

Integrating Arts into Science: Structure and Function of Living Things
Chapter 1, Lesson 1: Cells
Creating Animal vs. Plant Cell Models

Teacher Resources/Materials:

Chapter 1, Lesson 1 (page 26) in *California Science* textbook. © 2008 by Mcmillan/MacGraw-Hill Education

8 -10 colors of construction paper – 2 larger pieces (this is a great opportunity to use scraps!)

Partially completed teacher model

Whiteboard or chart paper – to write directions

Glue stick

Black felt tip pen/marker

Cells Rap: <https://youtu.be/-zafjKbMPA8>

Student Materials:

Science textbook and/or interactive text

Science notebook (or whatever students use to take science notes)

Glue stick

Black felt tip pen/marker

Construction paper – 8-10 different colored pieces—they can share larger pieces with a partner

Standards:

Science:

5.LS.2.a. Students know many multicellular organisms have specialized structures to support the transport of materials.

VAPA:

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Overview: This lesson activity reinforces the concept that plant and animal cells are made of organelles by creating 2 visual models depicting their similarities and differences. While this lesson takes patience and being okay with constructive chaos, I found students to enjoy it immensely as they are able to create their own learning tool. My students took about 1.5 class periods (roughly 1.5 hours), including set up and clean up time. Prior to starting the lesson, I like playing the Cells Rap listed above. It is rather catchy and fun watching the kids singing it in their heads while creating their models.

Note: This lesson is best taught after students have pre-read lesson and had prior exposure to the lessons.