

**Title of Lesson:** 2-D Hybrid animals and their technology

**Teacher:** Naomi Morimoto & Kelly Kerulis

**School:** Prairie View Ogden North

**Grade Level(s):** 1st

**Date to be taught:** 03/18/14

**Big Idea that drives Lesson/Unit:**

- Interaction is a **kind of action that happens as two or more objects have an effect upon one another**. This includes how one person talks or plays with another, or with a group of people; people and the environment; people and animals, animals and animals, animals and nature, etc. It also includes how we treat people.
- Interacting is two things or people co-existing or sharing the same space, ideas, thoughts for an amount of time.
- Thinking about 2-D

**Key concepts about Big Idea:**

- interaction is always occurring
- different interactions result in different outcomes
- how we interact with 2-D vs. 3-D

**Fine Arts Goals Met by the Objectives:**

- 25B —Students who meet the standard understand the similarities, distinctions, and connections in and among the arts

**3-4 Essential Questions:**

- **How was it different making your animal in 3-D vs 2-D last week??**

**Vocabulary Acquisition:**

- **hybrid-** combining two different things or objects
- **three dimensional-** being able to see how tall something is, how wide something is and how deep something is.

**Key Artistic Concepts:**

- students will take into consideration how animals interact and how combining them will change that interaction
- 2-D
- how do animals interact with technology?
  - why is it important? what kind of technology could they use?

**Artmaking Materials Needed:**

- construction paper
- glue
- markers
- scissors
  
- Post it Notes
  - Crayons, markers, or colored pencils

**Procedures:**

(5 minutes)

**INTRO:** 3-5 minutes ( 8:40- 8:43)

- **Post it notes**, begin by having students draw on 1-2 post it notes, either on their desk already or have a helper or two hand them out
  - after students are finished they can stick them at the edge of their desk and a helper can collect them

**DISCUSSION:** 8:43- 8:48 ish

“this week we are going to start by making our hybrid animals in a Two dimensional format” “can anyone remind me what two dimensional means”

- Discuss about **animals**
  - remember the animals they made last week
  - do you want to change it?
  - do you want to keep it the same?
  - how can we make it out of paper?
  - what shapes make up bodies?
    - does it have two heads? how many feet? how many eyes? does it have a shell? patterned fur?

**SKETCH** - one minute

- tell students that “we are making hybrid animals again”
  - have the students draw out their animals again if they want to
    - doesn't have to be the same one, but it should be!

**DESIGN/WORK SESSION ONE:** (10-12 minutes minutes)8:50 ish- **9:10**

- Students will be shown where all the material that they can work with are aka colored paper
  - “you can share scissors and glue with the people around you”
  - “you have about fifteen to twenty minutes to work and then were going to move on to the next activity”
  - “encourage you to add detail to your animal when you are done, like eyes and scales or whatever characteristics your animal may have”

**DISCUSSION II: TWO MINUTES**

What if animals used technology?

- What kinds of technology would they use?
- what would they use it for?
- how would the animals interact with the technology?

**DESIGN/WORK SESSION II: 9:10- 9:15**

- Draw and cut out the piece of technology that your animal might use. This can also be glued to your animal if you want it to be.
- Cut it out of construction paper
- On a half sheet of white paper, write what you can about your animal and this piece of technology.
  - what does it do? how does your animal use it?
  - What does your animal use it for? does it have a name?

- can other animals use it?

**CLEAN UP:** (3 minutes)

- Give a 2 minute warning (depending on grade level) to wrap up what they are coloring in or working on and ask them to return to their desk

**CLOSURE: 9:15-9:20**

“Does anyone wanna **stand up and present** their animal/technology to the class”

- Ask students to return their desks, grab attention
  - Did you interact?
  - Can anyone give any examples of interaction that you had today?
  - How did you animals interact with their technology?
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- Introduce idea about next week, “Animal homes”