Focus Areas: Animal Survival; Science, Language Arts, Physical Education

Focus Skills: observing, drawing conclusions, comparing/contrasting, role-playing

Objectives

- To recognize the various ways that insects move in their environment
- To understand that locomotion is part of an insect's survival technique

Essential Question

How does the design of an insect's body aid it in locomotion?

Essential Understandings

- All living things move, but only some animals can move under their own power.
- Animal bodies are designed for the motion they must make to survive in their environment.

Background

The major difference between plants and animals is that most animals can move on their own. This is because most plants are food producers (capable of photosynthesis) while animals are food gatherers. Animal bodies have developed to enable them to get food successfully and survive in their habitat.
Vocabulary

adaptation  a way of developing physically or mentally that aids survival in a particular environment

locomotion  the ability to move from one place to another using one’s own power

Logistics

Time: 30 minutes
Group Size: 5 to 30
Space: comfortable seating and space to mimic insect movement

Materials

picture cards of animals *
drawing materials
three hula hoops of different colors

* single copy provided

Preparation

Provide picture books of animals for the children.  
Check out websites with pictures of animals and bookmark them.  
Gather pictures of animals from the cards provided.

Activity

Introduction

1. Brainstorm and illustrate the different ways of moving from one point to another within the group space. Ask individuals to demonstrate and others to identify walking, running, skipping, hopping, crawling, etc.

2. As each movement is “performed,” call attention to what body part(s) is/are being used to execute the movement.

3. Ask the children to speculate on the body parts some animals have that allow them to move in ways we can’t. (wings, fins)
Activity

Introduction (continued)

4. Ask the children to speculate on why animals move in different ways. (to get food, to communicate, to explore and, most importantly, to do these things successfully in their home environment)

Involvement

1. Place three intersecting hula hoops on the floor with the largest percentage being shared space.

2. Distribute the animal cards, to individuals or small groups.

3. Taking turns, the children will place their animal in the correct space of the Venn diagram (left, legs; right, wings; lower hoop, fins)

4. Animals that use more than one part should be placed in the intersecting portion.

5. Choices are discussed at time of placement. Justification for placement is given.

Follow Up

1. Have the children draw an animal of their choice.

2. The group forms a circle and a volunteer demonstrates how their chosen animal moves.
   Note: Auditory clues may be included.

3. The children identify the animal and indicate which body part(s) is/are used in locomotion.
   Note: Three incorrect guesses should be followed by the “performer” giving the answer and explaining what body part(s) is/are used.
Unit 3 Lesson 3: Scamper, Skitter, and Crawl

Notes