

**Grade Level: K-2**

**Unit:Traveling**

## **Lesson 5: Animal Movements**

### **Objectives**

- Student will be able to safely perform locomotors through general space.
- Student will be able to travel at different levels using animal locomotor skills.
- Students will be able to combine shapes, levels, extensions, and pathways into a simple travel sequence.

### **Standards**

- Demonstrates safe movement through general space. MOSHAPE GLE S2.E1.Kc
- Perform locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. MOSHAPE GLE S1.E1.K
- Hops, gallops, jogs and slides using a mature pattern. MOSHAPE GLE S1.E1.1
- Travels demonstrating low, middle and high levels. MOSHAPE GLE S2.E2.1a
- Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). MOSHAPE GLE S2.E2.1b
- Combines shapes, levels, extensions and pathways into simple travel, dance and gymnastics sequences. MOSHAPE GLE S2.E2.2

### **Key Vocabulary**

- Teamwork
- Personal Space
- Bear crawl
- Crab walk

### **Equipment Needs**

- Cones for relay teams to line up behind

### **Set-up**

- Space out cones along one or both sides of the activity space for relays to run from and to

### **Safety**

- Check activity area for obstacles or holes
- Remind students of personal space

### **Warm Up**

- Walk around the gym 1-2 minutes. Jog 1-2 minutes. Full body strength circuit. 30 second Wall-sit (lower body) 30 second plank (abdominals) 30 seconds of push-ups Explain what part of the body you are strengthening and demonstrate form and modifications on push-ups.

**Description: Animal Locomotor Relays**

1. Students will line up in teams of four at a cone for relay races.
2. Teacher will demonstrate each locomotor before each race (Crabwalk, Bear Crawl, Seal Walk, Inchworm, Duck Walk). Students will perform the animal locomotor across the activity space and back to their group.
3. This can be a one time race per locomotor or continuous.

**Description: On the way to School Today.**

1. Have students spread out in a personal space.
2. Teacher can have a pre-made list of animals (ex. Bear, crab, turtle, snake, horse, lion, camel, frog, butterfly, bunny, squirrel, dinosaur, bird), or use their imagination and create as you go. You can also add in non-animal sightings (ex. helicopter, grandma, etc.)
3. Students will be using a variety of locomotor movements, shapes, extensions, levels & pathways to move like the animal called out.
4. Let students use their imagination, give them a chance to pick something they saw on their way to school to act out.
5. Describe to students what levels the animals are moving at.
6. Use details like “snakes are moving OVER & UNDER branches and logs”.

**More Challenging**

- Relay can be timed
- Relay can be a competitive race- have student that has completed their turn to sit down

**Less Challenging**

- Length of relay can be shortened

**Assessment**

- Teacher observation
- Ask students: What animals moved at a low level? Middle? High?

**Cool Down/Review/Closure**

Have students head to their spots or spread out in a personal space. They can choose to sit or lay down and take some deep breaths. Have students place a hand on their heart and hand on their belly. Bring awareness to their heart rates and filling their bellies with air. Invite them to practice “heartfulness” by placing both hands on their heart and send kind thoughts to someone. If time allows a few can share who they sent them to.

Ask students which animals moved at a low, middle and high level? Have students self assess with thumb up, side or down if they performed all the movements safely.