

BASIC INFORMATION	
Date	August 16, 2026
Mentor Text (book)	<i>Las magníficas plantitas bailadoras de mamá</i> Author: Jesús Trejo Illustrator: Eliza Kinkz
Art Activity	Still life plant drawings
Time Frame	2hrs
Topic(s)	Still life drawing, plants, plant life cycle
Grade Level (ages)	K-3 rd grade/ 4-8years
Materials	For the teacher: ☐ 1 Laptop ☐ 1 document camera ☐ 1 Speaker ☐ 1 HDMI cord ☐ <i>Las magníficas plantitas bailadoras de mamá</i> PPT ☐ <i>Las magníficas plantitas bailadoras de mamá</i> copy of book ☐ Live plants models in three stages: ○ Seed stage ○ Seedling stage ○ Adult stage ○ Note: try to use plants mentioned in book ☐ Examples of drawings of each stage to model ☐ 1 set of art materials for the teacher to model the step-by-step art activity. ☐ 6 table covers ☐ 1 gallon of water ☐ 1 sharpie For students: ☐ 1 name tag (if needed) ☐ 3 sheets of mixed media paper (9"x12") ☐ 1 graphite pencil ☐ 1 crayon (color of their choice) ☐ 1 marker (color of their choice) ☐ 1 watercolor palette



	☐ 1 pack of crayons ☐ 1 pack of markers ☐ 1 water cup ☐ 1 plant to take home (optional)
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1. STANDARDS

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events.

2. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

- Learn three parts of the cycle of plants; seed, seedling, and adult.
- Demonstrate knowledge of the plant life cycle through three drawings.
- Learn about bold lines and continuous line drawing.
- Use bold lines and continuous lines to create plant drawings.
- Create their own still-life plant drawing inspired by one stage of the plant life cycle.

3. ART ACTIVITY/PROJECT

Students will create a still-life plant drawing inspired by the book's illustrations and chosen stage of the plant life cycle, using bold lines and continuous line drawing techniques.

4. SEQUENCE OF ACTIVITIES

a. Set-up	1. SET-UP TECHNOLOGY → Project Presentation on screen (if available) → Set up document camera (optional) → Set up speaker & connect device to play music (optional) → Test all technology and make sure it works 2. SET-UP SPACE & ART MATERIALS → Identify work areas A. Art Material Table
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	B. Table or pedestal for plant models C. Set up space for art activity in a way that all participants can see live plant model → Organize all materials → Cover tables/desks with table covers → Prepare trays or bins with the materials needed for each step of the art activity. → Arrange materials in the order they will be used so they can be easily distributed throughout the lesson.
b. Introduction	3. INTRODUCTION → Introduce the book and the artmaking activity in both English and Spanish
c. Interactive Read Aloud	★ Reader will use both Spanish and English 4. BEFORE THE READING → Ask students if they have read the story before → Invite students to make predictions based on title and cover → Review the parts of a book; front, back, and spine → Share brief information about author and illustrator ○ Author (slide 4) ○ Illustrator (slide 5) 5. DURING THE READING → Reader will point out images during reading → Reader will encourage students to share what they see → Reader will prompt open-ended questions 6. AFTER THE READING → Encourage students to make an inference on what the activity might be (Slide 6) → Share what the activity will be (Slide 7) → Review plant life cycle (Slide 8)
d. Art Crash Course	7. REVIEW STILL-LIFE DRAWING → Review what a still-life drawing is and explain that students will observe and draw each stage of the plant life cycle. → Vocabulary: Still-life drawing

e. Art Activity	★ CONDUCT ART ACTIVITY IN BOTH SPANISH AND ENGLISH. ★ HANDOUT THE FOLLOWING MATERIALS: → 1 sheet of Mixed media paper → 1 crayon STEP 1: SEED STAGE DRAWING → Facilitator will set up and model the seed stage by placing soil and a seed into a pot and watering it. → The facilitator will place the seed-stage model on a pedestal where everyone can clearly see it, then ask, “What stage of the plant life cycle is this?” → Students will observe the demonstration and draw what they see using a crayon. → Once done, remove the plant model from the pedestal. → Collect crayons from students. ★ HANDOUT THE FOLLOWING MATERIALS: → 1 sheet of Mixed media paper → 1 marker STEP 2: SEEDLING STAGE → The facilitator will place the seedling-stage model on the pedestal for everyone to observe and ask, “What stage of the plant life cycle is this?” → The facilitator will highlight how the seed begins to sprout and demonstrate continuous line drawing without lifting the crayon from the paper on the document camera. → Students will observe the model and draw the seedling using a marker. → Once done, remove the plant model from the pedestal. → Collect markers from students. ★ HANDOUT THE FOLLOWING MATERIALS: → 1 sheet of Mixed media paper
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→ 1 graphite pencil

STEP 3: ADULT PLANT STAGE

- The facilitator will place the adult plant model on the pedestal where everyone can see it and ask, “What stage of the plant life cycle is this?”
- Students will observe the live plant and create a still-life drawing using a pencil.
- Once done, remove the plant model from the pedestal.

★ HANDOUT THE FOLLOWING MATERIALS TO EACH STUDENT:

- 1 box of crayons
- 1 pack of markers

STEP 4: ADD CHARACTER, DETAILS, AND BOLD LINES

- The facilitator will display all three plant life cycle stages on the pedestal
- Instruct students to choose one of their plant drawings to develop further.
- The facilitator will walk around with the book’s illustrations to show examples of plants with character, such as eyes, sunglasses, facial expressions, and smiles.
- Students will add character and bold lines to their chosen drawing.

★ HANDOUT THE FOLLOWING MATERIALS TO EACH STUDENT:

- 1 watercolor palette
- 1 water cup

STEP 5: ADD COLOR AND FINAL DETAILS PLANT DRAWINGS.

- Students will add color to their drawing using watercolors.
- The facilitator will explain and show book illustrations using crayons and watercolor.

STEP 6: SHOW AND TELL!



	→ Provide students the opportunity to share their plant and the details they added
f. Closure	GOODBYE → Distribute plants to participants (optional) → Clean up space → Pack up belongings and materials
5. REFLECTION	
(Use this space to take notes and add your own reflections)	