



Move It, Move It!

Kindergarten

Duration

Pre-Visit: 60 minutes

Visit: 30 minutes

Post-Visit: 35 minutes

Location

Nature Gardens

Supplies

- Movement cards
- Worksheets
- Pencils
- Crayons
- Markers
- Colored pencils

Standards

[CCSS ELA K.W.2](#)

Concepts

- Animals move in many different ways.
- Drawing and writing are important tools to record observations.

Objectives

- Students will observe and describe how animals move.
- Students will record observations by drawing pictures.

Outline

- In one or two classroom sessions before visiting the Museum, students will run a relay race and practice describing movements. Students watch animals move, then work together to construct sentences describing the movement and discuss what they might draw or diagram to record their observations.
- At the Museum, explore the Nature Gardens to observe animals. Have students draw or diagram one animal's movement and dictate a sentence to a teacher or chaperone.
- Back in the classroom have students share their work.

Pre-Visit

Before this activity, print and cut out animal movement cards.

Take students outside and line them up in two equal lines. Place two cones ten to twenty feet away from the beginning of each line (distance will vary with space and student energy levels).

Explain that this is a *ziggity-zag, loopy doopy hoppy bi-boppy* relay race! The first person at the front of each line will have a few seconds to look at an animal on a card you will show them. Only the runners get to see the animal! When it is their turn, they will run down and around the cone, moving the way the animal shown on the card moves. In the meantime, students waiting will try to describe how the runner is moving and think of animals that might move in a similar way. Keep the game going until everyone has had a turn.

Teacher's Note: It helps to place yourself in between the lines, at the front. This allows you to show runners the movement card, as well as to hear and facilitate descriptions.

Back in the classroom ask: what were some words or phrases we used to describe movement?

Next (this may be following the activity, or saved for another day), go on a nature walk and observe different animals. Using the previous activity as a model, have students identify the animal and describe how they move. For each animal, work together as a class to construct a few two sentence statements that describes the kind of animal and its movement. For example: We saw a ____ (bird), and it moved ____ (by flapping its wings). Give students a couple examples of how they can fill in the blanks to describe movements, such as using “like” to compare it to something or using adverbs like “slowly.” Record these sentences for back in the classroom.

Back in the classroom, write one of the sentences on the board. Ask the students, how might we show the way this animal moves in a drawing? Together, come up with ideas about how you might use a picture to show how the animal moves. Explain that there are many ways to show or represent movement in a picture, including drawing lines or arrows that indicate directions and patterns of movement, as well as drawing a person or animal in an ‘active’ position.

Next, write a few more of the sentences on the board. Have students choose one to copy onto a piece of paper, then draw a picture of the animal and movement described in the sentence.

Teacher's Note: If weather or location does not permit a nature walk, the above activity can be done using nature videos!

Museum Visit

At the Museum, gather students in the Nature Gardens. Remind them about how we practiced describing and diagramming movements back at school and ask them to recall some of the different movements they observed. Explain that today we are going to continue observing animal movements here in the garden. Before we work on our own, first we are going to warm up together. Ask students: What are some different animals you see? (Wait for responses; may include bugs, birds, mice or squirrels). Choose one animal that everyone can see and ask them to describe how it is moving. Break students into groups and have them explore and observe with their groups, repeating the activity.

After walking around the Nature Gardens, go to the South Lawn and move like some of the animals, birds and insects you saw during their trip to the Nature Gardens. Have the students draw a picture of an animal they saw moving in the Nature Gardens. Once students have drawn their pictures they can dictate a sentence describing the animal and its movement to an adult.

Teacher's Note: If there is not enough time to draw and dictate while at the NHM, this portion of the activity can be done when you get back to your classroom.

Post-Visit

Once you're back in your classroom, review your visit to the NHM's Nature Gardens. Ask students to recall some of the different animals, birds and insects they saw at the Nature Gardens. Have them describe their movements.

Next, ask, "What did you observe about the different animals, birds and insects and how they move? How were they the same? Different?"

Hand out the *Move It!* Worksheet. Tell them to draw their favorite animal, bird or insect they saw at the Nature Gardens. Have them complete the prompt at the bottom of the page.

Teacher Note: Student responses should be written on the board to help them fill in the blanks at the bottom of their worksheet. They may need help figuring out which words go in the blanks; maybe write the animals in one color and their movements in a different color. After the students are done with their worksheets they can share their drawing and read their sentence to the class.

I saw a _____ . It moved _____ .

Relay Race Cards

Kangaroo



Elephant



Rabbit



Seal



Mexican Wolf



Deer



Relay Race Cards

Dolphin



Tortoise



Snake



Eagle



Masked tree frog



Gorilla



Relay Race Cards

Octopus



Fish



Jaguar



Ladybug



Lizard



Scorpion



Relay Race Cards

Peacock



Hummingbird



Inchworm



Caterpillar



Earthworm

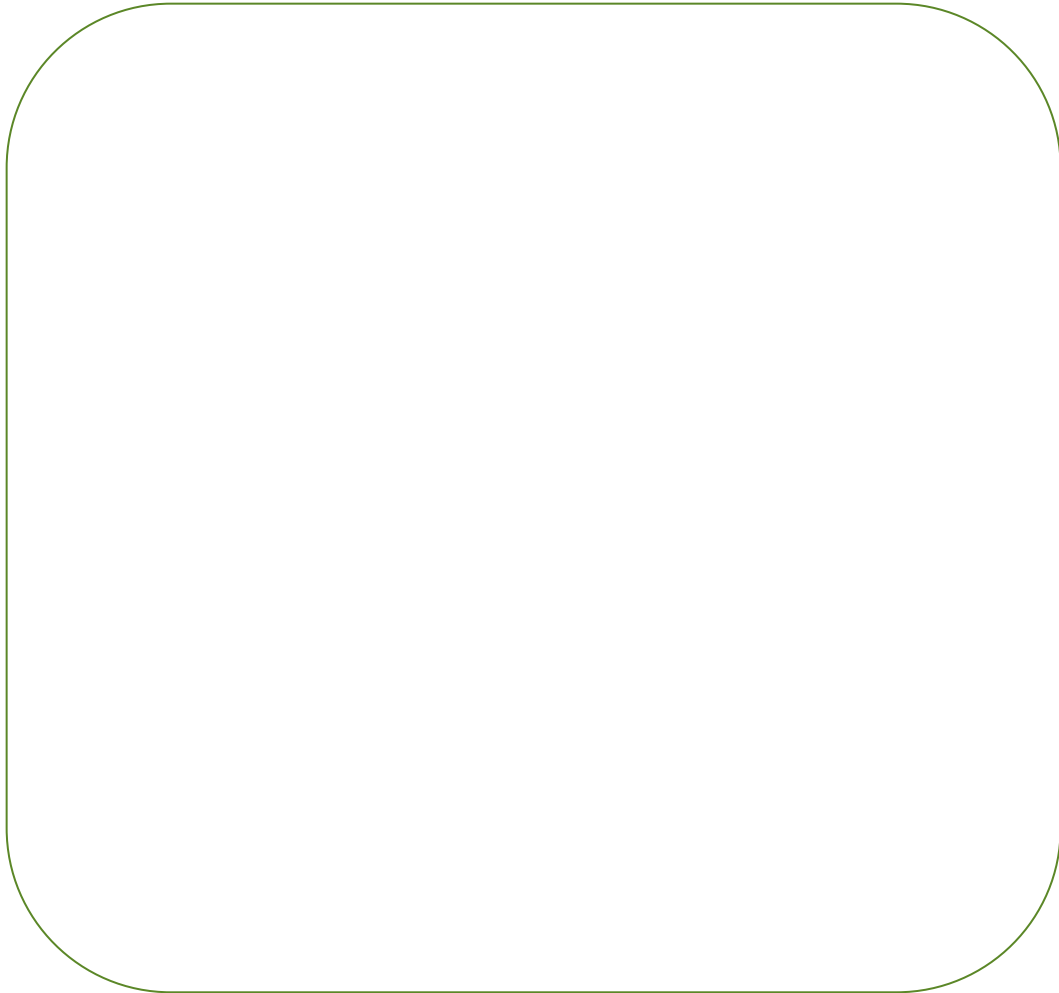


Cheetah



Animals Move It, Move It!

Draw a picture of an animal you saw in the Nature Gardens or on your nature walk:



Fill in the blanks below:

I saw a _____ . It moved _____ .