

LMSA Activity -Lesson Plan Template

Teacher Name: Savannah McDonald

Subject: Math/
Visual Arts

Grade: 5K

Week of: October 26th - 30th, 2020

College and Career Readiness Standards:

VA: Cr1.1.K Generate and conceptualize artistic ideas and work.

A. a. Engage in exploration and imaginative play with materials.

K.OA.3 Decompose numbers less than or equal to 10 pairs in more than one way, e.g., by using objects or drawing, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).

Essential Questions

- Why is it important to understand how to decompose numbers?
- Why is it important to understand that two numbers joined together makes a new number?

I Can Statements

- I can identify number pairs for 3, 4, 5, 6 and 7.
- I can break apart a number to find all of its pairs or partners using various objects.
- I can make an arrangement of numbers to show a number pair of an identified number.

Lesson:

- TTW show the class the following video. <https://www.youtube.com/watch?v=AnoNb2OMQ6s>
- TTW review Elements of Art with the students (specifically shape).
- TTW review attributes of shapes with students (Ex: A square has four equal sides.)
- TSW choose which shape they would like their “monster” to be.
- TSW draw their chosen shape on a piece of white cardstock.
- TTW will display a number line (1-10). The number line will have the numbers 3 and 4 in blue and 5, 6, and 7 in red (the remaining numbers will be in black).
- TS and teacher will count the number line.
- TTW ask the students if they know why the following numbers (3-7) are different colors from the rest.
- TTW remind students that they have learned number pairs for the following numbers (3-7).
- TTW introduce warm/cool colors by asking students how those colors make them feel.
 - Some student examples could be “Red is a warm color because it reminds me of fire.” “Blue is a cool color because it reminds me of snow.”
- TTW explain that 3 and 4 are a cool color because they are closer to 1 which is a smaller number (colder on the number line) and 5, 6, and 7 are a warm color because they are closer to 10 which is a larger number (warmer on the number line).
- TSW choose a random number (by drawing from a bowl).
- TSW choose either a warm or cool color and use watercolor paint to paint their shape.
- TSW cut out their shape.
- TSW shape chenille sticks (squiggly, curly or straight) to represent arms and legs for their monsters. TSW paste their chenille sticks on their monster shape.
- TSW identify a number pair for their chosen number (Ex: If a student chose the number 6, they could give the number pair $4+2=6$).
- TSW use medium size googly eyes for the larger number of the number pair and small size googly eyes for the smaller number of the number pair. TSW make an arrangement of the googly eyes on their monster shape and paste them.

Vocabulary

Materials

Number pairs

Decompose

Less than

More than

Equal to

Shapes (circle, triangle, square, rectangle)

Cardstock (white)

Watercolor paint

Paintbrushes

Chenille sticks (pipe cleaners)

Googly eyes (medium/small sizes)

Glue