

# Artful Animal Adaptations



## Science & Visual Arts

Grade  
1

### Maryland Science Standards

3.4.D.1.a. Describe ways in which organisms in one habitat differ from those in another habitat and consider how these differences help them survive and reproduce.

### Maryland Visual Arts Standards

3.1.b. Represent relationships among observed people, animals, and objects in a composition by selecting and using the elements of art to achieve specific effects.



## CONNECTED OBJECTIVES

Students use elements of art and focus on texture, to create a diorama, terrarium or other display to depict a specific animal environment

## MATERIALS & RESOURCES

- Mystery bag with different textured materials
- Examples of dioramas or photos of previously completed dioramas
- Elements of Art posters – Visual Arts
- Copy of “Dunes, Oceano, California, 1963” by Ansel Adams
- Shoe boxes and materials brought from home which the students will use to create dioramas/ presentations.
- Oral Presentation rubric

## KEY CONTENT VOCABULARY

- Adaptations /adapt
- Native animals
- Habitat
- Features
- Environment
- Survive/ survival

## KEY ARTS VOCABULARY

- Texture
- Rough
- Smooth
- glassy
- blurry
- silky
- wooly

# A S S E S S M E N T

- The finished display should accurately depict a specific environment and animals that live in that environment.
- Oral presentation will discuss the environment and what features do the animals have that help them in that environment. The student will have to demonstrate their knowledge of the textures used during the oral presentation to explain the environment in which the animals live. See the rubric attached.



# L E S S O N S T E P S

Introduce and define texture:

- Go over the Elements of Art poster for Visual Arts
- Have students reach into the mystery bag of textured materials and have them describe what they feel.
- Look at and discuss the art work of Ellen Murray by going to <http://ellenmurray.com/assets/gal3/web/index.htm>
- Discuss the texture (glassy) and compare it to “Dunes, Oceano, California, 1963” by Ansel Adams which is bumpy.

Review adaptations:

- (Due to the change in Science textbooks for fourth grade this is a review activity. This will be a day 2-3 activity.)
- Ask students, “Why do animals need adaptations?”
- Also, ask, “How do the adaptations help animals to survive?”
- Finally ask, “If you could relocate an animal to a new environment, what features would that animal have to have in order to adapt to the new environment?”

Students construct dioramas.

- Show students the models or photos of previously made dioramas.
- Briefly discuss the textures in the projects.
- Explain that they are going to have the rest of the hour (or time allotted) to complete the project. It is teacher’s discretion as to whether or not students can take their work home to finish their project.

Review the day’s lesson and explain that tomorrow students will prepare for the oral presentations.

Next day:

Students will read through the rubric so that they are aware of the expectations.

- Explain that not only are they expected to be good speakers, but they are expected to be active listeners.
- Students present their oral presentations. The teacher may have the student fill out their own rubric so that the student can self-evaluate. If the teacher chooses this option a good idea would be to have the students also give themselves goal for next time based on their performance.

G E T S M A R T T H R O U G H T H E A R T S

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Oral Presentation rubric:

Element	0	1	2	3
Explaining the adaptations	The student did not give any adaptations.	The student was able to explain the adaptations, but not connect the adaptations to the environment.	The student was able to somewhat explain how the animals' adaptations were connected to the environment.	The student was able to strongly connect the adaptations to the environment.
The students detailed the diorama or presentation	No information was given as to the animal or the habitat.	The student only gave information about the kind of animal in the presentation <b>or</b> the habitat, but not both.	The student gave some information as to the habitat or animal.	The student gave clear information about the animal and description of the habitat. The habitat was named.
Speaking	The student spoke softly and there was no eye contact.	The student spoke to the audience in either an appropriately leveled voice <b>or</b> made some eye contact.	The student made sustained eye contact or an appropriately leveled voice.	The student made sustained eye contact with the audience and the voice was appropriately leveled.
Visual Arts	The student's display did not contain any variation in texture.	The student's display contained one variation in texture.	The student's display contained two variations in texture.	The student's display contained three or more variations in texture.
Explaining the Visual Arts	The student was not able to label the textures in the oral presentation.	The student was only able to label the textures in the oral report, but did not explain the reasoning behind the textures.	The student labeled the textures and somewhat explained the reasoning for choosing the textures.	The student was able to label all textures used and to fully explain why they chose those textures.