

Lesson Plan Title

Adaptations of Plants and Environments

Grade Level

1st Grade

Subject Area

Science

MSCCRS

L.1.4.2 Describe how the different characteristics of plants help them to survive in distinct environments (e.g., rain forest, desert, grasslands, forests).

Art Form

Visual Art

MSCCR Creative Arts Standards

VA:Cr2.1.1 Organize and develop artistic ideas and work.

- a. Explore uses of materials and tools to create works of art or design.

VA: Cr3.1.1 Refine and complete artistic work.

- a. Use art vocabulary to describe choices while creating art. (pointillism)

Duration

1 ½ Hours (or see in “Tips” that this lesson could be taught throughout a week if the teacher would like to stretch it out in small time increments)

Materials

Art paper (thick for paint)

Tempera paint

Q-tips

Black permanent markers

Optional: various books about rainforests, deserts, grasslands, and forests)

Objectives

Students will understand the different plant environments and what plants need to survive in each

Students will identify the artist Georges Seurat and understand how he used pointillism to create artwork

<https://www.youtube.com/watch?v=DfooLqTTJ0w>

Students will use art materials to model pointillism by creating different plant environments.

Vocabulary

Pointillism

Rainforest

Grassland
Forest
Desert
Environment
Distinct
Artist- Georges Seurat

Lesson Description

TTW begin with a brief lesson introducing the artist Georges Seurat by playing the video <https://www.youtube.com/watch?v=DfoolQTTJ0w>

TTW discuss/review facts about the artist after the video.

TTW ask the students, “does anyone know what a distinct environment is”? TTW allow students to respond. TTW explain to students what a distinct environment is and how plants have to adapt to different environments. TTW then show each video about each environment.

<https://youtu.be/l3iqOBaCsMs> (desert)

<https://youtu.be/HMwwE4v3Lt4> (grasslands)

https://youtu.be/n_NTF4JCd8Y (forest)

https://youtu.be/FK_j4BtX3So (rainforest)

During each of the videos, TTW point out different types of plants, how they are living, what they look like, all kinds of characteristics about each.

After watching each video, TTW put students into four groups. Each group will have a specific environment (rainforest, grassland, forest, desert). The students in the groups will write/draw characteristics recalled from each video. TTW remind students to be specific as to the types of plants in each video, what the plants looked like, how they were growing, what they needed to grow, etc. TTW allow each group to share the info on their chart about their specific environment while posting each chart on the board after presenting to review later in the lesson. TTW tell the students, “Today you are going to have the opportunity to use art materials to model each environment on paper. I want you to think about all of the details on the charts (on the board) when creating your artwork. Think about what the plants needed in each environment, what each of the plants and environments looked like, etc.” TTW allow students to brainstorm for a minute.

TTW give students a piece of white art paper and a black permanent marker. TTW model for students how to divide the paper into 4 squares. TSW draw lines to make 4 boxes on the art paper. (fold one horizontal fold/open paper, then fold one vertical fold again)

TTW model/assist and have students write in the top of one box “rainforest,” next box “grassland,” next box “forest,” last box “desert.”

TTW have paint in the middle of each table for students to share (in paint palettes or paper plates). TTW ask students, “Have you ever heard of the art technique pointillism”? TTW model/teach the art technique pointillism using q-tips. TTW be sure students understand the art process of pointillism... using q-tips as “points” or “dots” to create images on the paper. TTW be sure students understand they do not drag the Q-tip as if it were a paintbrush. They make “dots,” tapping the Q-tip each time to create an image.

TTW allow students time to complete each “box” or section of the art paper. TTW encourage students to model all of the characteristics learned throughout the lesson about plants in each environment. TTW give 5-10 mins per each section of the art paper for the student to paint.

TTW choose a few students to share his/her artwork and tell characteristics of each Ex.” In the rainforest... plants look like and need to grow. In the desert, plants are and the weather is as the plants grow”. (All info from the youtube videos)

** There are also MANY books available to teachers that can be used as an additional resource to teach information about plants and their different environments.

Recommended Resources

Youtube videos

<https://youtu.be/l3iqOBaCsMs> (desert)

<https://youtu.be/HMwwE4v3Lt4> (grasslands)

https://youtu.be/n_NTF4JCd8Y (forest)

https://youtu.be/FK_j4BtX3So (rainforest)

Extended Learning Activities

The teacher could find various art prints of a desert, grassland, rainforest and forest and use them to teach about each environment. You simply google “Images of _____” and it will pull up different art prints. The teacher can display the art print from his/her computer on to the projector screen for students to view.

Sources

MooMoo Math and Science youtube videos:

<https://youtu.be/l3iqOBaCsMs> (desert)

<https://youtu.be/HMwwE4v3Lt4> (grasslands)

https://youtu.be/n_NTF4JCd8Y (forest)

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Tips

This could be taught in a week-long unit/lesson, focusing on one environment each day. At the end of the week, students could create artwork.

Author

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