

## Informative Artwork- 5E Lesson Plan

Teacher:

Date:

Subject area / grade level: Science / 6<sup>th</sup> grade

Materials: Art materials for the children to use to create their informative artwork. There needs to be research books available for the children to use. Also if there are computers in the classroom it would be nice to set them up for the students to do some research on as well.

Standard: **Ecology (Life Sciences)**

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

Lesson objective(s):

Students will know frogs/ toads in enough in regards to areas like their function in the ecosystem to be able to draw and depict a scientifically correct aspect of them, showing their knowledge of frogs/ toads.

Differentiation strategies to meet diverse learner needs:

The teacher can select different levels of books about frogs and toads so that all children will have a book that will be both challenging and rewarding. Also the teacher may adjust the art project to fit the level of the children in their class.

### ENGAGEMENT

- To gain interest, bring in some artwork with frogs in it from different types of art.
- Have the students write about the artwork in a journal or have a open class discussion about the artwork.
- You can also try to find a journal from a naturist who has drawings in their book to show different animals they encounter.

### EXPLORATION

- Students can be shown where the research books are and allow them time to go through the books and explore them.
- If you have a classroom frog/toad, assign children time to sit quietly and watch the frog or toad. Allow them enough time to be able to observe the frog/toad and write down the information for later reference.

### EXPLANATION

- Once the children have spent time observing their frog/toad and using the research books have them return to their seats.
- Inform the children that they will be creating their own artwork, but remind them that it is important

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to ensure they artwork is scientifically correct.

- Ask the students:  
“What are some characteristics you observed or read about?”  
“Please brain storm a little in your groups, thinking about the question.”

### ELABORATION

- After the students have had plenty of time to brainstorm and have develop thoughtful ideas have them share their at least one idea with the classroom.
- Try to allow the students to direct the conversation and what is talked about or wondered about.
- If they have any question about things they observed or read about direct them to ways they might be able to research the information, through; books, the internet or maybe even asking individuals who have expertise in the knowledge of frogs/toads.
- Now is the time to pass out the art materials, be sure to have a good mixture of materials so they can really use they imagination to put their scientifically correct information into beautiful artwork.

### EVALUATION

- The artwork they submit or the group discussion can both be used to evaluate the knowledge they have gained from the experience.

### Artwork examples

