

Teaching Artist Lesson Design Template

Lesson Title: Birds ,Alligators and Snakes

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Brief Lesson Overview: **Students will summarize the life cycle of animals through making a book that describes the process in pictures and pop-ups.**

Learning Goal - What do I want the students to learn? What will students know and be able to do as a result of the lesson? _____

1. **Students will understand that some animals lay eggs and the babies develop outside the body of the mother.**
2. **Students will learn about the life cycles of animals that lay eggs.**
3. **Students will create a pop-up book that relates to the life cycle of an animal that lays eggs.**

Media: Works on Paper

Art and Academic Curricular Standards Addressed:

Age Range/Grade Level of Participants: 2nd grade

Materials/Resources:

1. Card stock for center of the book pre-cut for pages, Pre-cut color and white paper for remaining cover and pages all placed in pre sewn.
2. Color pencils, crayons, markers

3. Ziplock bags for 30 students. Make kits that include :

1. pair of scissors
2. glue sticks
3. pre cut and sewn books
4. templates for making pop-up animals/eggs

Lesson Time (Length):2 hours

Detail/Sequence of Activities: (please describe steps in activity, and estimated length of time spent on that activity)

1. Describe and illustrate on the board different animals that lay eggs. Discuss life cycles of animal who lay eggs.. (15-20min)
2. Using a chicken egg, show students the area of the yolk where the egg has been fertilized. This looks like a moon in the yolk. Eggs to be collected a week before the class and not refrigerated.(5 mins.)
3. Show students examples of what a book might look like. Demonstrate how to begin ideas and utilize tools and materials. Show how pop-up books are made and explain templates to follow.(10- mins.) Review the life cycle of the animals that will be shown in the book.
4. Hand out prepared kits.(1-3mins) and split them into partners to help each other out. Helping each other is an important skill. If they can not resolve the issue they need help on then they can ask for assistance from teacher.
5. Help students focus on tasks and be available to help, have extra card stock available for those who cut on the wrong side of the fold.60 mins)
6. Clean up (5min)
7. Reflection time with peer partners.

If students finish early, I plan to let them make an extra pop up to take home.

If students are struggling with the activity, I plan to: work with them one on one or have a student who is working successfully help the struggling student.

Reflection – is there an opportunity for students to discuss or share their work? Please describe Peer share, by discussing what they learned that they did not know before. What did they do when they could not do something.. (ie, tie a knot) How did they figure it out?

How will you evaluate the success of the lesson?

1. Did they understand the life-cycle of animals that lay eggs? Could they articulate it with ease during the discussion and could they illustrate it in their book? Did students who were struggling make a work they could be proud of? Did they learn to manipulate paper in order to create a pop up? Did students who were more familiar with techniques accomplish creative strategies to make something they were proud of? **Did they have fun learning something new?**

Supplement 1 Leave with teacher if they want to display books in the school.

Reflection

I learned about:

I am proud because:
