ARTS + ACADEMIC EXTENSIONS

GRADES 1-2: MATH/THEATRE

Acting out Numbers: Forming Characters, Forming Numbers

Just as all people are equal and come in many different forms, equal numbers can be written in many different ways. In this lesson, we create characters who represent community helpers, and discuss why they need to be able to read numbers in all forms.

CONNECTED OBJECTIVE: In this episode, we play improv games - using voice, body, and dialogue - to create characters that practice writing numbers in word form, unit form, and standard form.

MATERIALS NEEDED DURING EPISODE: none

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Standards:

CCSS.MATH.CONTENT.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. Understand the following as special cases:

TH:Cn10.1.2
a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

ARTS EXTENSIONS:

Imitation Squares: Number students. Explain that you are going to model the game from the video. Start with a simple sound and body movement that they will copy one at a time. Encourage them to not think too much about it. Mistakes make us laugh, mistakes are fun, mistakes are a part of the learning process.

Three ways to: Ask students to show three ways to do different activities - tie a shoe, bake a cake, ride a bike (encourage them to use a mix of real and silly ways) How does this relate to our examination of number forms?

Body, Voice, Dialogue: Ask students to think of someone in the community who uses numbers. Then call on students to use the three character tools - voice, body, dialogue - to create the character and ask other students to guess.

- How would the character move?
- How would they sound?
- What would they say?

ACADEMIC EXTENSIONS:

Form Chart: Lead students through the creation of a chart. This can be done by folding a paper into 4 sections horizontally and vertically. Ask students to position the paper horizontally and label the sections as: standard, word, unit, and expanded. Pull a number (written various forms) out of a hat (or pretend to) and ask students to fill in the chart.

Questions for reflection:
- What is the expanded form? What is the unit form? What is the standard form? What's the word form?
- Why do you think it's important for us to know and understand the different forms of a number?
- When do you think you'll use these different forms?