ARTS + ACADEMIC EXTENSIONS

GRADES 1-2: MATH/VISUAL ARTS

Constructive Costumes

With a little bit of construction paper, some measurement skills, and a whole lot of imagination, students will transform into a dinosaur. Not only is it fun, but it's also math!

CONNECTED OBJECTIVE: Through visual art techniques, students will create dinosaur costumes by using measurement, addition, and tape diagrams.

MATERIALS NEEDED DURING EPISODE: string or yarn, construction paper, pencil, glue or tape, ruler, scissors

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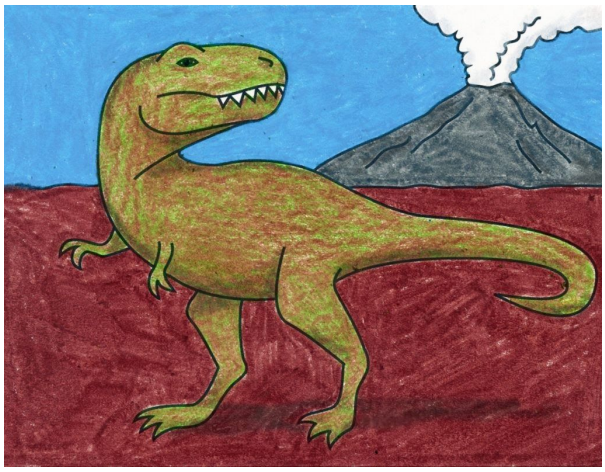
Standards:

CCSS.MATH.CONTENT.2.MD.B.6
Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

VA:Cr1.2.2
Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

ARTS EXTENSIONS:

Be a dino: Create the dinosaur costume in the lesson, but also create several more pieces of the costume such as a tail and dino feet.



Related art extensions students could do as a class or on their own:

Draw a T-Rex
Students will be able to create a drawing of a t-rex by following a step by step tutorial
https://artprojectsforkids.org/draw-a-trex/

Create a Spider Crown
Students will be able to create a spider crown by measuring strips of paper and assembling them.
https://www.fantasticfunandlearning.com/s-is-for-spider-spider-headband-craft.html

Create Dinosaur Paintings
Students will be able to create dinosaur paintings by using handprints and footprints.
https://www.dltk-kids.com/animals/m-dino-handprint.html

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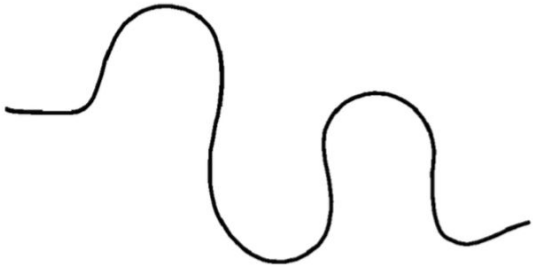
ACADEMIC EXTENSIONS:

Chart of measurements: Ask students to begin with the measurements they took for their head, neck, and wrist from the costume project. Have them arrange them in a tape diagram and label. Now ask them to use the string to take other measurements, possibly adding: thumb, waist, ankle. Add those measurements to your chart.

Write word problems and create subtraction sentences to find the missing part. For instance: How much bigger is my head than my thumb? Don't forget to use friendly numbers.

Measure and estimate:
Have students draw a line like the one below. First, ask them to estimate the length. Then use a piece of string to measure its true length. Create a tape diagram comparing the actual length and estimated length.

3. Estimate the length of the path below in centimeters.



a. The path is about _____ cm long.

Use your piece of string to measure the length of the path. Then, measure the string with your meter strip.

b. The actual length of the path is _____ cm.

c. Draw a tape diagram to compare your estimate and the actual length of the path.