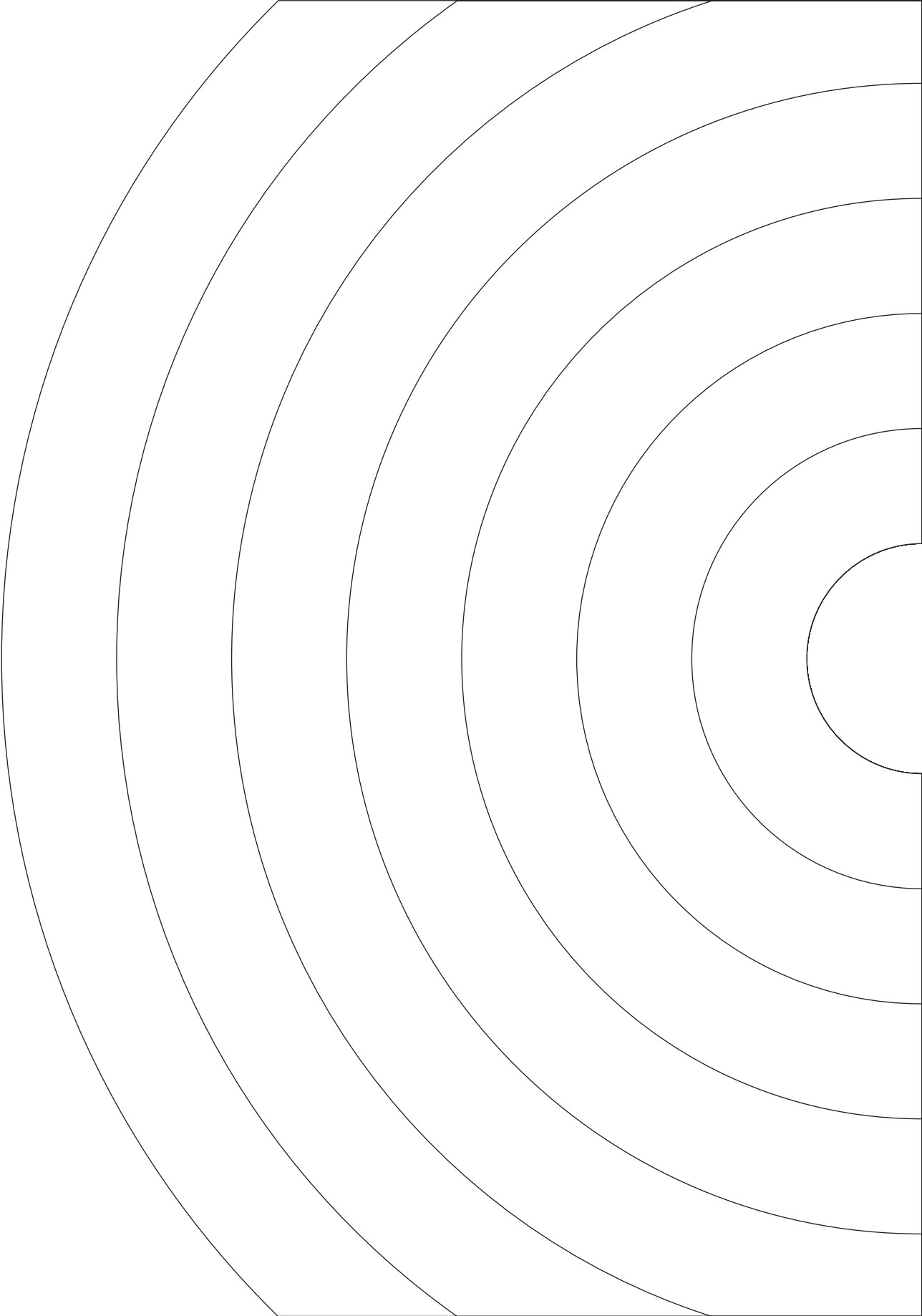
Select the ordinal number name cards for first to seventh from *The Number Case* for Year 1.

### Activity

Show the students the ordinal number name cards. Discuss the cards in order, one at a time. Reread pages 4–5 of *Paint a Rainbow*. Ask, **Which card will we attach here?** Have a student attach the card showing first next to the red part. Repeat for each colour of the rainbow. Reinforce understanding by showing the final page and asking, **Which colour is fifth? Which colour is third?** Repeat the questions for all the ordinal number names.



# Blank Rainbow



# Number Cards 1-7



1

one

2

two

3

three

4

four

5

five

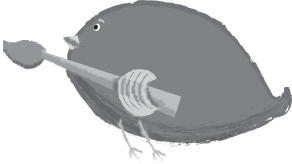
6


six


7


seven

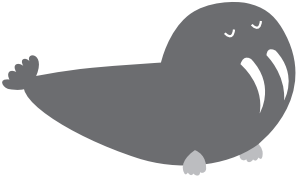


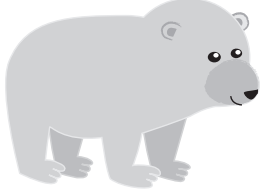
3 


4 

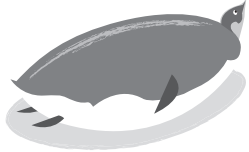
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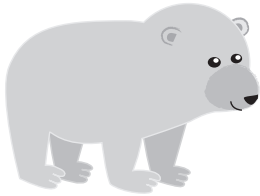
1 


2 


5 


7 

2 

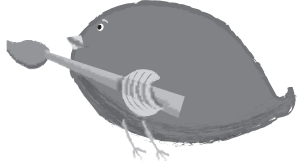
5 


3 


1 

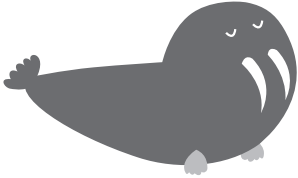
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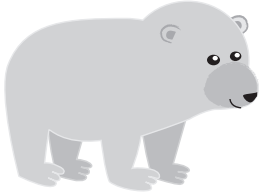
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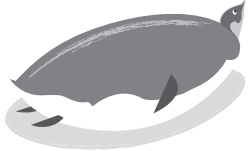
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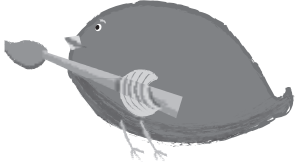
3 


7 

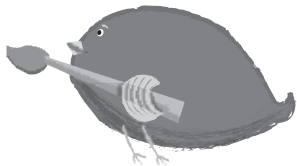
4 

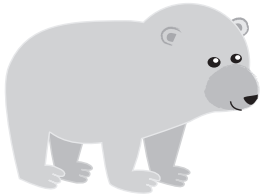
6 

5 

1 

7 

5 

2 

1 