

# Color Math

## Kindergarten

Adapted by Heather Holifield

### CORE SUBJECT AREA

Math

### ART FORM + ELEMENTS

Visual Art: Painting, Color

### MSCCR STANDARDS

k. NBT.1 Number and Operations in Base Ten Work with numbers 11-19 to gain foundation for place value.

Compose and decompose numbers from 11 to 19 into tens ones and some further ones;

e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.  $18 = 10 + 8$ );

understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

### MSCCR CREATIVE ARTS STANDARDS

VA: Cr2.1.K Organize and develop artistic ideas and work. a. Through experimentation, build skills in various media and approaches to art making.

### OBJECTIVES

TSW identify place value of two digit numbers

TSW compose/decompose numbers to 20

TLW identify primary and secondary colors

### RECOMMENDED RESOURCES

Art color wheel

“Mouse Paint” book by Ellen Walsh (to teach primary/secondary colors)

Place value “hands on” activities with manipulatives (can purchase a few of these at Lakeshore Learning)

Place value youtube.com videos (“Numbers in the Teens” by Harry Kindergarten Music)

### VOCABULARY

Primary colors

Secondary colors

Place value

Compose/Decompose numbers

Venn diagram

### MATERIALS NEEDED

White construction paper or watercolor paper

Tempera paint or watercolor paint

Permanent black marker

Paint brushes

Paint trays (if using tempera paint)

Cups or containers for water (if using tempera paint)

### DURATION

1 Hour

### LESSON SEQUENCE

Today we are going to listen to the video “Numbers in the Teens”. I want you to tell me after we watch the video what you notice about the numbers (11-19). (tens/ones two digit numbers) (compose/decompose numbers)

Teacher will discuss with students what was observed in the video about the numbers. Students will move to their seats to complete the art activity.

Students will watch the video “Numbers in the Teens” by Harry Kindergarten on youtube.com

Students will identify numbers 11-19 and decompose the numbers (tens/ones)

Each student will be given a piece of white paper. The teacher will model (or may have to assist) the drawing of a venn diagram. \*you can also staple two big white paper plates together and make a venn diagram.

Students will choose one number from 11-19 and write that number in the MIDDLE of the venn diagram.

Students will then identify the left side circle as the tens place and the right side circle as the ones place.

The student will write each number on the appropriate side using permanent markers (so they can paint over it). For example.. 17 in the middle would have a 10 on the left and a 7 on the right and 17 in the middle because  $10+7=17$ . 17 is 1 ten and 7 ones.

The students will view the color wheel and identify primary and secondary colors.

Students will use two primary colors to create a secondary color when mixed. For example.. the left side (tens which would be number 1) would be painted red.. the right side (ones which would be number 7) would be painted blue. In the middle, the number 17 would be painted purple because red and blue make purple (yellow and red make orange, blue and yellow make green).

Students may choose one of the three choices listed of primary/secondary color combinations.

Students will share completed artwork and identify how many tens and ones make up the number that they chose in the middle of the venn diagram. Then they will share their artwork explaining what primary colors that chose to create a secondary color.

## EXTENDED LEARNING ACTIVITIES

Students could write a word problem.. "I have one ten and ve ones. My number is 15."

Students could create math facts with their number  $10+5=15$

## SOURCES

Heather Holifield- Poplar Springs Elementary

MS Learning Standards

Youtube.com- Harry Kindergarten video

## TIPS + FREQUENTLY ASKED QUESTIONS

Teachers need to have a color wheel available for students to view. (you can find a color wheel online to project for the class if you do not have a poster in your classroom)

Teachers could also purchase food coloring and mix the primary and secondary colors for students to observe.

