

Draw A Problem

First Grade Math & Visual Arts

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Visual Art
Drawing
Line
Shapes
Space

MSCCR STANDARDS

1.NBT.5

MSCCR CREATIVE ARTS STANDARDS

VA:Cr2.1.1 Organize and develop artistic ideas and work. a. Explore uses of materials and tools to create works of art or design.

VA:Re7.2.1 Perceive and analyze artistic work. a. Compare images that represent the same subject.

DURATION

45 minutes

OBJECTIVES

TSW identify/ solve more or less of a given two digit number.

TSW identify place value of a two digit number.
TSW illustrate numbers (given number and solved number) using oil pastels and various art techniques

MATERIALS NEEDED

Oil pastels, white construction paper, pencils (draw before coloring) index cards (teacher write facts on them using a marker), hundred number chart

VOCABULARY

Place value (one,tens), more than/ less than, additional (plus)/ subtraction (minus, take away), sum/ difference, draw/ line/ shape (teacher may need to model examples of each)

RECOMMENDED RESOURCES

Hundred number chart “Numbers in the Teens” by Harry Kindergarten Music on youtube.com to introduce place value prior to the lesson.

LESSON SEQUENCE

Prior to the lesson, students will listen to a place value song about tens and ones. TTW model a hundred chart and have students point/solve one more than, one less than, ten more than and ten less than problems. (I did this verbally with the class on the carpet and had a student point/ model on chart).

The students will choose an index card that has a different problem written on each (ex.1 more than 15 is ___ or 10 less than 30 is ___) and solve it first (students choose the card from the teacher on the carpet and take it to their seat to solve).

TTW have students listen to the place value song TTW have students solve problems using a hundred chart (more and less of a given number) TSW choose an index card that has a different problem on each (ex: 1 more than 15 is ___ or 10 less than 30 is ___) and solve TSW decide how he/she would like to portray their problem using oil pastels TSW draw a picture of their first number on the left-hand side of the paper and then draw the comparative number (1 more, 1 less, 10 more, or 10 less) on the right-hand side of the paper TSW label their artwork using the index card from the beginning of the lesson TSW circle the groups of ten to model place value.

EXTENDED LEARNING ACTIVITIES

Students could share aloud about his/ her problem and artwork

Students could write a story problem using the given number and 10 more or 10 less of the number.

SOURCES

Heather Holifield- Poplar Springs Elementary

Brittany Newell – Poplar springs Elementary

Youtube.com Harry Kindergarten place value song

TIPS + FREQUENTLY ASKED QUESTIONS

Teacher could draw a table on each child's paper so that the child knows to write the given number at the top on the left side of the table and illustrate below and wrote the solved number on the top of the right side of the table and illustrate below.