

**Lesson Plan Title**

Animals and Our Five Senses

**Grade Level**

Kindergarten

**Subject Area**

Science

**MSCCRS**

L.K.1B Students will demonstrate an understanding of how animals (including humans) use their physical features and their senses to learn about their environment.

L.K.1B.1 Develop and use models to exemplify how animals use their body parts to (a) obtain food and other resources, (b) protect themselves, and (c) move from place to place.

L.K.1B.2 Identify and describe examples of how animals use their sensory body parts (eyes to detect light and movement, ears to detect sound, skin to detect temperature and touch, tongue to taste, and nose to detect smell).

**Art Form**

Dance

**MSCCR Creative Arts Standards**

DA: Cr1.1.K Generate and conceptualize artistic ideas and work. EXPLORE

a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).

b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

- *Enduring Understanding:*  
Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- *Essential Question(s):*  
Where do choreographers get ideas for dances?

DA: Cr3.1.K Refine and complete artistic work. REVISE

a. Apply suggestions for changing movement through guided improvisational experiences.

- *Enduring Understanding:*  
Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

- *Essential Question(s):*  
How do choreographers use self-reflection, feedback from others, documentation to improve the quality of their work?

**Duration**

30 minutes daily for one week

**Materials**

At least 5 nonfiction books of animals in their natural habitat\*\*\*

**Objectives**

Students will understand how animals, including humans, get food, protect themselves and move place to place.

Students will understand how animals, including humans, use their senses.

Students will create/choreograph movement to illustrate animals in habitat.

**Vocabulary**

Habitat

Camouflage

Shelter

5 senses

Dance elements: In video

Body

Action

Space

Time

Energy

**Lesson Description**

Action: Review the 5 elements of dance by watching the video

<https://www.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/>

Question(s): Ask, "How do we get food?" "How do we get around?" "How do we stay safe?"

*Allow for discussion.*

Action: Say, "This week we are going to learn about different animals in their habitat and create movement to represent what we learned."

Action: Read a nonfiction book about an animal daily and discuss:

1. Their habitat
2. How they get their food
3. How they protect themselves

4. How they move\*\*\*
5. How they use their senses

Action: After this daily discussion, break the students into groups of 3-4 and ask them to create a movement for (teacher, you may want to cut up the list below and give one animal to each student):

1. An animal moving through its habitat
2. An animal getting its food

Action: Practice some movements to show the students how to use BASTE.

Body - use the whole body or just the head, torso, arms or legs

Action - any movement of the body or body parts

Space - a lot of space or a small area, low medium or high, in a line

Time - a pulse or free-flowing

Energy - heavy or light

Action: Allow students time to share their creative movements with the class. Encourage students to control traveling and freezing, starting, and stopping. (Teacher may even say "Freeze" from time to time).

Question/Action: How did each animal move? Show me a locomotor movement. Show me how your animal balances. Was there an animal that moved on different levels? How about high? How about low? How about in the middle? Can you go back and make your animal movements really, really small? Now, can you go back and make your animal movements really, really large?

Action: Say, "FREEZE!"

Action: Review and respond.

Question(s): "How are we like animals?"

Action: Allow the students to compare and contrast in a pair and share. Then, aloud, sharing with the entire class.

Question: "Students, guess what?"

Answer: "We are animals too!"

Question: "What evidence can you give to support this statement?"

**Recommended Resources:**

**Extended Learning Activities**

- Encourage students to begin and end each movement session in stillness. This will allow students the experience of choreographing as well as promote control in the lesson.
- Have each student learn another child's movement sentence; vary its dynamics, timing, and spacing.
- Pick an animal for an informational writing activity. Have the students write three things they learned about that animal and draw a picture.
- Return to the essential question in the MSCCR Arts Learning Standards: How can we, as choreographers use self-reflection, feedback from others, documentation to improve the quality of our work?
- Expose students to age-appropriate information about endangered animals. Encourage students to discuss how they felt upon learning this information in a reflective statement. Ask them what they would do to protect those animals and their respective habitats.

**Applicable Assessment Strategies:**

- *Self-Reflection* - "I became more aware of (insert vocabulary word)..."
- *Peer Assessment* - "I noticed..."  
"I like the way...because..."

**Sources**

N/A

**Tips**

\*\*\*Choose animals that move differently from each other (flies, crawls, swims, hops and walks)

\*\*\*\*Utilize dynamics. Allow students to move in slow motion or "slow, slow, slow motion." and then faster. Be mindful of the faster students are moving the more likely they are to bump into/hit another student.

\*\*\*\*\*Utilize levels. Have some students move at a low level, others at a medium level, and the last group at a high level...or some variation.

**Author**

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**Animals:**

	Walrus	Crab
Monkey	Leopard	Giraffe
Panda	Wolf	Woodpecker
Shark	Antelope	Camel
Zebra	Bald eagle	Starfish
Gorilla	Jellyfish	Koala

Alligator

Dolphin

Hare

Owl

Elephant

Toad

Tiger

Squirrel

Frog

Bear

Snake

Deer

Blue whale

Kangaroo

Rat

Coyote

Hippopotamus

Badger

Chimpanzee

Elk

Lizard

Raccoon

Rabbit

Mole

Lion

Fox

Hedgehog

Arctic wolf

Gorilla

Otter

Crocodile

Bat

Reindeer