

Looking: 5x2 with Art and Math | *The Japanese Footbridge* by Claude Monet

Art and Math

Adapted from Grace Bogosian, Sacred Heart School, Washington

Target Thinking Dispositions: Observing and Describing

Thinking Routine: Looking 5x2

Work of Art: Claude Monet, *The Japanese Footbridge*, 1899

Disciplines: Art, English Language Arts, Math

Curricular Topics: Multiple Perspectives

Grade Level/Age: Grade 2 or Ages 7-8 (adaptable for older or younger students)

Total Time: 50-55 minutes for Art/English Language Arts lesson and 45 minutes for Math lesson (both adaptable for shorter time frames or multiple sessions).

LOOKING 5x2- ART AND ENGLISH LANGUAGE ARTS

~50-55 min total

Learning Objectives: Students will slow down and carefully observe a work of art to push beyond first glance or obvious description.

Materials Needed:

- Art reproduction of *The Japanese Footbridge* by Claude Monet (poster or digital image)
- Looking 5X2 templates and pens/pencils (1 per student)
- Chart paper or whiteboard
- *The Magical Garden of Claude Monet* by Laurence Anholt (optional)

1. Looking:

~2 minutes

Introduce the activity by asking students how close looking helps us investigate our world. Then, invite students to look at the work of art for a minute, allowing their eyes to wander. Invite groups of students to take turns walking up to the poster or work of art (depending on if you are in the classroom or at the museum) to view it more closely.

2. Listing Words (Open Inventory):

~8 minutes

Next, tell the students they will be doing a thinking routine called Looking 5x2. Have them write 5 words in silence about any aspect of the painting in the first column on their sheet.

3. Sharing:

~5 minutes

Ask the students to find a partner and share their five words, talk about why they chose those words, and listen to their partners' responses.

4. Repeating Steps 1-2:

~10 minutes

Next, explain to students that they will look at the work of art a second time from further away to get a different perspective. Give them one minute of looking time from approximately 10 feet away. Then have

them return to their seats to write five new words to describe the painting in the second column. Invite students to circle their favorite word.

5. Group Sharing:

~5 minutes

Ask each student to share their favorite word in a whole group discussion.

Optional: Document students' responses on chart paper or a board.

Extension: Reading and Wondering

Provide Background on the Artist and Artwork

~15-20 minutes

Next, read the book *The Magical Garden of Claude Monet* by Laurence Anholt to provide additional background on the artist. You can also add information from Monet's Art Story in Unit 2 of the course "Teaching Critical Thinking through Art with the National Gallery of Art." Ask the students if they have any remaining questions regarding the artist or painting. Together, select a "wonder" to investigate more deeply, either with further reading or with other digital resources.

Wrap-Up:

~5 minutes

Reflect on the lesson by having students write or discuss what new things they saw or saw differently from a distance on the second look, and what they valued about the experience.

Additional Suggested Works of Art:

This lesson can be applied to almost any work of art. Here are several suggestions:

- Camille Pissarro, *Boulevard des Italiens, Morning, Sunlight*, 1897
- Georges Seurat, *Seascape at Port-en-Bessin, Normandy*, 1888
- André Derain, *Charing Cross Bridge, London*, 1906
- Claude Monet, *Rouen Cathedral*, 1894

For more works of art, please refer to the National Gallery of Art's collection website:

www.nga.gov/collection

LOOKING 5x2: Math

~45 min total

Learning Objective: Students will look closely at a 3-digit by 3-digit addition number sentence and try to solve it using at least one math strategy previously studied, for example: traditional, partial sums, open number line or drawing base ten blocks (meaning drawing symbols for hundreds, tens and single digits.)

Note: This can be adapted for a math lesson that challenges students to go one step beyond their previous lessons or a new problem that can be solved by combining math strategies they have already learned.

Materials Needed:

- Looking 5x2 templates and pens/pencils (1 per student)
- Chart paper or whiteboard

1. Looking:

~2 minutes

Invite students to look closely at a number sentence on the board for one minute.

Example: $136+249=$

2. Listing Words:

~10 minutes

On their 5x2 template, ask students to list five words that come to mind when they look at the number sentence.

3. Attempting to solve problem:

~5 minutes

Ask students to turn over their paper and use a strategy they used to solve 2-digit by 2-digit number sentences, for example: traditional, partial sums, open number line or drawing base ten blocks. For a different math problem, ask students to use another recently-learned strategy to solve the new problem.

4. Sharing

~10 minute

Invite students to speak to a partner and share how they tried to solve the problem.

5. Repeating Steps 1-2:

~5 minutes

Have students go back to their 5x2 lists and write five new words in the second column that come to mind when looking again at the problem.

6. Sharing

~5 minutes

Ask students to share their words with their partner and circle their favorite word from the list.

Wrap-Up

~10 minutes

Have a few students share their thinking on the board with the whole class, selecting students who used a variety of math strategies. When finished, have them share their favorite word with the whole class. Invite them to share how their thinking changed about the math problem by taking time to look and consider the problem in two ways. They might say something like:

“When I first looked at the problem, I felt confused, but now that I have solved the problem with my partner, I feel proud.”