

Written by: Morgan Eggink

AI Lesson Plan

Math/ Visual Art 2nd Grade 45 minutes-1 hour (2-3 classes)

Big Idea/ Essential Questions/ Enduring Understanding

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Standards (Content/ Fine Arts)

Math	Visual Art
CCSS.Math.Content.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Materials

- “If I Ran The Zoo” by Dr. Seuss
- Geometric shapes- plastic and paper cut outs
- Albrecht Durer animal images
- Geometric zoo animal worksheet
- Crayons

Key Vocabulary

- Geometric shapes- How geometric shapes can be used to create a form
- 2-Dimensional
- Angles
- Faces
- Sides
- Media/ mixed media (collage, pastels, colored pencils)

Activities

- I will begin the lesson by reading the book, “If I Ran The Zoo.” We will talk about how the animals were changed in the book. (Day 1)
- We will review 2-Dimensional geometric shapes. (Day 1)













- Discuss how Albrecht Dürer used geometric shapes to create animals. (Day 2)
- We will go back to our seats, receive a geometric zoo animal worksheet where we will recreate a zoo animal using geometric shapes. (Day 2)
- The students will use studio time to choose from a variety of materials. We will discuss techniques involved with colored pencils, collage, and pastels. (Day 3)
- After creating our zoo animal, we will identify the shapes that we used by answering questions on the back and discussing the characteristics of our animal. (Day 3)
- We will share our animals with the class. (Day 3)

Assessment

Students will be assessed by their use of geometrical shapes and by correctly identifying the shapes that they used. They also will be assessed by their description of their new animals and their characteristics. Students will be asked to make connections between their geometric animal creation and Albrecht Dürer's animals.

Name: _____

Directions: Circle the correct answer for each shape:

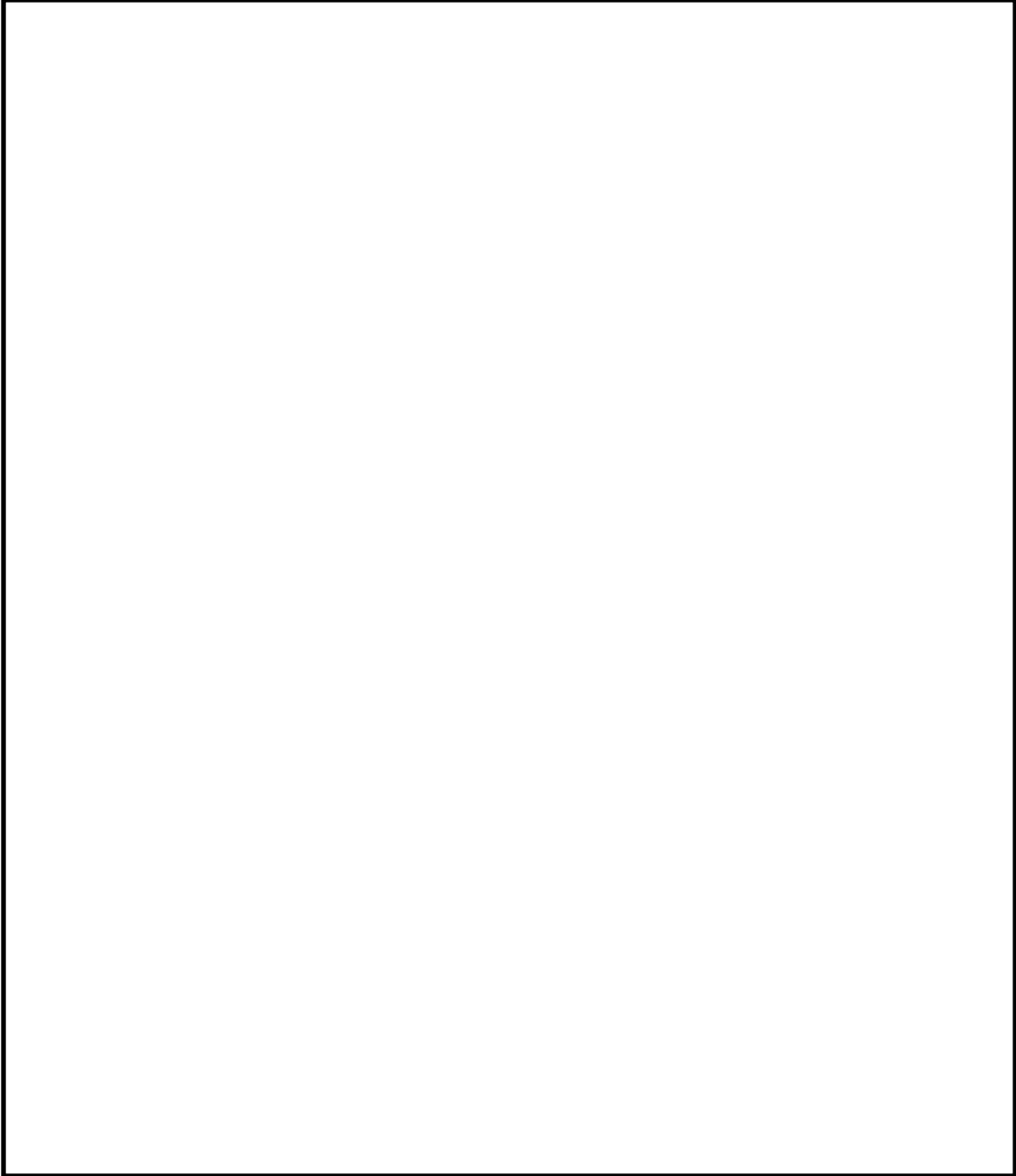
		
Rectangle / Circle / Triangle	Rectangle / Circle / Square	Square / Circle / Triangle
		
Circle / Rectangle / Triangle	Rectangle / Square / Circle	Square / Circle / Rectangle
		
Triangle / Rectangle / Circle	Circle / Rectangle / Triangle	Square / Triangle / Rectangle
		
Circle / Rectangle / Triangle	Square / Rectangle / Circle	Square / Circle / Triangle

Diagnostic Look-Fors:

- * Correct identification of 80% or more of shapes
- * Student takes less than 5 minutes to complete the diagnostic

Geometry Zoo Animal

Directions: Think about how the animals in Dr. Seuss's book, "If I Ran The Zoo," were changed. Choose one zoo animal that you would change and use geometric shapes to make it better.

A large, empty rectangular box with a black border, intended for a student to draw a geometric zoo animal.

**** Note:**

This is the front side of the assignment and is scored with the Summative Assessment

Circle the geometric shapes that you used:

Trapezoid

Circle

Square

Triangle

Rectangle

Hexagon

Pentagon

Parallelogram

Write about your zoo animal:

How did you change your zoo animal? How did you make your zoo animal better than the real animal? How did you use geometric shapes in your animal? How did you use media or mixed media to make your animal better?

**** Note:**

This is the back side of the assignment and is meant to be used for student reflection as a formative assessment measure.

Geometry Zoo Animal Assessment

Student Name: _____

Choose one zoo animal that you would change and use geometric shapes to make it better.

- 5- Student created a zoo animal using geometric shapes to make it better.
- 4- Student created a zoo animal using mostly geometric shapes to make it better.
- 3- Student created a zoo animal using some geometric shapes to make it better.
- 2- Student created an animal using few geometric shapes.
- 1- Student created an animal using no geometric shapes.

Score: _____

Circle the geometric shapes that you used.

- 3- The student correctly identified all of the geometric shapes that they used.
- 2- The student correctly identified some of the geometric shapes that they used.
- 1- The student correctly identified one or none of the geometric shapes that they used.

Score: _____

Write about your zoo animal: how did you change your zoo animal? How did you make your zoo animal better than the real animal? How did you use geometric shapes in your animal?

- 3- The student wrote an explanation about how they changed their zoo animal, how they made it better than the real animal, and how they used geometric shapes in their animal.
- 2- The student wrote an explanation, but responded to 2/3 of the prompts.
- 1- The students either did not answer the prompts or only responded to 1/3.

Score: _____

Rubric Score: _____/10

Score Scale: 10-9 100-90% A 8 80% B 7 70% C 6 60% D 5-↓ 50%-↓ F

Teacher Comments:
