



Arts & Creativity Initiative Teaching Artist Lesson Plan

Lesson Title **Birds: Adaptations for Survival**

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Grade Level(s) **3**

CREATIVE CHALLENGE

Create an imaginary bird with adaptations for survival and an environment it has adapted to.

OVERVIEW OF LESSON

Students will demonstrate an understanding of how animals (birds) use adaptations in order to survive in specific environments by creating a clay model of an imaginary bird and making an artistic representation of an environment.

PREPARATION (either materials or prior learning)	MATERIALS
<p>Prior to this lesson we will have taught:</p> <ul style="list-style-type: none">- Video/ Google Slides on Bird Adaptations!- Perseverance Video Series (Class Dojo- https://ideas.classdojo.com/b/perseverance)- Animal camouflage activity- Habitat Lesson from GenerationGenius Habitat Lesson- Review Habitat ideas: Habitat Artwork Slideshow	<p>Lesson 1: Paper Sharpies, pens, watercolor, colored pencils</p> <p>Lesson 2: Air dry clay acrylic paint choice: feathers, toothpicks, popsicle sticks, etc. clay tools: toothpicks, pencil, toothbrush, etc.</p>

LESSON SEQUENCE (detail the order for the core content, the art content, the process & reflection)

Part 1

1. Teacher will go over the materials to be used in environment & planning
2. Review adaptations (camouflage, beaks, feet, etc.) and habitat (see above lessons in "Preparation.")
3. Discussion of prior experiences and text of Wild Robot
4. Teacher will model a 4 part sketch method for brainstorming
5. Students will start by sketching out 4 possible habitat ideas and making a list of materials they will need (possible whole group). They will pick a habitat to make and finalize their material list.
6. Writing: [Habitat Document](#) Describe your habitat: What type of habitat have you chosen? What is the climate there? What type of plants or animals live there? What unique challenges might your bird find living in this environment (think of finding food, shelter, mates, making nests, camouflage)? How will your bird live in this habitat (perch, sit, fly, nest, walk, hunt)?
7. Students will create a fantasy habitat using medium of their choice (watercolor, collage, pastels, colored pencil, pen...) Habitats need to show a food source, water sources, shelter, and nesting sites.

Part 2

1. Teacher will review bird structural adaptations (beak, feet, camouflage) and the relationship to the bird's environment
2. Students will sketch their idea of bird ideas including adaptations that help the bird survive in their environment.
3. Students will share their ideas in small groups for feedback and collaboration, possible revision
4. Teacher will go over the materials for creating the bird (air dry clay, acrylic paint, sharpies, etc.) emphasising how the bird must fit into the created environment with adaptations to help it survive.
5. Teacher will demonstrate clay techniques
6. Teacher will lead discussion regarding challenges, obstacles, and frustrations during process and remind students how to persevere through initial adversity (refer to Dojo videos)
7. Student will complete the bird and place it in the environment
8. Students will complete a reflection page. Include process- frustrated? Change your mind? Journal through the process. I used to think... now I think...
9. Optional- Students will create an Adobe Spark video with pictures/video of the bird and environment with explanation (reflection)
10. Virtual Gallery Walk- (SeeSaw or Adobe Spark)

NATIONAL CORE ART ANCHOR STANDARDS & OTHER/COMMON CORE STANDARDS

National Core Art Anchor Standards (simplified)

Students...

- brainstorm multiple ideas for the artwork
- organize their thinking and further develop their ideas
- make the artwork and refine it
- select artwork to present
- make final revisions to the artwork
- present the artwork in a way that conveys meaning (displaying explanation or reflection as appropriate)
- read and respond to artwork
- interpret intent or meaning in artwork
- apply criteria to evaluate artwork
- make artwork that is personally meaningful
- understand the history and cultural context of art

California's Social & Emotional Learning Principles Guidelines (simplified)

- Includes social, emotional, or physical well-being as a goal of education
- Is relevant or responsive to students either personally or culturally
- Builds human capacity by focusing on relationship-building experiences or environments
- Partners with families or community

Other Standards (CCSS for ELA, Math, etc)

NGSS:

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.