Objectives

Students will:

• Identify upper and lower case alphabet letters and their corresponding sounds.
• Identify animals and imitate the sounds made by these animals
• Create pictures of animals out of the letters they start with.

Introduction

Begin by showing the students *Chelsea IV* by Donald Olsen from the Springville Museum of Art’s Permanent Collection. Explain to the class that this is an abstract painting, which means it might look kind of funny, but they can use their imagination as they look at this work. Have the students put on their (figurative) imagination caps.

Ask the students the following questions:

• What do you see in this painting.
• How many colors can you see in this painting?
• How many shapes can you find?
• Do they see any animals in this painting?
• Can you find any letters in this painting?

Have the students trace the letters they find in the air with their fingers. As a class, brainstorm some words that start with the letters they name. (Note: This is an abstract work, but there are some shapes that definitely look like letters (a p, c, d, and e and possibly others!)

Next, show your students the poster of Carel Pieter Brest van Kempen’s *Lizard Relay: Jaquarundi with Green Iguanans and Banded Basilisks*.

Ask students the following questions:

• What is going on in this painting?
• How many different animals can you find?
• What kind of animals is this? What sound might it make?
• What letter does this animal's name start with?

Learning Activity

After conducting a thorough classroom discussion, have the class gather together on a carpet as you read them “Animal Alphabet Book” by Silver Dolphin books. If you don’t have access to this book, use any book with pictures of animals. It is helpful to do this in alphabetical order, but you can improvise as needed.

Materials

• Images of animals (See Images from the Museum)
• *Alphabet Animals Book* by Silver Dolphin Books (or any book with animal pictures)
• Letter worksheet or copy Paper
• Drawing Materials (colored pencils, crayons or markers)
• Optional: a computer and projector

Images from the Museum

• Donald Penrod Olsen, *Chelsea VI*, 1980
• Carel Pieter Brest van Kempen, *Lizard Relay: Jaquarundi with Green Iguanans and Banded Basilisks*, 1991

Utah Core Standards

Integrated Core

Standard 1 Objective 3
Develop and use skills to communicate ideas, information, and feelings.

a. Identify and express ideas, information, and feelings in a variety of ways (e.g., draw, paint, tell stories, play, make believe, dance, sing).

Standard 3 Objective 2: Observe and describe animals in the local environment

a. Observe, describe, draw, and compare familiar animals
d. Observe and imitate the sounds and movements of animals with songs, dances, and storytelling.

Language Arts Core

Reading: Foundational Skills Standard 1

Demonstrate understanding of the organization and basic features of print.
d. Recognize and name all upper- and lowercase letters of the alphabet.

Reading: Foundational Skills Standard 3

Know and apply grade-level phonics and word analysis skills in decoding words.
Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
Learning Activity (cont.)

As you go through the book and identify animals that start with each letter, ask the students the following questions:

- What other animals start with the letter A?
- What sound does that animal make?

Art Making Activity

Pass out the Letter worksheets to your class. You may decide to pass out different letters to the class so there is more variety or you can have everyone do the same letter. Have the students think of an animal that begins with their letter. Example: If they have the letter A, they could think of Alligator or Ant, or the letter B could be Bear or Bird.

Using drawing materials, pencils, crayons or markers, have the students turn their letter into an animal that begins with that letter. Remind the class about abstract art and using their imaginations. A letter G might not look exactly like a giraffe, but with a little imagination, they can make any letter into any animal.

Assessment

Have students present their letter animals to the class. Ask students about the choices they made in their drawings (color, shapes, details etc.) and any challenges they faced. Display the class works on a wall designated to be the Class Zoo.

Variations

Each student can be assigned a letter. Invite each student to come to class on a specific day dressed as an animal that begins with their letter. Have a class parade around your room or through your school. Students are encouraged to imitate the noise that their animal might make as they parade.

Extension

Rather than read the animal book with the class, you may choose to a song to teach students the names of animals and their corresponding letters. Youtube has lots of options for songs. The following link is a great option. https://www.youtube.com/watch?v=VuBWuMBJlik

Play the song with your class as frequently as desired until your students can sing along.
Donald Penrod Olsen, *Chelsea VI*, 1980
Carel Pieter Brest van Kempen, Lizard Relay: Jaquerundi with Green Iguanans and Banded Basilisks, 1991