

ANIMAL MOTIONS

Animal Motions Lesson Plan 6: Kindergarten, Biology & Geography

Date: _____

Teacher: _____

Title: *Animal Motions* Around the Globe!

Subject Area (for ages 5 – 6): Biology & Geography

Objectives/Outcomes:

Through their imagination while acting like the various animals in the book, children learn to identify 17 different animals and where they live in various environments around the world.

Time Needed: 20 Minutes for Activity (30 minutes with extra post-activity included)

Materials Needed: *Animal Motions* book

Note: If doing post-activity, also need enough printed out pages of the mini-poster for the entire class and crayons for coloring it.

Teacher Prep: Please read through the book (and act it out) before doing the simple routine with any students to get familiar with the story and movements. Also see how much space you will need to be sure the students have enough room to move around themselves safely.

Note: If doing post-activity, also print out enough pages of the mini-poster for the entire class to have ready to color, along with crayons. (Mini-posters are available for free at www.animalmotions.com.)

Activity:

1. Gather students in a space large enough for each of them to have room to move around safely. (Make sure it is a safe environment that allows room for a child to stand, sit, and move about while doing the short, simple routine without bumping into each other or any other objects.)
2. To start, have the students stand up, arms-length apart, and have them “imagine” they are standing on a small “rug” that’s the length of their arms only. Tell them to very slowly and very carefully turn one time only in a circle; then stand still. Tell them this is their only space to move during the story, and they should not go out of it or touch anyone the whole time. Have them sit down on their pretend “rug.” (5 minutes)
3. Read through the book, *Animal Motions*, and have the students mimic the poses on each page. (10 minutes)
 - It is best to show them the picture first; then have them act out the pose.
 - It is recommended that the teacher (or person reading the book) stands while reading to be able to hold the book up for all students to see easily while moving during the routine. (The teacher can also do the poses along with the students, but be sure to always hold the book up high enough for each page to be seen when doing the poses on the floor.)

- Only go on to the next pose in the book once everyone in the room is doing the correct pose.
- Once at the end, have all the students stand still on their pretend “rug.”

4. Have the students all walk to their seats or sit down again on their pretend “rug.”

Assessment:

5. Have a seated, general question-and-answer session with the students to go over how the routine they just did relates to various kinds of animals and their habitats. (5 minutes)

Sample questions to ask might be:

- Did using your imagination help you to become all the different kinds of animals in the book? What kinds of animals do you remember being?
- Did it feel a little different or a lot different to pretend to be a different kind of animal each time you changed poses?
- What was your favorite (or the easiest) animal to become? Why?
- What was your least favorite (or the hardest) animal to become? Why?
- What animal lived in a very hot climate? What is that place called?
- What animal lived in a very cold climate? What is that place called?
- Do different kinds of animals live in different kinds of places? Why do you think that’s so? What are some of those places called?
- Could the monkey live under water with the octopus? Why?
- What animal seemed scared in its environment? What made it scary?
- What animal was hungry? What did he get to eat and where did he find it?

Post-Activity (if wanted to add):

A mini-poster of *Animal Motions* can be printed out for free at the book’s website, www.animalmotions.com, on the mini-poster page. You can print out one mini-poster per student and let them color it in with crayons to take home. Mini-posters are 8” by 11” and best printed out using black ink on standard white paper. (10 minutes)

Disclaimers:

- This lesson plan is provided as a general template only. Teachers are welcomed to implement accommodations or adaptations to the lesson given based on their own student’s individual needs, whenever needed, or according to their school’s (or state’s) course study or curricula needs.
- The movements in this book are presented for entertainment purposes and are easy and gentle to do provided they are done slowly in an adequate, safe environment. The publisher, author, and illustrator each take no responsibility (and disclaim all liability) in connection with the use of any of these movements in all individual cases. Follow the movements in this book at your own risk, and if you have any doubts about the suitability of any of the motions mentioned please consult a doctor before attempting.