

# Animal Charades

K-2

S.5.1

## Objectives

Students will be able to:

- Explain benefits of being physically active.
- Identify food preferences, habitats and behaviors of different animals.

## Standards Met

- Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.
- **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

## Overview of Physical Activity

**Did you know?** Playing sports is not the only thing that counts as being active. Other types of physical activity include biking, walking, playing games like tag, taking the stairs, doing chores, gardening, dancing, and more.

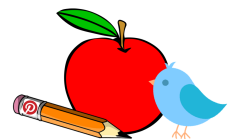
Physical activity involves any body movement that uses energy. Being physically active provides many benefits to our health: it helps maintain a healthy body weight; it strengthens our bones and muscles; it improves our mood and mental health; it reduces risks of developing chronic diseases like heart disease, diabetes and even cancer; and it increases our chances of living a longer life. General physical activity guidelines recommend 60 minutes of physical activity a day for children and 150 minutes a week for adults.

In order to achieve these goals, the **Healthy People 2020** guidelines recommend:

- Increase regularly scheduled elementary school recess in the United States
- Limit screen time (television, videos and video games) to 2 hours a day
- Increase the proportion of trips made by walking
- Increase the proportion of trips made by bicycling

**For more information on physical activity, go to:**

[www.mentorprojectfiu.com](http://www.mentorprojectfiu.com)



# Make The Connection

## Materials

- Activity and worksheet: “Animal Charades” for Grades K-2
- Photos of different habitats
- Bowl for paper cutouts (optional)
- Optional book: I See a Kookaburra!: Discovering Animal Habitats Around the World

Using the activity titled “**Animal Charades**” for Grades K-2, help students incorporate physical activity while they learn about animals and their natural habitats and food preferences.

1

Engage your students by talking about physical activity. Ask students’ opinion on what it means to be physically active and what benefits it provides. Emphasize that being active not only helps the body stay healthy and become stronger, but it also makes you feel happy. There are many different ways to be physically active and it never has to be boring.

REMEMBER, children should participate in 60 minutes of physical activity every day. For more information, please visit: [www.mentorprojectfiu.com](http://www.mentorprojectfiu.com)

2

After discussing the benefits of physical activity, talk to your students about animals and their natural habitats. Explain that most animals are also physically active and that the way they move helps them get food and shelter. Provide photos of different habitats and give the students examples of different animals that live in those habitats. Remember to mention that some animals are able to live in many different habitats. Also, talk about the food preferences these different animals have. For example, frogs live in wetlands and feed on insects, chimps live in rainforests and feed on fruit and sometimes meat. Engage your students by asking them for more examples of animals, habitats and food preferences.

3

Lastly, incorporate both lessons by introducing the activity “**Animal Charades**” for Grades K-2. A reading of “I See a Kookaburra!: Discovering Animal Habitats Around the World” would be a great source of habitat information for the students to refer to during the activity.

Explain the activity and encourage learning by emphasizing the science lesson through a game that incorporates physical activity.



M.E.N.T.O.R. Project

USDA United States Department of Agriculture National Institute of Food and Agriculture

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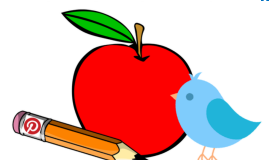
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## INSTRUCTIONS

- 1) Separate the class into several groups of 4-5 students.
- 2) For each group, cut out the different animals on the following page and fold them into little squares. Place these in a bowl (optional).
- 3) One student from each group will then draw an animal from the bowl and act it out without talking. They must move like the animal moves.
- 4) The other students in the group must then guess the animal and also state the habitat the animal lives in and the food it likes to eat.
- 5) After all the students have taken turns and there are no more animals left to act out, let them complete the “Animal Charades” worksheet together as a group.



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## ANIMALS

**BUTTERFLY**

**PARROT**

**CHIMPANZEE**

**POLAR BEAR**

**ELEPHANT**

**RABBIT**

**FROG**

**SHARK**

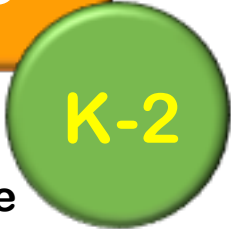
**LION**

**SNAKE**



Names: \_\_\_\_\_ Date: \_\_\_\_\_

# Animal Charades



## ANSWER KEY

1) Based on what you have learned, fill out the following table as a group for the animals you played in the charades game.

ANIMAL	MOVEMENT	HABITAT	FOOD
BUTTERFLY	FLUTTER	WETLANDS	NECTAR
CHIMPANZEE	WALK/JUMP	RAINFOREST	FRUITS AND MEAT
ELEPHANT	WALK	FOREST/ GRASSLANDS	PLANTS
FROG	HOP	WETLANDS	INSECTS
LION	WALK/RUN	GRASSLANDS	MEAT
PARROT	FLY	RAINFOREST	FRUITS AND INSECTS
POLAR BEAR	WALK	ARCTIC	SEALS
RABBIT	HOP	GRASSLANDS	PLANTS AND VEGETABLES
SHARK	SWIM	OCEAN	FISH
SNAKE	SLITHER	RAINFOREST/ WETLANDS	RODENTS, LIZARDS AND INSECTS

\*Note: correct answers may vary\*