

# Monster Teeth

## MATERIALS

### FOR STUDENT:

(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Ball, 3" diameter
- Two 15mm diameter wiggle eyes
- Two 3/4" diameter purple buttons
- Five 6" length chenille stems: red, blue, yellow, green and orange (can get two "curlicues" per 12" stem)
- Five colored plastic-coated paper clips, same colors as chenille stems
- Pencil
- Paper plate
- Small ziploc bag



### FOR TEACHER:

- FloraCraft® Design It:® Wire Cutter
- Rubber band, medium size
- Serrated knife
- Hot melt glue gun (for teacher only) or thick white tacky glue
- Permanent black marker
- Pencil
- Ruler
- Paper Bag

**MATH**  
GRADE LEVEL **EARLY CHILDHOOD – PRE K**

**COMPLETION TIME**

• 30 minutes

### OBJECTIVES

Students learn:

- Counting 1 – 10
- Grouping to count, in preparation for adding
- Listening and following step by step instructions
- Use of fine motor skills and afterwards, play

### STANDARDS

- Counting and cardinality – compare numbers
- Identify greater than, less than, or equal to the number of objects in another group by using math and counting strategies
- Position inside/outside, top/ bottom

## TEACHER PREPARATION

*Note: Read through all instructions first and check out the TIPS! The intention is for the monster's teeth to be removable, for counting and grouping of the top teeth and the bottom teeth. The mouth is cut out and the eyes should be glued into the ball in advance. Recommend that you make one monster first before preparing the others, since knowing how the parts fit, might affect how you prepare the rest of them. Also, suggest that you show your finished project sample only when you want to explain something, or students tend to work ahead by seeing and copying.*

**[1]** Wrap the rubber band around the foam ball, dividing it in half. Insert the point of the pencil to mark the top and bottom of the ball.

**[2]** Use a serrated knife to cut a line along the rubber band guide, going from the top mark to the bottom one.

**[3]** Then, shift the rubber band over 2" and adjust it so that it goes over the top and the bottom marks. Similarly, cut along the rubber band guide to remove the wedge of foam. When turned, this becomes the monster's mouth. Remove the rubber band.

To keep the head from rolling, hold the ball on the table and look straight at the mouth. Tip the ball slightly forward so that the bottom of the mouth angles down a little. Then, determine where the bottom of the head would be. Use a serrated knife to trim a 1 1/2" diameter slice off the bottom.

**[4]** Hot glue two wiggle eyes centered onto the buttons. Then press each button into the foam about 1/8" deep, located 1/2" away from the open mouth and 1/2" apart

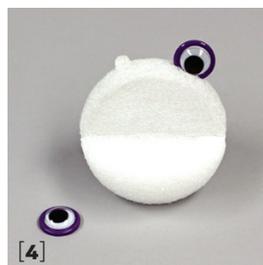
from each other. Remove the buttons and apply glue into the grooves in the foam, allowing a little extra on the surface. Then, press the buttons into the grooves, pushing the excess glue to the back of the buttons, to help support them.

**[5]** Use the wire cutter to cut the chenille stems into five 6" lengths per students (different colors).

Optional: Fold under about 1/4" on each chenille stem end and tightly pinch to prevent wire from scratching students.

**[6]** Sort paper clips, one of each of five colors per student. Bend open each paper clip to create two loops. Use the wire cutter to make two snips to remove the middle section, leaving two loops, with the ends being of even lengths.

**[7]** Use permanent marker to write students' names on plastic bags. Add to each bag: Foam ball with eyes, five chenille stem pieces and one large and one small paper clip loop in each color (total ten). Just before students arrive, set bag on paper plate at each student's place.



## LESSON INTRODUCTION

### INTRODUCTION

- Explain that students have been learning their numbers and that now they can start combining them. For example, the monster has paper clip teeth that the students can put into the top and the bottom of its mouth. Then, they can see how many there are all together.
- Explain that they should follow along, one step at a time and that each student will be making a monster, but all doing it together.



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# INSTRUCTIONS

**[1]** Ask students to keep all parts of the monster in their bags, reminding them that you'll all be making this at the same time and that you'll let them know when to take out each part.

**[2]** Ask them to remove the white foam, asking what shape it is (ball) and how many are there (one). Continue asking and answering as follows: What is glued onto the foam ball? (eyes) How many are there? (two)

**[3]** Ask them: When you look in your bag, do you see some long fuzzy colored chenille stems?

How many are there? (five)  
What colors are they? (red, blue, yellow, green and orange)

Instruct students to take one (specify color) out of the bag and wrap it around their pencils to make a curlicue. Then continue with each of the other four colors, one at a time.



**[4]** Demonstrate and have students choose one curlicue to push into the top of the head, going in about 1/2".



Then have them insert two more side-by-side the center one. (If necessary continue to go through it step-by-step for each curlicue, or see if students can repeat the process on their own.)

**[5]** Ask students: What is left in the bag? (paperclip loops) Show them how a paper clip is usually used. Then ask: What do you think they are on our monsters? (teeth). Demonstrate and have students gently push ends of teeth into the top and bottom of their monster mouths, reminding them that they don't go into students' mouths.

If time, show students how to group the teeth, such as two on the top and three on the bottom. Also discuss the total number of teeth in the monster's mouth. Remind them to keep the teeth on their plates or in their bags.



**[6]** Depending on time, students can play with monsters, adding and removing teeth. When finished, have them put the monster and the teeth into their bags. Collect the plates.

## MODIFICATIONS

### To simplify project:

- Have chenille stems already started around the pencils and students can continue to curl them.
- Work in small groups and assemble one monster among several students.

### To expand project:

- Twist together extra chenille stems to make multi-colored curlicues.
- Make more complex monsters, with multiple or larger buttons and eyes glued to curlicues and/or by adding arms, legs and antennae etc.

### For multiple ages:

- Younger and older students can work side-by-side with the older students being encouraged to design their own style monster using additional materials.
- Have older students design monsters for younger students to make.

## ADDITIONAL IDEAS

- Encourage students to think of animals with teeth that they could make, giving them more foam balls, chenille stems, pom poms, cardstock paper, etc.
- To display, hang them from their curlicues around the room (after marking in some way to identify owner).
- Use monsters to play a color matching game with the teeth and curlicues.



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## TIPS

- Supervise students so that no parts go into mouths.
- Have extras of all parts, especially paper clips, and chenille stems.
- When snipping paper clips in half, work inside a paper bag to capture flying pieces.
- If a student's monster tends to tip backwards, bend curlicues forward. If it still tips, tilt the ball forward and press base flatter in that position or cut another slice off the bottom of the ball, positioned more toward the front.
- Over time, if the "mouth" becomes worn from teeth being inserted, remove the curlicues and eyes. Slit a wedge out of a new foam ball, glue eyes and insert curlicues to be ready for more use.
- When it's time to put away, have students count with you each of the ten teeth as they put them into their bags.

## REFERENCES

*Kindergarten Math Books Pre-K Fun* by Speedy Publishing, LLC  
[www.learnwithplayathome.com/2013/04/counting-and-grouping-with-sticks.html](http://www.learnwithplayathome.com/2013/04/counting-and-grouping-with-sticks.html)  
*One Hungry Monster* by Susan Heyboer O'Keefe  
*Molly's Monsters* by Teddy Slater