

Project Skills:

- Youth will demonstrate different ways that animals move.

Life Skills:

- Learning to learn

Academic Standards:

- English Standard A.4.2: Reads and responds to literature.

Grade Levels: K-2

Time: 45-60 minutes

Supplies Needed:

- *Animal Action ABC* by Karen Pandell and Art Wolfe, ISBN: 1929766920
- Scissors
- Twistess-Wire® (www.twisteez.com/contact/html) or plastic coated electrical or phone wire from hardware store

Do Ahead:

- Become familiar with *Animal Action ABC*.
- Experiment with wire sculptures.

WHAT TO DO

Activity: Read *Animal Action ABC*

Read the book to the group. Tell them to remember some of their favorite actions from the book because they will get a chance to act them out for everyone. Stop on each page and have youth guess what the action is before you say it. Note: if youth would like to know more about an animal, a description of each animal can be found at the end of the book.

Activity: Wire Sculpture – Animal Style

Youth use their imagination and craft wire to design their very own animal wire sculpture. Ideas for animals can be their own. If they have difficulty thinking of an animal, suggest that they look through the book again for ideas.



Demonstrate how wire can be used to bend and twist. Adults should cut the lengths of wire. Encourage creativity and individuality in their sculptures.

Youth will introduce their wire animal to the rest of the group when they are all done. Youth should be able to label their sculpture and show a movement that the animal can do.

Activity: Animal Relay (if time)

Divide the group into teams of no more than six. Explain that the teams will be doing a relay. Ask participants to talk about all the ways that animals move. Encourage them to think about their pets at home, farm animals, or wild animals in the neighborhood or at a zoo.

Each team member will move in a special “animal” way to the other end of the room and back. Line up the teams. Have the first child in each line hop like a rabbit to the end of the room and back. The second child will walk like a crab, while the third will waddle like a duck. Repeat the sequence until all have had a turn.

Emphasize that this is not a race or contest; there will be no winners or losers. Encourage all team members to clap and cheer for everyone. When everyone is finished, have the group give themselves a standing ovation!

TALK IT OVER

Reflect:

- Show us some ways that animals move.
- Why would it be hard for your body to keep *moving* this way for a long time?

Apply:

- What would happen if a lion moved like a snake?
- Why is it important to the lion that he moves like a lion and not like a snake?

Sources:

- Created by Kathy Kauth, Urban 4-H Coordinator, UW-Extension, Brown County
- “Introducing a New Book” under “Helpful Hints” is adapted from *The Michigan Team Nutrition Booklist*, Michigan Team Nutrition, Family and Consumer Sciences, Michigan State University 2002, www.tn.fcs.msue.msu.edu/booklist.html.

ENHANCE/SIMPLIFY**Animal Pantomime**

Youth can act out different animal movements and let their friends try to guess what they are. They can also use animal movements during transition times as they move from one area to the next.

HELPFUL HINTS

Use these basic, pre-reading strategies to get students interested in a new book before reading it:

- Examine the cover to predict what the book will be about.
- Read the title of the book to, or together with, students.
- Identify the author and illustrator.
- Introduce important concepts and vocabulary words that might be confusing to students prior to reading the book.

While reading:

- Stop at appropriate times to allow for participation and discussion.
- Encourage youth to interact with the text while listening to it. This helps them to understand and remember the important points.

After reading:

- Provide students with a time to reflect on the book.
- Ask them to describe their favorite part or to share something new that they learned from the story.

ADDITIONAL WEB LINKS

- Animals A-Z web site has a large variety of animals, including descriptions and pictures: www.didyounow.cd/animlasabc.htm.

Reviewed by Wisconsin 4-H Afterschool Team: September 2005: