

Facilitation Guide



10-15 Min
Small Group



Digital Guide

ARTS EVERY DAY
IN BALTIMORE CITY PUBLIC SCHOOLS

Head Shoulders Knees Toes Place Value



ROUTINE OVERVIEW

In this interactive small group activity, students use the familiar tune and movements of “Head, Shoulders, Knees, and Toes” to identify the place value of each digit in a multi-digit number.

Maryland Standards

MARYLAND STATE MATH STANDARDS

- **1.NOS.B.3a.** – Compose and decompose two-digit numbers into tens and ones using objects or drawings, and equations (e.g., $10 + 4 = 14$; $38 = 30 + 8$).
- **1.NOS.B.3b.** – Describe a given number as the correct number of tens and ones (e.g., 14 is one ten and four ones; 38 is three tens and eight ones).

MARYLAND ARTS STANDARDS

- **MU.AS.4i:P-2:3** – Demonstrate artistic qualities in performing musical ideas.
- **DA.AS1.i:P-2:2** – Develop the ability to combine the elements of dance to create movement.



Not in MD? View [National Standards](#) in the Digital Guide

Getting Ready ★ REVEAL MATH: 1st Grade: 2-1, 2-2, 2-3, 3-2, 3-3, 3-4, 3-5

ARTS INTEGRATED LEARNING OBJECTIVE: I can use movement and music to show the place value of each digit in a number.

MATH DOMAIN:

Number and
Operations in
Base Ten
Grades K-2

Understanding
Place Value

Building fluency with
relationships between
10s and 1s (100s as an
extension)

WHAT'S BEFORE: Making 10 strategies

WHAT'S NEXT: Place value to the hundreds up to 1,000

MATERIALS

- Printable [place value person](#)
- [Lyrics](#)
- [MP3 – Vocals](#)
- [MP3 – No Vocals](#)
- [Slides](#)

MATH SKILL: Differentiate and understand the value of hundreds, tens, and ones

ART SKILL: Musical phrases as individual “sections” of a larger piece of music

Use of levels in movement to show differences between two or more things

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Place Value  



TEACH

Facilitation Steps

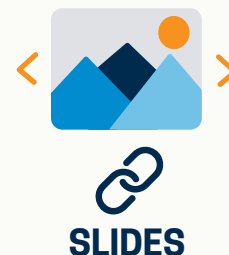
Teacher facilitated for small group:

- Ask if students know the song “Head Shoulders Knees and Toes”
- Perform the song with the students as originally written, including the movements.
- Introduce the new version of the song and engage students in singing it using the same movements: [Lyrics](#)
- Possible extension question: Why do we start with thousands at our heads?
- Assign students a number depending on ability (2, 3, or 4 digits) and have them perform the song as written in the second half of the lyrics resource.
- Scaffold: if students are struggling with the activity, have them work as a whole group or with a partner to write their own variation.

To close out the activity:

- Have students write the number out using the [Place Value Person](#), putting each place in the appropriate spot on the Person

Once this activity has been introduced, students can use this as a station activity with a partner checking their musical and mathematical accuracy and completing the place value person as an exit ticket or Check for Understanding.



SLIDES



VIDEO
PLAYLIST

Assessment & Reflection

This brief activity has several opportunities for assessment. The first is informal observation:

- Are students moving and singing the place values song using appropriate movements and musical phrasing (touching head and singing “seven thousands” for example)?
- Are they making connections between the NUMBER and the term (twenty is sung as “two tens”)?



MATERIALS
GOOGLE FOLDER

Differentiation

This activity is easily adapted by simply changing the difficulty of the number being sung. As an extension challenge, invite students to write their own song to show their understanding of place value concepts (they can use the melody of a familiar song, as we have done here).