# Focus on: Movements of Animals

This lesson is meant to support the unit, Structures and Functions of Living Organisms. It can be done to generate background knowledge prior to teaching the unit, during the unit to reinforce lessons, or as a follow up to the unit to increase the retention of information. How you guide your students will depend on the information you have already taught and the information you want to introduce. Please remember that many gardens run on a yearly cycle and it will be easier to find animals during the peak of the growing season.

## Clarifying Objectives:

K.L.1.1 Compare different types of the same animal to determine individual differences within a particular type of animal.

K.L.1.2 Compare characteristics of living and nonliving things in terms of their:

- Structure
- Growth
- Changes
- Movement
- Basic needs

K.P.1.1 Compare the relative position of various objects observed in the classroom and outside using position words such as in front of, behind, between, on top of, under, above, below, and beside.

K.P.1.2 Give examples of different ways objects and organisms move (to include falling to the ground when dropped): zigzag, round and round, back and forth, fast and slow.

## Key Vocabulary:

Definitions can be found at http://learnersdictionary.com

-Compare
-Individual Differences
-Characteristics
-Living Things
-Nonliving Things
-Structure
-Growth
-Changes
-Movement
-Basic Needs
-Directional Words – behind, between, on top, under, etc
-Zigzag
-Round and Round
-Back and Forth
-Fast
-Slow

## Focus Question(s):

How do different animals move?

## Materials:

School Garden and a root viewing box
Garden Gloves to wear while exploring the garden especially if touching plants, soil, lifting pots, etc.
Science Notebooks
iPad or other way to film animals moving

## Activities:

1. Show children the "Animal Boogie" video song: http://www.youtube.com/watch?v=25_u1GzruQM
   Encourage students to sing and move along with the video. What ways do the animals in the video move?
2. Tell students they will be visiting our school garden to see how animals that live in the garden move. Ask: Do you think you will see any stomping elephants? No? Well what do you think we will find?
3. Head to the garden to search for animals. Tell students we are going to "capture" the animals on video and by drawing them in our student notebooks. We will NOT be capturing them with our hands. Look, but don't touch! The garden animals are VERY busy doing their jobs in our school garden so let's let them be!
4. What are some tips for helping us to find the most animals? (Move slowly, speak quietly, be patient, look closely, etc.) Also, tell students they will have to look VERY closely while searching for animals. Encourage students to look on leaves, dig a LITTLE in the soil, and look at the base of plants. (If you have a root view box in the garden, that is a great place to look for animals too.)
5. When students find a living thing, they should sketch it in their student notebooks and label it if they are able and write how it is moving. They or their teacher should film the animal moving.
6. When one animal is found, there will be a rush of other students who want to see the animal too. Remind them to walk and take turns looking at the animal without pushing. We don't want to harm the people, the animals or the plants in the garden.
7. When students are looking at an animal, ask them Guiding Questions.
8. Find as many animals as possible in the time permitted.
9. When you return to the room or during the next lesson, watch the videos of the animals that were found in the garden. Again, ask the Guiding Questions, but this time have them compare the animals to find similarities and differences.

## Guiding Questions:

- How does the animal move?
- Does it hop, jump, fly, creep, etc?
- Is it moving fast or slow?
- Is it moving while staying in place or moving towards a different place?
- Why is it moving?
- What is it doing?
- Is it moving forward or backward? Side to side?
- Is it moving on, under, beside, above something, etc?
- What body part does the animal have that enables it to move like that?
- What other animals move in the same ways? How are they able to do that?
- What animals move in different ways? Why?
- Can you move like that animal?