

Animal Colors and Shapes



First Grade



<u>Overview</u>	Students in first grade do not typically understand that animals have different colors and live in different habitats for different reasons. This lesson plan will teach students why animals are different colors and shapes. Students will be able to participate in class, color, and discuss their ideas. They will also be able to use computers, and a website called DoltDoltDone.com to make lists. This lesson will show students that all animals are different, and are different colors and shapes for specific reasons.
<u>Objectives</u>	Students will: <ul style="list-style-type: none">• Understand that all animals come in different sizes, shapes, and colors.• Understand and be able to describe the purposes of color in the animal world.• Use colors and shapes to create pictures of different animals.• Use the internet to make lists of their ideas.
<u>Standards</u>	National Academy of Sciences The National Academy of Sciences provides guidelines for teaching science in grades K-12 to promote scientific literacy. This lesson plan addresses the following national standards: <ul style="list-style-type: none">• Life Science: Organisms and environments Mid-continent Research for Education and Learning (McREL) McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. This lesson plan addresses the following national standards: <ul style="list-style-type: none">• Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media: Understands the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper photographs, visual narratives)• Art – Art Connections: Understands connections among the various art forms and other disciplines; Knows how various concepts and principles are used in the arts and disciplines outside the arts (e.g., balance, shape and pattern)• Science – Life Science: Understands relationships among organisms and their physical environment.
<u>Materials</u>	<ul style="list-style-type: none">• Slideshow of different pictures of animals• Crayons/Colored pencils• 1 sheet of white construction paper per student• Printed out pictures of the different animals shown on the slideshow• Colored construction paper cut into different sized triangles, circles, squares and rhomboids• Glue sticks/Bottled glue

This lesson plan was found at <http://www.discoveryeducation.com/teachers/free-lesson-plans/animal-colors-and-shapes.cfm>

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	<ul style="list-style-type: none">• Computer lab with internet access, and enough computers for each student
<u>Procedures</u>	<p>Show the students the slide show to introduce them to common colors and shapes in the animal world. During the slideshow, ask the students questions like: ‘What body part is circular on these animals?’ or ‘What animals have triangles?’ After the slideshow ask students what their favorite animals are, and what colors and shapes they have. Then discuss why those colors are important to the animals (for hiding? for gender? Etc.)</p> <p>Next, take the students to the schools computer lab and help them log onto the internet. Once logged on, have them type in www.DoltDoltDone.com into their web browser. They will probably need help doing this, so give them an ample amount of time to get this done. Once at the website, show the students how to make a list of things. The, have the students make a list of different animals and their habitats. Once this is done, have the students print their list out and bring it back to class with them to keep on their desk to give them ideas for the rest of the activity.</p> <p>Then, show the printed out versions of the animals to the students, to reinforce what they had just seen. Talk about the shapes and colors again, and tell the students that they are going to create pictures of animals with different shapes. They also will have to draw the animal’s habitat.</p> <p>Demonstrate an example for them. Talk about one of the animals on a printed out image. Ask the students where they believe this animal lives, and have them describe the habitat. Draw out the habitat on the <i>white piece of construction paper</i>. Then, talk about the shapes the animal has and use the colored construction paper to create the animal. Arrange the shapes on the white construction paper to look like the animal, but warn the students to NOT USE the glue until it looks exactly how they want it to look.</p> <p>Make sure the students understand, then give them the printed out pictures of the animals, and tell them to choose one for their animal. Check students’ work before allowing them to glue. After everyone has finished, ask a few students to stand and share their work and describe the shapes they used and what habitat the animal lives in. Display the finished pictures on a classroom bulletin board, or around the classroom.</p>
<u>Evaluation</u>	<p>Use the following three-point rubric to evaluate students’ work during this lesson:</p> <ul style="list-style-type: none">• Three points: Students were highly engages in class discussion; were able to demonstrate clear understanding of the purposes of color in the animal world; correctly used different shapes to create unique and colorful pictures of animals that clearly identified where the particular animal lives and accurately portrayed what it looks like.• Two points: Students participated in class discussion; were able to demonstrate basic understandings of the purposes of color in the animal

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	<p>world; and mostly used the correct shapes to create somewhat unique and colorful pictures of animals that vaguely identified where the particular animal lives and generally portrayed what it looks like.</p> <ul style="list-style-type: none">• One point: Students participated minimally in class discussions; were unable to demonstrate a basic understanding of the purposes of color in the animal world; and created incomplete pictures that did not clearly identify a particular animal and demonstrated a lack of understanding about what shapes might identify the animal they had attempted to create.
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