

# LMSA Activity -Lesson Plan Template

Teacher Name: Carrie Johnikin

Subject: Math/  
Visual Arts

Grade: 2

Week of:

## College and Career Readiness Standards:

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three -digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

VA: Cr1.2.2 Generate and conceptualize artistic ideas and work.

a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity

## Essential Questions

How does using concrete models help me understand decomposing tens to subtract ones?  
How do artists determine what resources and criteria are needed to formulate artistic investigations?

## I Can Statements

I can fluently subtract 3 -digit numbers.  
I can decompose tens to subtract ones from ones.  
I can create art to show a process.

## Lesson:

(Before/background) Champion should:

- model subtracting 3-digit numbers
- check for understanding of standard 2.NBT.7
- explain abstract art/show examples

Scholars should understand:

- place value (ones, tens, hundreds)
- subtracting ones from ones, tens from tens, hundreds from hundred)
- decomposing tens
- regrouping tens to ones

(During) Champion will:

- explain the art lesson process
- give each student pair an index card with a 3-digit subtraction problem to solve written on it
- monitor and provide support and feedback for solving correctly
- supply materials, if needed
- support cutting shapes

Process:

- correctly solve 3-digit subtraction problem on index card
- paint background using paint paper or cardstock and water color; allow paper to dry
- choose different color construction paper to represent to each place value (example: red for hundreds, green for tens, black for ones)
- *withhold 1 ten ( to be used in decomposing)*
- create abstract art by placing all remaining pieces on painted paper and glue
- add ten ones to art and glue
- mark out number of ones, tens, hundreds in subtrahend with crayon or oil pastel

Scholar will:

- work with partner to solve subtraction problem
- choose paint and construction paper colors
- paint (watercolor) background on paint paper or cardstock
- use minuend ( first number) to cut out the number of hundreds (use larger square shape for hundred flat), ten rods (use rectangular shape), ones (use small square shape)
- *withhold 1 ten (to be used in decomposing)*
- glue pieces to dried paper to create an abstract art picture
- *cut the 1 ten withheld into 10 ones*
- glue ten ones to art picture
- mark out number of ones, tens, hundreds in subtrahend with crayon or oil pastel

(After) Champion will:

- assess abstract art for accuracy

Scholar will:

- reflect by discussing and sharing their thoughts about the lesson

Vocabulary	Materials
<i>subtraction</i> <i>minuend</i> <i>subtrahend</i> <i>difference</i> <i>decompose (ten)</i> <i>regroup</i> <i>place value</i> <i>process</i> <i>abstract</i>	index card construction paper (3 different colors) paint paper or white card stock watercolor paint crayon or oil pastel paintbrush scissors glue