



Wednesday 08/24/2022

Place Value - 1st Grade**Ard - AI Gr1Lp2****Arts Standards & Common Core Connections**

1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: (a) 10 can be thought of as a bundle of ten ones - called a "ten.", (b) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. (c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

I can use place value size to create a painting.

Vocabulary

* size: small, medium, large

Essential Question**Essential Question:**

How can we compare the size of place value of each digit in a number through the hundreds place?

Depth of Knowledge:

(DOK 2) - Compare the value of digits in a multi-digit number.

Lesson / Instruction / Narrative**Intro:**

- * Welcome!
- * Review Arts Integration and the expectations for class.

Lesson:

- * Ask artists to tell you what they know about place value. Review place value with base ten blocks.
- * Ask artists how many ones can be in the ones place. Can there be 1, 2, 3, etc. all the way to 9? Then ask artists if there can be 10 in the ones place. Artists should answer "no" because that would move the number to the tens place. Repeat with the tens place and mention how it moves to the hundreds place next.
- * Have artists compare the size of the ones, tens, and hundreds place. Help them come up with the words small, medium, and large.
- * Show the PowerPoint slide of the cake and mention how 100 candles can fit on a cake but not on a slice or a bite of cake.
- * Next, show the slide of the leaf, branch, and tree.
- * Explain to artists that they will be creating a picture that shows small, medium, and large like place value. They may use Sharpies to draw and then they will paint their pictures with watercolors.
- * Remind artists how to take care of Mr. Brushy.

Closing:

- * Do a gallery walk.
- * How does your art represent place value?
- * Did you enjoy painting with watercolors?

Formative Assessments**Oral Discussions**

Students participating in conversations, Think-Pair Share, or conferences in groups or one to one with a peer or teacher.

Visual Representations

Images and words to represent concepts and organize information through means such as Visual Journaling, Graphic Organizers, Mind Maps, or Infographics.

Instructional Strategies

- S** Check for Understanding
- S** Monitor Progress

Materials / Resources / Technology



- * messy mats
- * watercolor paper
- * Sharpies
- * paint brushes
- * water cups
- * water
- * bucket for dumping dirty water
- * paper towels
- * baby wipes
- * watercolors
- * container for dirty paint brushes
- * Music: acoustic guitar

Differentiation / Modifications

Artists will be allowed to work at their own pace. Teacher will assist as needed.