

# Math-terpieces: The Art of Problem-Solving

## A RIF GUIDE FOR EDUCATORS

**Themes:** Math, Art, Poetry, Problem-Solving

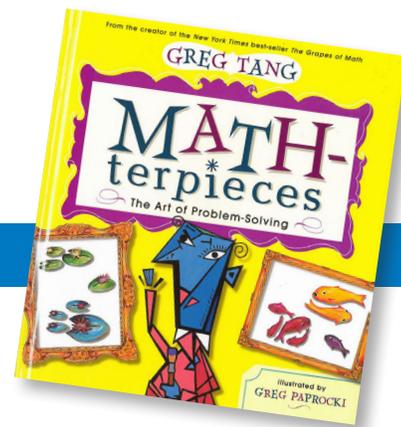
**Grade Level:** K to 1st grade

**Book Brief:** A collection of famous paintings, each paired with a clever poem that offers practice with making groups and addition.

**Author:** Greg Tang

**Illustrator:**  
Greg Paprocki

**Content Connections:**  
Math, Art, Social Studies



## TIME TO READ!

### BEFORE WE READ, LET'S LOOK AT...

**The Cover:** Talk about the title with your students.

Is that a real word? What

word does it sound like? Why did the author choose that title? Ask what students notice about the cover illustration.

**The Pictures:** As you introduce the book, explain that each page contains a painting by a famous artist. Ask the students if they recognize any of the pieces. Which one do they like best?

**Prior Knowledge:** Point out how different the works of art all look. Explain that there's no one right way to make "art," and that art has many different styles, or *movements*.

**Vocabulary:** impressionism, fauvism, cubism, abstract, surrealism, expressionism

**Purpose for Reading:** "As we read each poem, use the pictures in the book to help you *visualize*, or imagine, groups of numbers. Try to see the different groups in your mind."



## WHILE WE READ

### MONITORING COMPREHENSION

- ◆ How many ways can you make this number?
- ◆ Can you think of a way that's not on this page?
- ◆ What would happen if our number changed by one?

- ◆ Why do you think the artist decided to paint this picture?
- ◆ How is the style different from the picture we just saw?
- ◆ How are the pictures the same?

## LET'S THINK ABOUT

**Our Purpose:** Ask students to explain how visualizing helped them make groups of numbers. Did picturing the numbers in their minds make it easier to add them?

**Extending Our Thinking:** Ask these open-ended questions: "Which painting did you like the most? The least? Why?" "Which artist do you think was the most creative?" "Why can a bunch of squares or paint splattered on paper be *art*?" "Why is it important to be able to add?" "Can we each think of a time we use addition in real life?"

### NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



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