



# Frisch's Outreach: Walking With the Wild Ones (PreK-K) Extensions

## At a glance

This program will allow students to explore how their bodies move and how animals move their bodies.

### Goals

This program is designed to allow students to explore how they can move and how animals move.

4. Students will develop a respect for animals and the role they play in the natural world.

### Objectives

1. will be able to show at least three different ways their bodies can move.
2. Students will be able to name or show three different ways animals can move.
3. Students will begin to understand how an animals movement helps it survive.

### Theme

People and animals move in different ways to help them survive in our world.

### Sub-theme

1. People and animals have different body parts to help them move in many ways.

## Academic standards

Ohio Science Academic Content Standards	<p>Early Childhood Standards (ages 4&amp;5)</p> <ul style="list-style-type: none"> <li>• Scientific Inquiry A, C</li> <li>• Scientific Ways of Knowing B</li> <li>• Life Science Standards A, B, C</li> </ul> <p>Kindergarten</p> <ul style="list-style-type: none"> <li>• Scientific Inquiry 1,2,10</li> <li>• Scientific Ways of Knowing 1,2,3</li> </ul> <p>Diversity and Interdependence of Life 5</p>
Kentucky Core Content— Science	The Characteristics of an Organism K-4 SC-E- 3.1.1

### Vocabulary

*Adaptation-* A body part or behavior that helps an animal survive.

*Locomotion-* an act of moving from place to place.

*Joint-* where two parts of an animal’s skeleton meet and move.

*Movement-* act or process of moving; change of place, position, or posture.

*Muscle-* body tissue that moves or checks the movement of a body part.

*Survival-* living or continuing longer than something else; to exist.

### Extension

Have students construct animals (such as a snake, tarantula, elephant, etc.). Attach body parts with brads, so each extremity and body part is movable. Once animals are ready, have an animal parade.

Enjoy a bird feeder, either purchased or class-made. Observe how different animals move to and around the feeder. Challenge the students to record what they see on a graph or by drawing.

Have fun with a game of musical chairs-animal style. Create a circle with

animal pictures. Have each student stand behind an animal picture, when the music begins the students move like their pictured animal. When the music stops, they will be near a new animal, and they will begin to move like that animal.

Share this song with the students  
Sing to the tune of “This Is The Way We Wash Our Clothes”

This is the way we (people) move around, move around, move around.  
This is the way we move around all through the day.

This is the way a \_\_\_\_\_ moves around, moves around, moves around.  
This is the way a \_\_\_\_\_ moves around all through the day.

Let students decide what animal is next. Have the students move around like the animal while they are singing.

### Resources

Seddon, Tony. Animal Movement. Facts on File Publication, BLA Publishing Limited, 1988.

Flegg, Jim. Wild World, Animal Movement. Newington Press, 1991.

*Websites:*

ALA's Great Websites for Kids: Animal

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=1>

Awesome Library – Kids

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Awesome Library – Teachers

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Cincinnati Zoo & Botanical Garden

[www.cincinnati-zoo.org](http://www.cincinnati-zoo.org)

Internet Public Library/Kidspac/

Animals (comprehensive listing)

<http://www.ipl.org/kidspac/browse/mas4500>

KinderNature: A Resource for Early Childhood Educators

<http://kindernature.storycounty.com>

National Geographic: Animals

<http://www3.nationalgeographic.com/animals/>

National Association for the Education of Young Children

[www.naeyc.org](http://www.naeyc.org)