

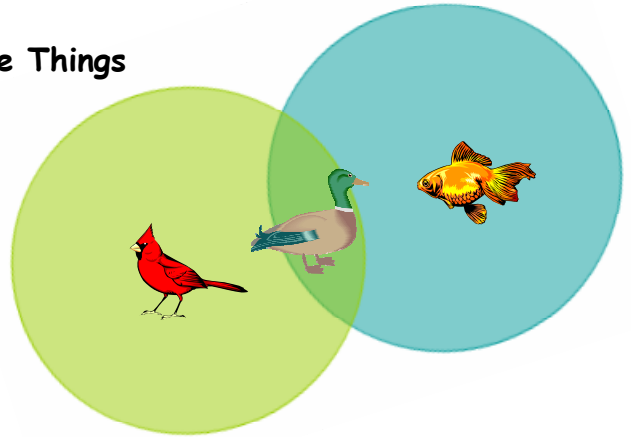
Grade Level(s): One and Two

Lesson Title: Flippers, Wings and Other Mobile Things

Focus: (Concept or skills to be emphasized)

Venn diagrams, classification, animal movement, reading comprehension, listening

Objectives: See end of lesson for objectives and standards achieved.



Background Information:

Several animals and people move in the story of *Peter and the Wolf*. Each of the characters in the story use parts of their bodies, such as legs and wings for movement. They also all have parts of their bodies used for feeding, defense, and other purposes. This lesson will allow students to examine the different types of parts animals use for movement.

Activities (Procedures):

1. Read the story of *Peter and the Wolf*, as found in the Teacher's Section under The Verizon Literacy Resource Section with your class. Ask students to brainstorm how characters in the story probably moved (e.g., the duck swam, the bird flew, Peter walked) and record these ideas on a chalkboard, overhead, or flip-chart. Explain that all animals have parts of their bodies that they use to stay out of danger and to move around.
2. Using the orchestral audio music files as found in either the WVSO CD ROM or the WVSO Audio CD Companion, play the themes of each of the characters and ask the students, "Does the music make you think about how each character might move?" GM.2.2.6
3. Ask students to brainstorm different ways that animals move through air, water, and on land (e.g., slithering, walking, flying, paddling, leaping) and record these ideas on a chalkboard, overhead, or flip-chart SC.2.4.2 (see sample animal movement chart). Form students into groups of 2-3 and assign the roles of group leader, reporter and recorder. SS.1.2.1 Ask students to create a chart of animals that fall into the categories of movement that they identified. SC.1.2.4, SS.2.3.6 Allow

How Animals Move	
Type of Movement	Types of Animals
Leaping	rabbit frog
Flying	bird bat
Slithering	snake worm
Walking	dogs horses
Swimming	fish whales

Sample Animal Movement Chart

students several minutes to create their lists and then ask reporters to share their group's ideas with the class. Record the categories of movement and types of animals students placed into each of the categories.

4. Discuss the types of body parts that animals use to move (e.g., legs, wings, flippers, bodies). Explain that some animals use body parts to move in more than one way (e.g., ducks use their legs and feet to paddle in water and to walk on land; some snakes use their bodies to swim and to slither along land). As a class, use Venn diagrams to illustrate how animals can use certain body parts to move in different ways on land, in the water, and in the air (a blank Venn diagram is attached). MA.1.2.1 Examples of Venn diagram that you may wish to use include :
 - Animals that fly, animals that swim, animals that swim and fly.
 - Animals that walk, animals that swim, animals that walk and swim.
 - Animals that fly, animals that walk, animals that fly and walk.
 - Animals that leap, animals that walk, animals that leap and walk.
 - Animals that leap, animals that swim, animals that leap and swim.
 - Animals that slither, animals that swim, animals that slither and swim.
5. To complete the lesson, ask students to return to their groups. Assign a character from *Peter and the Wolf* to each group and ask students to agree on a movement for their character. Tell students to create a type of movement and practice this movement as a group. Ask each group to demonstrate their movements as a group while you play the appropriate theme for each character as found in either the WVSO CD ROM or the WVSO Audio CD Companion (e.g., play the Wolf's Theme when students are demonstrating the wolf's movement).

Assessment/Evaluation*:

1. Student participation in small and whole group discussions and activities.
2. Student completion of Venn diagram(s).
3. Student completion of animal movement chart.

Supplemental Materials and Equipment Needed:

Blank Venn Diagram

A copy of the *Peter and the Wolf* CD ROM or WVSO Audio CD Companion

Computer able to play audio files on CD ROM

Resources:

Graphic organizers, including Venn diagrams:

www.enchantedlearning.com/graphicorganizers/

Create your own Venn diagrams:

<http://www.readwritethink.org/materials/venn/>

See "A Parade of Counting" lesson

References:

Raven, Peter H. & Johnson, George B. (2002). Biology (6th ed.). McGraw Hill: Boston, MA.

National Standards:

Music

Listening to, analyzing and describing music.

Science

Content Standard C

The characteristics of organisms:

- Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.

Mathematics

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them:

- Sort and classify objects according to their attributes and organize data about the objects

Social Studies

V. Individuals, Groups, and Institutions

- a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.

WV Content Standard Objectives:

First-Grade

SC.1.2.4 collect, record and compare information using a variety of classification systems (e.g., ordering, sorting, sequencing) and using a variety of communication techniques (e.g., sketches, pictographs, models).

MA.1.2.1 sort and classify objects by more than one attribute.

SS.1.2.1 identify and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.

Second-Grade

SC.2.4.2 identify the structures of physical characteristics of living things and explain their functions (e.g., wings for flying, fins for swimming; roots for support and obtaining water).

SS.2.3.6 construct, read and interpret a variety of graphs, charts and tables.

GM.2.2.6 identify instrumental families by hearing and seeing a representative instrument from each family

Kentucky Program of Studies:

S-P-LS-3

Students will understand that organisms have different structures that serve different functions. These structures are used to sort organisms into groups.

M-P-NC-16

Students will order and compare numbers from 0-1,000.

AH-P-Da-6

Students will explore locomotor (walk, run, hop, jump, leap, skip, slide, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.

Ohio Academic Content Standards:

First-Grade

Y2003.CSC.S02.GKG-02.BB.L01.I03

Characteristics and Structure of Life /

03. Explore that humans and other animals have body parts that help to seek, find and take in food when they are hungry (e.g., sharp teeth, flat teeth, good nose and sharp vision).

Y2003.CSS.S07.GKG-02.L01.I03

Thinking and Organization /

03. Determine categories for sorting information.

Y2003.CSS.S07.GKG-02.BC.L01.I05

Communicating Information /

05. Communicate information orally or visually.

Y2003.CSS.S07.GKG-02.BD.L01.I06

Problem Solving /

06. Display courtesy and respect for others in group settings including:

- a. Staying on the topic;
- b. Focusing attention on the speaker.

Second-Grade

Y2003.CSC.S06.GKG-02.BC.L02.I04

Science and Society /

04. Demonstrate that in science it is helpful to work with a team and share findings with others.

*All Assessments are to be at the expected state assessment standard; in West Virginia this is mastery level; in Ohio this is benchmark level; and, in Kentucky, this is academic expectations level.

