



Tuesday 08/23/2022

Place Value - 2nd Grade**Ard - AI Gr2Lp2****Arts Standards & Common Core Connections**

2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (a) 100 can be thought of as a bundle of ten tens - called a "hundred.", (b). The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

I can use place value to create a still life painting.

Vocabulary

- * still life: A work of art that focuses on inanimate objects that do not move.
- * inanimate: objects that are not alive

Essential Question**Essential Question:**

How can we compare the place value of each digit in a number through the thousands 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.
- * Ask artists to tell you what they know about place value. Review place value with base ten blocks.

Lesson:

- * Discuss vocabulary words "still life" and "inanimate."
- * Explain to artists that they will be using blueberries to represent the ones place, a pod of peas to represent the tens place, a bunch of grapes to represent the hundreds place, and an ear of corn to represent the thousands place.
- * Artists will create a still life painting incorporating blueberries, pea pods, grapes, and corn to represent place value.
- * After artists have drawn their art, have them write the value of their art on the provided rectangle sheet of paper. For example, if their painting has 6 blueberries, 3 pea pods, 1 bunch of grapes, and 5 ears of corn, their number will be 5,136.
- * Once this has been complete, allow artists to use the watercolors to paint their art.

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.