



Numbers & Lines

PK Learning Plan—(45 minutes)

SHEET #1 (Front)

Overview:

1. Explore numbers 1-8, or 1-10
2. Count and numerically label real-world items
3. Learn about **line** in art; **curvy** and **straight** lines
 - a. Line—is a mark made on a surface
 - b. Curvy—with a bend or angle
 - c. Straight--without a bend or angle; direct
4. Explore and describe lines
5. Observe how Jasper Johns uses numbers in his work
6. Create an art project using numbers

Supplies From Kit: (organized by learning plan section)

Engage	Explore	Explain	Elaborate	Extend
n/a	Book: <u>When the Doorbell Rang</u>	Number Cards	Number Puzzles	<i>Zero-Nine</i> by Jasper Johns
		Paper Cookies		<i>0 Through 9</i> by Jasper Johns
				Number Sponges
				P/K Art Project Sample
				Art Project Background Master-In Binder (optional)

Supplies Provided by Consumer: (organized by learning plan section)

Engage	Explore	Explain	Elaborate	Extend
n/a	n/a	n/a	n/a	Paint
				Paint Trays
				White Paper (1 per participant)

Preparation:

- 1) Put paint in paint trays on tables. (Used in the Extend learning plan step.)
- 2) Optional: Make copies of art project background lines on white paper. 1 per person. (Used in the Extend learning plan step.)
- 3) Optional: Read background line art information. (Used throughout)



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SHEET #2 (Front)

Engage: What Do You Know? (3 minutes)

Gather the participants together. Use these questions to have a discussion about numbers. If the participants have no prior knowledge, move on.

How old are you?

How many fingers is that?

What other numbers do you know?

Do you see any numbers around you?

Do you see any lines around you?

Explore: Story Time (7 minutes)

Read book The Doorbell Rang. Encourage participants to listen for number words. Note: Reading the exhibit's book is possible, depending on group size.

Explain: Numbers & Lines In Our World (10 minutes)

- 1) Discuss the number descriptive words in the book.
- 2) Using the number cards, and the exhibit, or the paper cookies, have the group count the chocolate chips and label with the number cards. Model how to count by pointing and saying the number.
 - a. Exhibit: (1-8) As a group, count the number of chocolate chips and hold the corresponding number card next to the cookie.
 - b. Paper Cookies: (1-10) As a group, count the number of chocolate chips and put the cookie next to the correct number.
- 3) Look for, count, and label with the number cards other real-world items around you. Have each participant count and label a set of items.
- 4) Explain the definition of line, curvy, and straight. Have the participants put on imaginary "Line-Looking Eyes". In the exhibit, have the participants find 1 curvy line and 1 straight line to share with a partner or the group. Then find their favorite line, and have them find the line's beginning, middle, and end.

Elaborate: Number Puzzles (10 minutes)

- 1) Gather the participants together and model how to interact with the number puzzles by counting and putting 2 pieces together.



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SHEET #2 (BACK)

- 2) Distribute the number puzzles. Allow the participants time to interact with the number puzzles.
- 3) Using the puzzles, have each participant find the number with the curviest line. Then the straightest line.

Extend: Art (15 minutes)

- 1) Gather the participants together. Review the definitions of lines, curvy, and straight.
- 2) Show posters of Jasper Johns work. Share brief life history and art genre. Have participants point out:
 - a. Numbers
 - b. Repeating & non-repeating numbers
 - c. Lines *Where is a curvy line? Straight?*
- 3) Introduce art project samples, and point out numbers and lines.
- 4) Pass out art project background lines you previously copied, or have participants fold paper to look like the art project sample.
- 5) Then pass out the number sponges, and have them paint numbers in one column.
- 6) Then have the participants paint the matching number of fingerprints across from the number.
- 7) In their artwork, have each participant find the number with the curviest line and the straightest. Then have each participant describe the numbers' lines with a partner or to the group.

Sources:
ArtProjectsforKids.org