

Life Science

- **SC.2.1.7 2000.** Recognize and describe ways that some materials, such as recycled paper, cans, and plastic jugs, can be used again.
- **SC.2.4.2 2000.** Observe that and describe how animals may use plants, or even other animals, for shelter and nesting.
- 2.7.1 Identify and apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion) in artwork.

Learning Objectives:

- **Students will learn what types of animals use trees for shelter.**
- **Students will learn how trees make effective shelters.**
- **Students will learn recycling can be an effective tool inside the classroom**
- **Students will learn to apply the elements of artwork.**

Description of the Core Content Lesson

- The core content lesson will be an inquiry lesson where the student will explore different animals and the shelters that they live in.
- We will teach them about different animals and their shelters, as well as the materials they use to create these shelters. We will also teach them the reasons for constructing these shelters.
- Steps for introducing the lesson:
 1. Construct a list with the students of animals (not pets) that live around the area.
 2. Construct a list of the kinds of shelters that these animals live in.
 3. Take the students outside to explore all the different animals they see and potential shelters.
- Resources:
 - Science books
 - Teaching Life Science with Children's Literature: Animal Habitats By: Michelle Kramer.

Descriptions of the Visual Activity

- **We will be creating tree homes out of empty paper towel rolls**
- **Material list**
 - Empty paper towel roll
 - Black and green construction paper
 - Scissors
 - Hot Glue
 - Tree bark
 - Tree twigs
 - Pencil

- Tape
 - 3x5 index card
 - Some old newspaper
- **Step by Step process for construction**
1. Take the paper towel roll and wrap it with a piece of black construction paper.
 2. Then take the paper towel roll and flatten it and cut a small half circle out on one side.
 3. Unflatten the paper towel roll to reveal a small hole in the middle of the roll.
 4. Next re-flatten the roll and cut two slits in the bottom to create your stand.
 5. Next move to the top of the paper towel roll and poke 2-4 holes for branches
 6. Insert your tree twigs into the holes and secure them into place by stuffing the top of the paper towel roll with newspaper and covering with tape.
 7. Then, glue all of the tree bark you found to the paper towel roll remembering not to cover up the hole you made or the slits you made in the bottom.
 8. Finally cut out some leaves to glue to the branches and insert the index card which you cut in half into the slits you made at the bottom of the roll.
- **Time:**
- The whole activity should take roughly 35 – 45 min

Integration Rationale

Students will be making direct connections to the core content through the completion of this hands visual activity. When cutting the hole into the trunk of their trees they will learn that not all animals would be able reach such a sheltered area in the tree. The students will also be making connections to how we can recycle things such as paper towel rolls and reuse them for art. Furthermore, the inclusion of real artifacts from nature will give the students a better understanding of what the animals have to work with. Then, there are the art elements that the students will be working with, from the texture of the tree bark to the shape of the tree trunk. Finally, this activity will also help the students improve their fine motor skills be cutting, gluing, and drawing.

Rubric	4	3	2	1
Connection made to the core content standard	Made a strong connections to the core content	Made a good connection to the core content	Made some connection to the core content	Made little to no connection to the core content
Connection made to the visual art standard	Made a strong connection to the art elements	Made a good connection to the art elements	Made some connection to the art elements	Made little to no connection to the art elements
Ability to follow instructions	Followed instructions very well.	Followed instructions well	Unable to focus at times	Did not listen and failed to follow instruction
Overall effort put into the project	Put forth a lot of effort	Put forth a good amount of effort	Put forth enough effort to finish	Put forth little to no effort