

Arts on the Go *Habitats Module*

Welcome to the Habitats module of the Arts on the Go project designed by the Center for the Arts and sponsored by the United Way of the National Capital Area, Lockheed Martin, Micron Technology Foundation, SPARK, NOVEC, Minnieland Private Day School, Inc., BAE & BB&T. There will be a total of 3 modules (Habitats & Energy Matters & Weather) which will circulate among over 40 schools throughout the 2011-2012 school year. Each school will have each module for approximately 10 school days.

The Habitats module is a self-contained interactive exhibit, which enables the Center for the Arts to take the art room directly into your school and reflect and support 3rd, 4th, and 5th grade science and art Standards of Learning. Our goal is to enrich your curriculum by adding an artistic element and giving students creative hands-on activities to complement classroom lessons. Special Needs students as well as 1st and 2nd graders may also use the module if time permits.

The theme of the Habitats module is the environment that supports a diversity of plants and animals which share a wide range of resources. There are six activities included in this module, which can be covered by a class in several hours' time. The activities are:

1. Flower drawing activity – adaptable to younger or older students
2. Butterfly Habitat & Metamorphosis Book
3. Flower Parts - floor puzzle with labels
4. Strawberry field mural
5. Two dioramas (located in the module walls)
6. Using Plants Activity

Instructions and materials for each activity are in the trunk along with activity piece.

We hope you and the students enjoy the Habitats module. Please feel free to adapt activities to your specific situation.

Please email comments or questions to marci@center-for-the-arts.org.

Thank you!

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Flower Floor Puzzle with Labels-(in drawer)

Science SOL: 3.1, 4.4, 5.1

PWC Art Objectives: 3.1, 3.2, 3.3, 3.5, 3.23, 3.24, 4.8, 4.18, 4.19, 5.11, 5.14, 5.17, 5.28

Materials needed: Puzzle pieces and labels from trunk

Objectives:

1. To learn the names of flower parts, place labels correctly and discuss purpose and function of each flower part.
2. Have students guess the length of the flower? Answer: 100” or 8 ft. 4 in.

Vocabulary: Petal, stigma, style, sepal, anther, filament, stamen, leaf, root, ovary, ovule, pistil, peduncle (stalk), flowers, pollen

Instructions:

1. Have students put the flower together correctly.
2. Label puzzle with appropriate plant parts, and discuss its purpose.
3. Guess the length of the flower puzzle (about 100”).

Please return flower pieces and labels to trunk when activity is completed.

Thank you!

Flower Drawing Activity

Science SOL: 4.4, 5.1

PWC Art Objectives: 3.1, 3.2, 3.4, 3.5, 3.8, 3.20, 4.4, 4.8, 4.19, 5.1, 5.2, 5.3

Materials Needed: Younger students - Copies of flower drawing and crayons

Older students – paper, pencils, ruler, and copy of flower with grid

Vocabulary: Petal, stigma, style, sepal, anther, filament, stamen, leaf, root, ovary, ovule, pistil, peduncle (stalk), flowers, pollen, centimeters, length,

Objective: Younger students – to reinforce names of flower parts

Older students – to reproduce flower and flower parts by using grid method

Instructions:

Younger students should draw flower from the grid supplied, color flower and label flower parts

Older students will reproduce grid and draw flower as shown; then label each flower part

Please place the left over copies back in container when finished!

Thank you!

Strawberry Field Mural Activity

Science SOL: 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 4.1, 4.4, 4.5, 4.8, 5.5

PWC Art Objectives: 3.1, 3.2, 3.4, 3.7, 3.8, 3.12, 3.24, 4.5, 4.8, 4.17, 4.25, 5.1, 5.3, 5.4, 5.10, 5.11, 5.25, 5.27

Vocabulary: adaptations, habitat, rear young, food chain, producers, consumers, decomposers, food web, community, environment, herbivore, predator, carnivore, population, patterns, food, shelter, stems, leaves, flowers, pollination, burrowing

Materials provided:

- roll of mural background paper
- crayons
- green yarn for runner connections
- copies of strawberries, new growth and leaves
- glue sticks

Objective: To construct a strawberry patch, show a strawberry plant reproduction method, and add life forms to mural that may habituate this environment.

Instructions:

- The students will measure and cut off a yard or 3 feet of the mural background paper.
- They should cut off varying sections of green yarn to connect the new growth to the established plants.
- They should cut out the strawberry leaves, fruit and new plant growth provided.
- They can begin to create a strawberry patch on the mural paper by gluing the pieces in place.
- Animals should be drawn on the mural that may live in a strawberry patch.

Examples: birds, insects, snakes, rabbits, frogs, worms, a fox

Please return materials to the appropriate container when activity is completed.

Thank you!

Butterfly Book - A Metamorphosis and Habitat

Science SOL: 3.1, 3.4, 3.5, 3.8, 4.5

PWC Art Objectives: 3.1, 3.2, 3.5, 3.7, 3.8, 4.4, 4.5, 4.8, 4.17, 4.18, 5.1, 5.3, 5.5, 5.10, 5.11, 5.27

Vocabulary: Habitat, dormant, instinct, producers, environment, community, predator, prey, population, food, life cycle, food chain, food web, worms

Materials Provided:

- crayons
- 8 ½ x 11 cover paper for book cover
- 8 ½ x 11 colored paper for butterfly
- black yarn
- Book for an example
- Hole punches (3)

Objective: To explore and understand a habitat that would support the life cycle of butterflies; to understand the metamorphosis process.

Instructions: (Show book for an example).

Discuss and compare a butterfly environment to other types of environments and habitats. Create the outer cover of the Butterfly Book drawing an appropriate environment. Inside the book cover, draw the stages of metamorphosis down the left and right sides. Using the colored paper, cut out a butterfly, punch 2 holes in center for booklet fold and tie with yarn to the inside centerfold – move the book up and down to make the butterfly flap its wings.

Please return left over materials to the trunk!

Diorama Activity

The walls should be placed in a well lit area.

Please do not allow students to touch the dioramas, this activity is visual only!!!

Science SOL's: 3.4, 3.5, 3.6, 3.8,3.10, 4.5, 4.8b, 5.5

P.W. Art SOL's:3.1, 3.3, 3.12, 3.21, 3.23, 3.27, 4.1, 4.8, 4.25, 5.12, 5.17, 5.27, 5.28

Materials Needed: Visual activity using two outside walls of the Habitat

module

Vocabulary: Camouflage, mimicry, instinct, adaptation, learned behavior,

food chain, population, community

Objective: To strengthen observation skills and knowledge of habitats.

Instructions: Students may view dioramas and make a list of animals and insects that would habituate these environments.

The dioramas are the artistic work of a local high school student and his dad

– Nick and Thomas Hannon.

Thank you!

Using Plants Activity

Science SOL: 3.1, 3.3, 3.4, 3.10, 4.1, 4.5, 4.8, 5.7

Vocabulary: Food chain, producers, consumers, conservation, energy, non renewable, fertilizer, nutrients, observation, prediction, roots, stems, leaves, resources, forests, agricultural, human impact

Materials Needed: CD with pictures of Plants (Raw Material) and their companion end product.

Objective: To strengthen the students' understanding of where products used in everyday life originate and how they are made.

Instructions: Use the Smart Board to display the pictures. Have students move the "Product" picture next to the "Raw Material" picture. This should lead to discussion, as they are not all cut and dry.

Thank you!

“Using Plants” Teacher’s Key

Aloe Vera – Healing sunburn and skin irritations – medicinal

Tomato Plant – Spaghetti Sauce

Black Pepper Plant – Salt & Pepper Mill

Chicle Tree – Chewing Gum (Chicklets)

Coffee Plant/Tree – Coffee

Pink Flower Bouquet – Happy Face

Hot Peppers – Hot Sauce

Lemon Tree – Cleaning Products

Oats Grains – Cereals

Seaweed – Fertilizers

Vanilla Beans – Ice Cream

Tobacco Plants – Cigarettes

Bamboo Plants –Musical Instruments

Weeping Willow – Wicker Furniture

Wheat – Bread

Cocoa Beans – Chocolate

Cornfield – Tortilla Chips, Ethanol

Cotton Plants – Clothing

Foxglove flowers – Heart Medicine

Grapes - Wine

Grasses – Thatched Roofs

Herbs – Medicines, Food flavoring

Maple Trees - Maple Syrup

Trees – Paper Products

Poke Berries – Dyes for clothing

Bullrushes – Baskets

Sugar Cane – Sugar

Rubber Plant – Tires

Palm Tree - Oils