Name(s): Hillary Douglas

Grade Level: 1st

Big Idea/Title of Lesson: Comparing Place Value Night Skyline

Date: 2020 Duration: 2/60 minute lessons

Objective: After studying skyline pictures from Faith Ringgold’s *Tar Beach*, students will use their knowledge of 2-digit or 3-digit numbers and <, >, = symbols to create a night skyline paper collage to compare their numbers.

State Standards Being Addressed
Mathematics:
Standard:
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Standard for Fine Arts – Paper Collage:
Strand 1: Create.
Concept 2: Materials, Tools, and Techniques.
PO002. Use materials, tools, and techniques appropriately in his or her own artwork.

Global Perspectives:
Faith Ringgold’s *Tar Beach* will be used to show examples of skylines at night. Faith Ringgold’s paintings have African American influences, repetitive geometric designs and her quilts are characteristic of early American quilts. She began making quilts in the 1970s to help tell her stories. Most of her quilts concern the experience of the black female in America.

21st Century Skills Content:
- Creativity/Innovation
- Problem Solving
- Critical Thinking
- Democracy
- Communication
- Adaptability/Resiliency
- Collaboration/Teamwork
- Financial & Economic Literacy
- Health/Wellness
- International Perspectives
- Ethics
- Social/Civic Responsibility

Teacher’s Role During and After Lesson:
Before: prior to OMA lesson, teacher will read weekly e-mail from OMA teacher, read over attached OMA lesson plan in order to actively participate during OMA lesson and have requested materials
ready upon OMA teacher’s arrival. Students should also have basic to solid knowledge regarding place value and comparing 2/3 digit numbers using <,> or =.

**During:** teacher will monitor student progress and will help students during process of identifying 100s, 10s, and 1s. They will also assist with setup/clean up of materials and make any connections to the curriculum during lesson that they see fit.

**After:** teacher can extend lesson by having students find each other’s “ninja math”, have peers check over work to ensure “tooth-less crocodile” is correct or have students present their piece while covering their road sign and have peers help identify which math symbol would go on their artwork.

**Materials:**

**DAY 1**

**Classroom Teacher:** cleared student desks, scissors (one per student), gluesticks and room on whiteboard for artist to model

**OMA Teacher:** black construction paper (one per student), white crayons, precut rectangles (multiple colors cut in fourths or sixths for intended grade level), iPod, watch, elements poster

**DAY 2**

**Classroom Teacher:** cleared student desks, scissors (one per student), artwork from previous session, glue sticks and pencils

**OMA Teacher:** precut yellow one-inch strips (for windows), precut brown rectangles and colored circles (for sign), number comparison printout (to glue on back)

**Vocabulary:**

Skyline – outline of many buildings

**Lesson Plan Design:**

**DAY 1**

**A. Anticipatory Set / Activation of Prior Knowledge:**

**Ones, Tens, Hundreds Dance Party:** artist will play music and ask students to dance (safely) until music stops. Once music has ceased students will choose whether they will transform into a one, ten, or hundred (artist will model poses before game begins) and freeze. Artist will choose one of the place values to count and ask students to count the total. Artist will continue game for a few more rounds.

*Modify for 1st: “Ones & Tens Dance Party” since they will be doing 2-digit numbers*

**B. Teaching the Lesson:**

Artist will begin by showing students some base ten blocks and ask them to think-pair-share. Then artist will ask them if they can find any relation between these objects and their poses from the game. Allow time to let students think aloud in their groups/partners then share findings with class. Artist will ask students to put this “thought in their pocket” because they will need this information later.

Artist will then discuss how they will be composing a skyline. The artist will show students skyline using Faith Ringgold’s *Tar Beach* and ask students, “what do you notice about the buildings?” by share with a neighbor. Artist will then call on some volunteers to share with the class as a whole. Artist will ask students how to add a moon and stars (we discuss that *Tar Beach* is fictional therefore their night sky can be imaginative). Next artist will model how to “draw” using only our scissors to create different outlines for their buildings (cut rectangles out of each side, round top, triangular with a point, shorten rectangle, flat, encourage students to create buildings they’ve never seen before but taking great care in not cutting their rectangles in half or disturbing the bottom of their building “boring bottom, fancy top” etc.). Students will begin composing and gluing rectangles/buildings (**artist will model before they begin to glue**) on paper (4 for 1st or 6 for 2nd) ensuring they aren’t covering their whole moon by moving around their composition until they are happy with it. Students may not finish cutting/gluing all of their buildings. Students should write names on any pieces that are not glued down to identify them for next class period.
### C. Closure / Concluding the Lesson:
Artist will use “super secret” cell phone to call someone special to tell them about our art process for the day.

### DAY 2

**Anticipatory Set / Activation of Prior Knowledge:**
Artist will write a number on white board and students will work collaboratively to show number in base ten blocks. Artist will repeat procedure a few more times before moving on in the lesson.

**Teaching the Lesson:**
Artist will ask students to help her remember what our process has been so far (think-pair-share then share whole group). Artist will give any students that did not finish cutting/gluing their buildings a few minutes to complete this step.

Next artist will model how to add windows to their buildings. Students will be given a one-inch yellow strip of paper to cut into windows for their buildings. They must put identifiable windows on each building but cannot exceed ten. Once students have glued an appropriate number of windows on each building students will identify their 2 two-digit numbers after identifying the “ninja math” in artist’s example. Building furthest to the left will be hundreds (or tens for 1st), then tens in the middle, and ones on the right. Then students will repeat again with other half of their skyline to get their second number. Artist will have students write their numbers on printout in order to figure out which side is greater by comparing their numbers. Once students find their greater side they will place <, >, or = in middle. Then artist will hand out precut pieces to create sign to record their “toothless crocodile” or equal sign for their skyline.

### Methods for Facilitating Creative and Critical Thinking:
Finding greater number out of two choices, calculating number for each half of art piece, translating windows in buildings into place value/digit, only using scissors to “draw” building outlines, how to add buildings or how to revise buildings if covering entire background and creating individual art piece.

### Strategies for Active Participation:
Ones, Tens, Hundreds Dance Party Game, secret cell phone, collaborative thinking, think-pair-share and creating individual art piece.

### Strategies for Reviewing, Assessing Understanding, and Reinforcing:
Artist and teacher will walk throughout room asking students to count windows to ensure they have less than 10. Teacher will also be asking students to show how they found their 2 or 3-digit number in their artwork and that their road sign is showing the correct <,> or =.