

**Lesson Plan Title**

Lions In Their Habitat

**Grade Level**

Pre-K

**Subject Area**

Science

**MSCCRS**

3. With prompting and support, explore what animals and plants need to live and grow.

**Art Form**

Visual Art

**MSCCR Creative Arts Standards**

VA: Cr2.3.PK Organize and develop artistic ideas and work.

- a. Create and tell about art that communicates a story about a familiar place or object.

VA: Re7.1.PK Perceive and analyze artistic work.

- a. Recognize art in one's environment.

**Duration**

1 Hour

**Materials**

Lions by Laura Marsh on Get Epic (informational text about lions) [www.getepic.com](http://www.getepic.com)

Animal Babies in Grasslands by Jennifer Schofield (this is a great nonfiction text and it provides pictures of other animals in their habitat)

White construction paper

Oil pastels

Glue

Construction paper pieces in the shape of the parts of a lion in a Ziploc bag for each student (oval for the body, circle for the head, 4 rectangles for the legs, 1 longer rectangle for the tail, 6 triangles for the lion's mane)

**Objectives**

TSW will understand what habitat lions live in.

TSW understand and utilize specific elements of art in a work of art (warm/cool colors, shape, line)

**Vocabulary**

Lion

Cub

Grassland

Habitat

Savanna

Warm colors

Cool colors

Shapes (4 basic geometric shapes: circle, triangle, square, rectangle)  
Lines and their means in a work of art (vertical, horizontal, diagonal, zig zag, curved)

### **Lesson Description**

TTW create a KWL chart about Lions. TTW ask the students what they KNOW about lions. As the students share, TTW write under the K section of the KWL chart. TTW ask the students what they WANT to know about lions. As the students share, TTW write under the W. TTW read Lions by Laura Marsh. While reading, TTW and TSW discuss facts about lions. After reading, TSW share facts that they learned about lions. As the students share, TTW write under the L section of the KWL chart. TTW turn to page 10 and discuss the habitat of a lion, the savanna (a grassy area with few trees that gets very little rain). TTW display pages 4-5 and 28-29. TTW ask (What colors do you see in the pictures? TSW say brown, tan, orange... TTW say 'Do these colors make you feel like it is cool there or warm?' "Why do you think the grass is not very green where the lions live? TSW "because it is very hot there, it doesn't rain much. TTW say "you are exactly right! Lions live in the Savanna or the grasslands where it is hot! If you look at the illustrations, the illustrator used warm colors to represent the hot grassland or savanna. (At this point TT can show the warm vs cool colors YouTube video if needed).

TTW display Animal Babies in Grasslands. TTW and TSW do a picture walk through the book while discussing the different habitats. (Use the illustrations and discuss the warm or cool colors shown that reflect the heat or coolness of the habitat)

TTW display a white piece of construction paper and demonstrate appropriate use of oil pastels to create the grasslands/savanna that a lion lives in. TTW say "if a lion's habitat is very warm and has very little rain, do you think we will use warm or cool colors?" TSW say "warm because it is hot where lions live!" TTW display page 4-5 from Lions on Get Epic ask the students "What can I draw to represent the grass?" TSW say lines! "TTW ask "what colors should I use to draw the lines?" TSW say brown, tan, and a little bit of green" TTW begin drawing lines while saying "we can draw straight lines and diagonal lines to represent the grass. I am using a brown oil pastel to represent the grass and I will mix in a little bit of green grass to represent the very little rain that the savanna/grassland gets." TTW color red, yellow, and orange behind the grass to represent the heat that the lions live in.

TSW each be given a white piece of construction paper and oil pastels to create their habitat for the lion. While students are creating the habitat TTW remind them to use warm colors to represent the heat. After creating the habitat, TSW be given a Ziploc bag containing construction paper shapes for the parts of a lion. TTW say "find the oval in your Ziploc bag and glue it to your habitat. This is the body of your lion." TTW say find the circle in your Ziploc. What do you think this is?" TSW say "the head of the lion." TTW say "right! Now glue it to the body of your lion." TTW and TSW continue this with the 4 rectangles for legs, the longer rectangle for the tail, and the triangles for the mane. Using the construction paper, TSW put together and glue a lion within their habitat. TTW partner the students up and TSW discuss the lion and habitat shown in their artwork. (My lion lives in the Savanna in Africa. There is lots of grass here and it is really hot. It doesn't rain much here).

### **Recommended Resources**

Amazing Animals: African Lion video on Get Epic under videos [www.getepic.com](http://www.getepic.com)

(Warm and cool colors video) <https://www.youtube.com/watch?v=w6K08wri9dA>

**Extended Learning Activities**

You could partner up with another Pre-K class or a kindergarten class and have the students share their artwork with a partner while teaching their partner about lions and their habitat in which they live.

**Sources**

N/A

**Tips****Author**

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