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| **SUBJECT**: Art | | | | | **IRP TOPIC:**  Insects | **UNIT LESSON number and general topic:** | **Critical Question/s:** What do all insect bodies have?  **Relevant Previous Learning:** General Insect characteristics, Caterpillar, Honey bee, and Ladybug lessons. | | |
| **PLOs [one to three maximum; may overlap in next lesson]:  -** makes 2D and 3D images that demonstrate creativity and attention to detail | | | | | | | **SWBATs:**  - create a 3D insect using various supplies and demonstrate their knowledge of the insect body | | |
| **Pre-lesson** | | | **Materials:** insect books, boxes, toilet paper rolls, plastic containers, caps, pipe cleaners, recyclable materials, glue guns, staplers, tape, white glue, pencils, paper, scissors  **Preparation:** have all building materials set up on center table, have art baskets ready on table tops (pencils, erasers, glue pots, paper), have glue gun table set up for parent helpers | | | | | | |
| **Assessment:** | | | **Formative:** students participate in activity demonstrating insect knowledge through their accurate construction of the insect body | | | | | | |
| **Part of lesson** | | | **Min** | **Teacher Activity** | | | | **Questions** [teacher will ask to further critical thinking] | **Student Activity** |
| **Introduction and**  **Hook:** | | | 15 | - Insect book look.  - Teacher introduces art project. You will be creating 3D insects this morning. Teacher instructs students to look at books and pay particular attention to the insect body parts. Keep your thumb on a page you would like to share with the class.  - Teacher demos a few examples from a book using images of certain insects that students can try and create.  - Teacher then collects books by asking students to bring their book with a certain insect on the cover.  - Then the quick morning Calendar routine. | | | | - Think of what type of insect you want to create.  - Where are the wings and legs attached to on an insect? | - Students sitting on carpet in a circle with an insect book.  - Students who want to share in the circle, raise their hand and share the picture they found. “This is a \_\_\_\_ insect”.  - Students hand in their books after the sharing circle is complete.  - Students in a bunch for morning Calendar routine. |
| **Body** | | | 40 | - Teacher asks students to shift their bodies to face the center table. Teacher demonstrates what is expected of students once they return to their tables.  - First you must make a quick sketch/drawing of what insect you plan to create (Teacher demos quick sketch). “Did that take me very long? This is just a plan for you to look on when you start building your insect.”  - Next teacher demos an example of an insect using materials at center table.  - “Now that I have a plan I will go to the middle table to collect some supplies. I will take an egg carton for the abdomen, some bottle caps for the compound eyes, a coat hanger for wings, etc.” (teacher assembles supplies on carpet).  - If some of your materials are too big to glue with the white glue then there are parent helpers with the glue guns, staplers, and tape.  - Teacher reviews the instructions then dismisses students table-by-table. | | | | - Remember to draw the head, thorax, abdomen, antenna, 6 legs, and any other special feature the insect may have (for example, spiracles, compound eyes, wings, horns, stinger, pollen basket, proboscis, etc.)  - Choose your materials wisely, what would material would make good eyes?  - What is the first job when you go back to your table? (sketch) Then what? (middle table for supplies). | - Listening in a bunch.  - Walk back to tables and begin sketching.  - Students then begin building their insect. |
|  | **Closure:** |  | 5 | - Regroup on carpet when everyone has finished. Everyone stands in a circle holding their creation. | | | | - What type of insect did you make? What is a special body part on that insect? | - Students explain what insect they made. |
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| **Follow-up:** | | | 5 | - Debrief the student’s insect art creation experience as well as their outdoor exploration experience as scientists taking pictures of insects the previous day. Teacher asks questions to trigger their prior knowledge and observations. | | | | | |
| **Modification and extension:** | | |  | **Modification:** one-on-one support may be needed, place those children who may need the extra help all at one table with a teacher and/or parent helper.  **Extension:** early finishers can label their sketch with the body part names that they know and/or help a fellow classmate complete their insect. | | | | | |