

Lesson Organization

Lesson Title: Animal Habitats

Content Objective:

- Visual Art Standard 2.V.CR.2: "Experiment with various materials and tools to explore personal interest in a work of art or design."
- Visual Art Standard 2.V.R.1: "Perceive and describe aesthetic characteristics of one's natural world and constructed environments, and categorize images based on expressive properties."
- 2nd Grade Science Standard 4 Objective 1: "Tell how external features affect an animal's ability to survive in its environment."
 - a. Compare and contrast the characteristics of living things in different habitats.
 - b. Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism.

Grade: 2nd grade (7-8 years old)

Length of Lesson: 1 hour

Materials: Rules poster, whiteboard, markers, white paper, construction paper, scissors, popsicle sticks, glue, crayons, colored pencils, pencils.

Behavior Expectations: Follow art rules.

Instruction Plan

1. **Introduction** (5-10 minutes)

-Start by reviewing what students already know about animals. Where an animal lives is called a? (Habitat). What are some different types of habitats? What do animals need to survive in their habitats (food, shelter, temperature, camouflage, breathing, etc.)? What would happen if an animal was put in a different habitat? (Ex: a lion in the ocean or a bear in the desert.)

2. **Explore/Investigate** (10-15 minutes)

-In this part of the lesson, we'll review different types of habitats using pictures, (or [powerpoint](#)) and then discuss which animals could live in these habitats and why?

- Desert
- Ocean
- Grassland
- Rainforest
- Woodland
- Arctic

3. Create/Perform (30-40 minutes)

-Today we will be creating our own habitats. First, each student will pick a habitat from the one we discussed and create their own artistic version of that habitat. They will use construction paper, choosing a background color that matches their habitat (yellow/tan- desert, green-rainforest, etc.) and then draw other features on top using crayons & colored pencils. They should NOT draw any animals in their habitat- we will be adding those later. **(10-20 minutes).**

-When finished, students will turn and talk to a partner about which habitat they drew, what features they included, and finally what animals could live there and why.

-Next, students will pick one animal that could survive in their chosen habitat, and draw/color it on white paper. Then, they will cut out their animal and attach it to a popsicle stick (like a puppet). **(10-20 minutes)**

-When finished, students will turn and talk to a partner about why their animal would survive in their habitat. Then, the partners will switch habitats but keep their animals and discuss if their animals could survive in their partner's habitat. Why or why not?

-If extra time, students can make another animal puppet.

4. Connect/Analyze (5 minutes)

- With the last 5 minutes of the lesson, draw students' attention back to the front. Ask review questions:

1. What do animals need to survive in a habitat?
2. Could your animal survive in your partner's habitat? Why or why not?
3. Why do you think we used construction paper to draw our habitats instead of just using white paper?
4. Anything else learned?