② Place Value Picnic

Math · Art · **Ro** Romanticism

KEY STANDARDS

CONTENT	ARTS
Math: CCSS.Math.Cont.2.NBT.A.1	Art: VA:Cr1.1.2a

PACING

DAY 1 Pages 1 - 3

ASSESSMENT TYPE

☑ Summative/ Place Value

ELEMENTS OF ART

- Space
- Shape

MATERIALS LIST

- Drawing Paper
- Drawing Pencils
- Oil Pastels
- Scissors

Lesson Objective:

Students will better understand place value in three-digit numbers through the creation of art.

21st Century Skills:

- Creativity
- Critical Thinking

Vocabulary

Ones Place
Tens Place
Hundreds Place
Scale
Placement

Content Standards:

CCSS.Math.Cont.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. *By creating representational art, student will understand that the three digits of a three-digit number each represent a different place value.*

Arts Standards:

VA:Cr1.1.2a:
Brainstorm collaboratively multiple approaches to an art or design problem. *Students will each explore different ways to represent a three digit number using fruit.*

Essential Questions:

How can students learn about three digit numbers and place value through the art of Romantic artist Paul Gauguin?

Warm-Up Options - 10 Min

Pick from any of the warm-ups below. Directions for the warm-ups are in the back of this lesson packet.

- 1- Brain Connect
- 2- Color
- 3- Drawing Practice
- 4- Lettering
- 5- Line Poem
- 6- Pencils
- 7- Picture This
- 8- Sketch Stretch
- 9- Sketching from

Lesson Sequence:

In this lesson, students will explore the concept of three digit numbers and place value through creating art in the style of the Romantic artist Paul Gauguin.

1 **STEP 1**

Explain to students that scale is the relationship of one object to another. Demonstrate this concept by drawing a shape on the board, and then drawing that same shape larger, so that the first shape does not seem small in comparison. Then draw a tiny version of the shape, so the first shape once again seems larger.

Next ask students to examine the Artful Thinking exercise and to analyze two pieces of artwork by Paul Gauguin.

Ask: What do you notice about the placement of the fruit (overlap, going off the page, shape)? Which fruit appears to be in the front? In the back?

Explain that artists use overlap and size to give the illusion of space, to allow some objects to come forward and some objects to recede in space.

Artful Thinking Routine

I See, I Think, I Wonder Routine. Have students analyze <u>Still Life with Fruit and Lemons</u> by Paul Gauguin.

- What do you see?
- What does it make you think?

- What do you wonder?

(2) STEP 2

Next, have students use their resource page to decide what types of fruit they will include in their fruit bowl artwork.

Explain to students that in their artwork, the large fruit will represent the hundreds place, the medium size fruit will represent the tens place, and the small fruit will represent the ones place.

Students should decide what fruit they will use to represent each place value. Then they should cut out their fruit and put it to the side. They will use it to trace onto their final artwork during Step 4.

(3) STEP 3

Next have each student write whatever 3-digit number they would like on their paper.

Have students hold up their papers and check to confirm that each student does in fact have a 3-digit number written down.

Teacher To Teacher

Instead of using a small lid to trace and cut for the smallest (ones place) size fruit, you can offer students colored circle dot stickers. Students can use these on their artwork in place of using cut paper fruit. Students can add details to the stickers using markers or colored pencils.

STEP 4: Main Activity/Project

Project the image Still Life with Fruit and Lemons by Paul Gauguin on the board.

Provide each student with drawing paper and pencils. Have students draw a large, bowl in the center of their page. Then add a table or a blanket underneath the bowl to show the location of the "picnic."

Next, instruct students to trace the fruit they cut out onto their artwork. Explain that they must use the correct amount and types of fruit to represent the place values of their number. Encourage them to have some fruit that overlaps and some that is not completely on the page.

Explain that smaller fruit must be placed in front of larger fruit. Inform students that all fruit must be showing so that the number can be read. Once fruit is drawn in pencils, color it in using colored pencils.

When students have finished, have them write their three-digit number on the back of their paper.

Estimated Time: 25 minutes

5 **STEP 5**

Have students share their artwork with a shoulder partner and ask the partner to identify what number it represents.

Ask: If you were to re-do this artwork, would you place the fruit in the same place? Or would you change something? What would you change?

TEACHER SCORING GUIDE

Use the scoring guide below to guide your assessment of student participation in the Place Value activity.

Criteria	Distinguished (Level 4)	Excelled (Level 3)	Adequate (Level 2)	Basic (Level 1)
The student demonstrates understanding that the three digits of a three-digit number represent hundreds, tens, and ones.	The student is able to interpret a three-digit number is composed of hundreds, tens, and ones.	The student mainly understands that a three-digit number is composed of hundreds, tens, and ones.	The student somewhat understands that a three-digit number is made of hundreds, tens, and ones.	The student does not yet understand that a three-digit number is made of hundreds, tens, and ones.
The student draws circle sizes that vary to demonstrate an understanding of scale.	Artwork shows three different sized circles to demonstrate an understanding of scale.	Artwork shows two different sized circles to demonstrate an understanding of scale.	The student draws only one size circle to demonstrate an understanding of scale.	The students does not draw any circles and does not yet have an understanding of scale.
The student draws all circles of the same size as the same type of fruit.	Each circle size is portrayed as a unique type of fruit.	Most circles are portrayed as unique types of fruit in accordance with their size.	Some circles are portrayed as unique types of fruit in accordance to their size.	All circles are different types of fruit and no correlation is apparent between circle size and type of fruit.
The amount of fruit corresponds to the three-digit number.	All three place values are portrayed with the correct amount of fruit.	At least two place values are portrayed with the correct amount of fruit.	At least one place value is depicted with the correct amount of fruit.	No place values are portrayed with the correct amount of fruit.
The student's artwork shows an understanding of overlapping.	The overlapping creates a sense of visual depth in the artwork.	Most shapes overlap.	Some shapes overlap.	No shapes overlap.

Place Value Picnic

Name: _____   **Date:** _____   **Class:** _____

Directions:

Use the checklist below to help guide your participation in today's lesson.

Criteria for Success	✔
I understand that the three digits of a three-digit number represent hundreds, tens, and ones.	
I draw three different sizes of fruit.	
All the fruit that represents the hundreds place is the same size.	
All the fruit that represents the tens place is the same size.	
All the fruit that represents the ones place is the same size.	
The amount of fruit in my picture represents the number on the back of my paper.	
I overlap the fruit in my picture.	
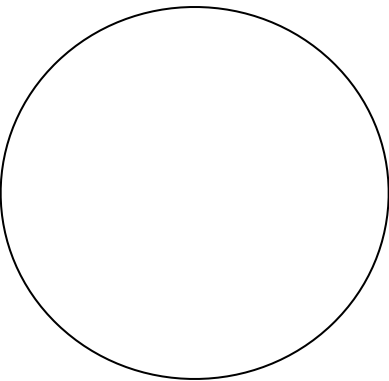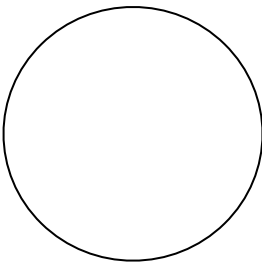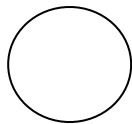
Three-Digit Numbers

Name: _____ **Date:** _____ **Class:** _____

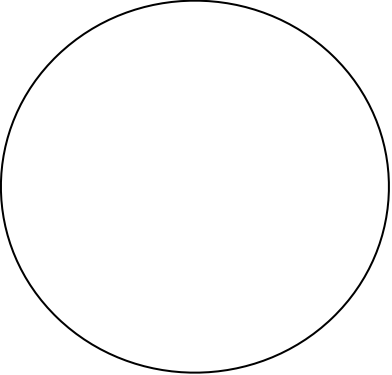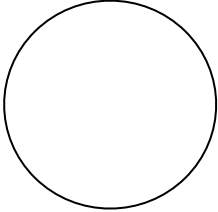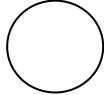First look at the example provided, then in the chart below, complete your own answers to each column of the chart.

EXAMPLE:

My three-digit number: **836**		
<u>Hundreds</u>	<u>Tens</u>	<u>Ones</u>
8	3	6
How many large pieces of fruit will I need to draw?	How many medium pieces of fruit will I need to draw?	How many small pieces of fruit will I need to draw?
Type of fruit: coconuts	Type of fruit: oranges	Type of fruit: cherries

Your Turn!

Name: _____ **Date:** _____ **Class:** _____

| My three-digit number:		
Hundreds	**Tens**	**Ones**
How many large pieces of fruit will I need to draw?	How many medium pieces of fruit will I need to draw?	How many small pieces of fruit will I need to draw?
Type of fruit:	Type of fruit:	Type of fruit:

Fruit Shapes

Name: _____ **Date:** _____ **Class:** _____

Use your pencil to turn this circle into a large piece of fruit. It can be any large, circle shaped piece of fruit you choose. Then cut out the fruit and trace it onto your artwork to represent the hundreds place.
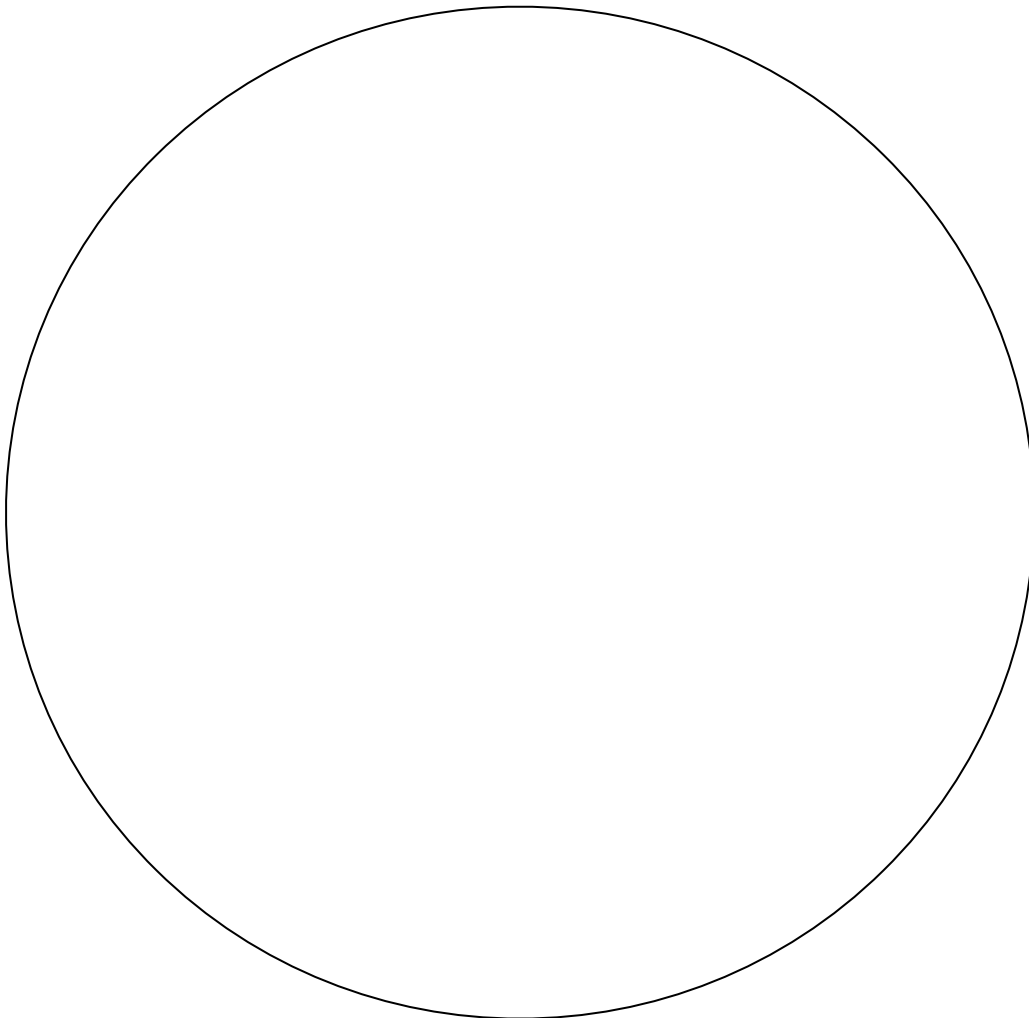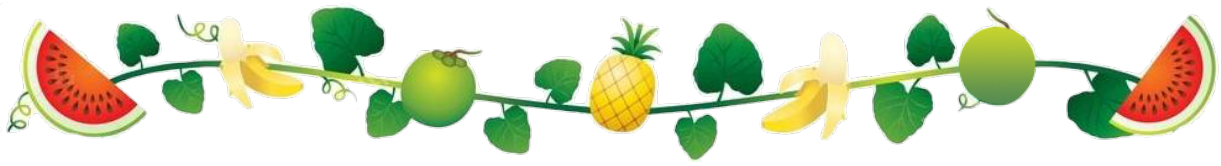
Use your pencil to turn this circle into a medium sized piece of fruit. It can be any medium, circle shaped piece of fruit you choose. Then cut out the fruit and trace it onto your artwork to represent the tens place.
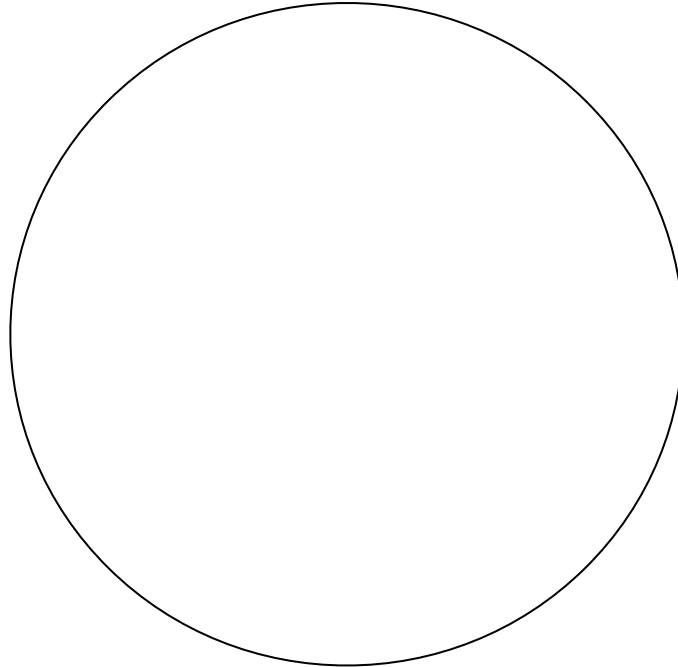
Use your pencil to turn this circle into a small piece of fruit. It can be any small, circle shaped piece of fruit you choose. Then cut out the fruit and trace it onto your artwork to represent the ones place.