


### BASIC LESSON INFORMATION

PROJECT/LESSON TITLE	PROJECT SUMMARY (Describe Big Idea or Theme)	INSERT PHOTO/S of PROJECT EXAMPLE
Hybrid Animal	<p>Many artists expand on things they observe to create something completely new. This project will challenge students to envision how two different real animals could come together to create a new one. We will read Kevin Diller and Justin Lowe's book Hello my Name is Octicorn.</p>	
GRADE LEVEL or CLASS		
1st Grade		
TIMEFRAME		
1 class		

### STANDARDS, OBJECTIVES and ASSESSMENT ALIGNMENT

NATIONAL VISUAL ARTS STANDARDS	LEARNING OBJECTIVES	PLAN FOR ASSESSMENT for each learning objective
<p><i>(perceive) perceive and analyze artistic work</i> Compare images that represent the same subject. VA:Re7.2.1a</p> <p><i>(investigate, plan, make) generate and conceptualize artistic ideas and work</i> Use observation and investigation in preparation for making a work of art. VA:Cr1.2.1a</p> <p>Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RL.1.3</p>	<p>I can share my drawing of an Octicorn with a partner and discuss why I drew what I drew and listen to my partner's explanation.</p> <p>I can plan what two animals I want to combine and what parts of each animal will be incorporated.</p> <p>I can draw (describe) the main character in the story, Octicorn.</p>	<p>Pair share whiteboard drawings with classmates with discussion.</p> <p>Drawing containing characteristics from 1 animal from 2 columns (air, land, sea)</p>

### ACADEMIC LANGUAGE

KEY VOCABULARY TERMS	WHERE AND WHEN DO STUDENTS USE THESE VOCAB TERMS?
<p>hybrid</p> <p>imaginative</p> <p>monochrome color</p>	<p>Hybrid will be used when introducing the book and explaining the new animal. Imaginative will be used when making our own drawings. Monochrome will be used when discussing coloring our drawings.</p>

## LESSON SEQUENCE

LESSON ACTIVITIES	RESOURCES AND SUPPLIES
<p>Day 1</p> <ul style="list-style-type: none"> <li>• Read “Hello my Name is Octicorn” book with the cover hidden.</li> <li>• Discuss Octicorn is a hybrid animal               <ul style="list-style-type: none"> <li>◦ made by combining 2 different elements to create a mixture.</li> </ul> </li> <li>• While reading the book have students draw what they think the Octicorn would look like on a whiteboard.</li> <li>• Hold up whiteboards at the end so I can see that everyone tried to draw one.</li> <li>• Have students pair and share why they drew their Octicorn like they did.</li> <li>• Ask the class if they want to see the illustrator's imaginative octicorn?</li> <li>• We are going to make our own hybrid animal. We will need to be imaginative to create this. We will need to imagine or invent a way to combine two different animals!</li> <li>• Our hybrid is going to be a mix of 1 animal from 2 of these categories:               <ul style="list-style-type: none"> <li>◦ SEA</li> <li>◦ LAND</li> <li>◦ AIR</li> </ul> </li> <li>• What are some animals we find on the land? (put on board)</li> <li>• What are some animals we find in the sea? (put on board)</li> <li>• What are some animals we find in the air? (put on board)</li> <li>• Show example of my drawing of a pig and hawk.</li> <li>• After you choose your two animals, be imaginative and practice on your whiteboard what the 2 animals will look like combined.</li> <li>• When you have a drawing you like, create it in pencil on your paper and outline it with a sharpie.</li> <li>• After you outline it with a sharpie we are going to color it using a monochrome palette. Which means we will pick one colored pencil and use it dark in some areas by going over it or going lightly in other areas.</li> </ul>	<p>Whiteboards for each student</p> <p>Dry erase marker for each student</p> <p>Dry eraser for each student</p> <p>pencils</p> <p>Different size paper for students to draw animals on with pencil.</p> <p>Outline animal with sharpie.</p> <p>Colored pencils</p> <p><a href="#">Monochrome example animals</a></p>