



**TEAM Lesson Plan 2<sup>nd</sup> Grade**

<b>Teacher:</b>	
<b>Class:</b>	1 Class Period
<b>Course Unit:</b>	
<b>Lesson Title:</b>	Patterned Animal Hybrids

<b>LESSON OVERVIEW</b>	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
<p>Whether you are looking at exotic animals, such as the jaguar, or local animals, like the raccoon, patterns are very noticeable in animals. Patterns can consist of repeating lines, colors, and shapes. Looking at the hybrid work of Enrique Gomez De Molina, students will be inspired to mix and match animals of their own. This activity will challenge students to create a hybrid animal that is having a pattern overload crisis.</p>	

<b>STANDARDS</b>	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
<b>Tennessee State Standards for Art</b>	
<p>1.1 Use tools and media consistently in a safe and responsible manner.</p> <p>2.1 Identify, understand, and apply the elements of art.</p> <p>2.2 Identify, understand, and apply the principles of art.</p> <p>4.1 Understand that art comes from different cultures, times, and places.</p> <p>5.1 Analyze the characteristics and merits of the student's own work.</p> <p>6.1 Understand connections between visual art and other arts disciplines.</p>	
<b>Common Core for Integrated Subject- Mathematics &amp; Language</b>	
<p>2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<b>OBJECTIVE</b>	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
<ol style="list-style-type: none"> <li>1. The student will define pattern and hybrid animal.</li> <li>2. The students will draw an original hybrid animal that combines the parts of three different animals on an 8 ½" x 11" piece of white drawing paper. The drawing will show effective craftsmanship.</li> <li>3. The hybrid animal must consist of three distinct animal patterns.</li> <li>4. The student will write a name for their hybrid animal along with three to four complete sentences describing where the animal lives, why it lives there, what it likes to eat, and any other interesting facts.</li> </ol>	
<b>ASSESSMENT / EVALUATION</b>	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
<p>Informal Assessment- the teacher will walk around the room to monitor student behavior to ensure students are on task.</p> <p>Self-Assessment- the student will score their work on the rubric.</p>	

<b>MATERIALS</b>	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> <li>1. 8 ½" x 11" White Drawing Paper</li> <li>2. Pencil</li> </ol>	<ol style="list-style-type: none"> <li>3. Colored Pencils</li> <li>4. Ruler</li> </ol>
<b>ACTIVATING STRATEGY</b>	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

<ol style="list-style-type: none"> <li>Using visual imagery (example: PowerPoint, posters, etc.), the teacher will show students images of different animals with distinct patterns. The teacher will ask the students to list patterns they see in each example.</li> <li>The teacher will show visual imagery of made up animals (example: Griffin, Unicorn, etc.). The teacher will introduce the class to the term hybrid animal.</li> </ol>	
<b>INSTRUCTION</b>	Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension
<ol style="list-style-type: none"> <li>See set.</li> <li>The teacher will introduce the project to the class with a pre-made example and state the objectives.</li> <li>The students will return to their seats and on the way pick up supplies (paper, ruler, and pencil) from the materials station.</li> <li>The students will lay their paper landscape orientation on the table and follow along with the teacher as they measure the paper’s width with rulers. The students will guide and assist each other as they figure out what one-third of the paper’s measurements are and mark the paper in that spot. They will do the same for the two-thirds point.</li> <li>Once the students have figured out their measurements, the teacher will instruct the students to draw vertical lines on their paper at each of the markings. The student’s paper should have two vertical lines dividing the paper into three sections.</li> <li>The students will label their columns in this order: head, body, tail.</li> <li>The students will choose three animals and using their labels as a guide, draw each section of the animals in the appropriate columns.</li> <li>The teacher will pass out pencil boxes with colored pencils in them to each table as the students draw.</li> <li>Once they have completed their drawings, the students will use colored pencils to add patterns and fill in the animals.</li> <li>The teacher will instruct the students to invent a name for their new hybrid animal and write on the back of their drawing three to four sentences about where their animal lives, why it lives there, what it eats, and anything else interesting about their animal.</li> <li>Cleanup will occur during the last five minutes of class. Students will return their materials to the materials station and place artwork in the appropriate class bin.</li> </ol>	
<b>ALTERNATE/ EXTRA ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>In place of the colored pencils, students can use watercolor and crayons to create a wax resist.</li> </ul>	

<b>CLOSURE</b>	Reflection / Wrap-Up Summarizing, Reminding, Reflecting, Restating, Connecting
<ol style="list-style-type: none"> <li>1. The teacher will ask for a few volunteers to share their hybrid creature with the class.</li> <li>2. The students will define hybrid and pattern.</li> </ol>	
<b>CROSS-CURRICULAR CONNECTIONS</b>	
<ol style="list-style-type: none"> <li>1. Mathematics</li> <li>2. Writing</li> <li>3. Science</li> </ol>	

<b>Extended Learning</b>	
<p>Books:</p> <ul style="list-style-type: none"> <li>• <i>Stripes, Spots, or Diamonds: A Book about Animal Patterns</i> by Patricia M. Stockland.</li> <li>• <i>The Mixed-Up Chameleon</i> by Eric Carle.</li> </ul> <p>Online Enrichment:</p> <ul style="list-style-type: none"> <li>• Nashville Zoo's Baird's Tapir: <a href="http://www.nashvillezoo.org/animals/mammals/bairds-tapir">http://www.nashvillezoo.org/animals/mammals/bairds-tapir</a></li> <li>• The Weather Channel Hybrid Animals: <a href="http://www.weather.com/news/science/photos-amazing-hybrid-animals-20130628">http://www.weather.com/news/science/photos-amazing-hybrid-animals-20130628</a></li> </ul> <p>Additional Activities:</p> <ul style="list-style-type: none"> <li>• San Diego Zoo Tapir Door Hanger: <a href="http://kids.sandiegozoo.org/activities/tapir-door-hanger">http://kids.sandiegozoo.org/activities/tapir-door-hanger</a></li> <li>• PBS Activities Exploring Animal Camouflage <a href="http://www.pbs.org/parents/catinthehat/activity_exploring_animal_camouflage.html">http://www.pbs.org/parents/catinthehat/activity_exploring_animal_camouflage.html</a></li> </ul>	
<p>For additional lesson plans and activities, visit us online at <a href="http://www.fristkids.org">www.fristkids.org</a>.</p> <p>This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.</p> <p>The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at <a href="http://www.fristcenter.org">www.fristcenter.org</a>.</p>	
	