

Artistic Animals

Suggested Grade Levels: 4-6

Subject: Science/Art

Character: Respect – Safety around Pets

Materials and technology to be used:

- Computer with projection/audio capabilities – **x1**
- Paper – **x1 per student pair**
- Cardstock – **x1 per student**
- Writing utensils – **x1 per student**
- Crayons or markers – **x enough for each student**
- Paint (optional) – **x enough for each student**
- Personal whiteboards w/ markers (optional) – **x1 per student pair**
- Large whiteboard w/ marker – **x1**
- Tablets and/or computers (optional) – **x1 per student**
- Single hole punch – **x1**
- String or yarn – **x1 strand (~1 foot) for each student**
- “Exit Tickets” (sticky notes, note cards, fake tickets, etc.) – **x1 per student**

Objective(s):

Students will learn valuable information about various vertebrates. This knowledge will foster a sense of respect for all living creatures. This lesson will promote creativity through painting and drawing different types of vertebrates. Students will also learn to classify the different categories of vertebrates: fish, amphibians, reptiles, birds, and mammals.

Anticipatory Set/Hook:

Switch up the seating arrangement in your classroom so that you may begin this lesson with a “fresh feel” – i.e.. Have students switch desks, have desks in a horseshoe shape, have students sit on the floor, etc. Show a brief video clip to introduce the lesson:

<https://www.youtube.com/watch?v=qRkoGO7hNXg>

Ask students: “What do you think we will be talking about today?” *Vertebrate animals!*

Lesson Beginning:

1. Define “vertebrate”: *An animal with a spinal column or back bone that is surrounded by cartilage or bone.* Write this on the board.
2. Tell students that there are five different types of vertebrates. Ask: “Does anyone know one type of vertebrate?” Call on five volunteers to answer. *Fish, Amphibians, Reptiles, Birds, Mammals.* Write these on the board.
3. Ask: “How are fish, amphibians, reptiles, birds, and mammals different?” To answer this question, pair students up and have each pair create a Venn Diagram comparing and contrasting two different types of vertebrates – i.e.. “Fish vs. Amphibians,” “Fish vs. Reptiles,” “Fish vs. Birds,” “Fish vs. Mammals,” Amphibians vs. Reptiles,” “Amphibians vs. Birds,” etc.
 - You will need at least **10 pairs of students** in order to compare/contrast all vertebrate types with each other type.
 - Pass out a piece of paper and writing utensil to each pair, or each pair may utilize a personal whiteboard/marker, as well. Allow students to use different colored crayons or markers to help differentiate the information on their diagrams.
 - When each pair has finished their Venn Diagram, have them share it out loud with the class. If time is limited, diagrams can just be collected and posted at the front of the room for students to review on their own later.
4. Ask: “What types of vertebrates live around your neighborhoods and school?” Have students turn and talk with a neighbor. Write their answers on the board.
5. Ask: “What types of vertebrates do people keep as pets?” Call on numerous volunteers to answer out loud. When an answer is given, have the rest of the class give a thumbs up if they have that pet at home.

Middle of Lesson:

1. Have students go back to their normal desks if they have moved around the room or changed seats.
2. Pass out a piece of cardstock to each student. Tell students that they are going to do an art project that will bring to life a variety of different kinds of vertebrates in their classroom!
3. Ask each student to pick one kind of vertebrate and write it on the board. Once a certain kind of vertebrate is chosen, it cannot be chosen by another student. Each student must choose a different vertebrate.

4. Have the students draw and/or paint their vertebrate on their cardstock. For reference, encourage students to look their animal up on their tablet, or have them take turns using a computer and printing a photo for reference.

-If students are able to create a template out of the photo and trace it, this may aid them in creating a more realistic drawing.

-Tell students to write what kind and group of vertebrates they have created on the back: i.e.. "Pembroke Welsh Corgi – Mammal", "Red Eared Slider Turtle – Reptile", "Fire-bellied Toad – Amphibian", "Salmon – Fish", "Bald Eagle – Bird".

5. Have students cut out their vertebrate portraits, punch a hole at the top, and tie a string to it.

End of Lesson:

1. Have each student take a turn coming to the front of the room and presenting their animal to the class.

-Discuss each animal and what type of vertebrate it is.

2. Discuss the different colors, sizes, number of legs, and other features they all have.
3. Ask: "What classifies an animal as a vertebrate?" Turn and talk. Share. "What do you think classifies an invertebrate?" **Vertebrates** are animals that have a backbone inside their body. The major groups include fish, amphibians, reptiles, birds, and mammals. **Invertebrates** do not have a backbone. They either have a soft body, like worms and jellyfish, or a hard outer casing covering their body, like spiders and crabs.
4. Hang up the vertebrate art around the classroom, dangling from the ceiling.

Closure:

1. Provide students with one minute to reflect on all that they have learned from this lesson.
2. Ask students to answer the following question on an "Exit Ticket" to be turned in: "What is your favorite vertebrate? Why?"