**Science lesson #3**

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| Topic | Animal behavior |
| Curricular Connection | Living things have features and behaviors that help them survive in their environment |
| Video Activity | As Abby and Marley dance, Rylee challenges them by calling out the names of animals that they have to then dance as. While keeping the beat and the moves they experience how different animals hold their bodies and move. |
| Supplementary Activity Options | After researching and learning about different animals (or one specific animal), have the students create their own choreographed or freestyle moves as that animal. Animals to consider:Wild cats (pouncing, stalking, female hunters, etc.)Salmon (life cycle, return back to where they start, swimming upstream)Wolves (travel in packs, weak vs. strongest behavior, pack hunting)Consider if dances should be solo (cougar), duet (penguins), or group (orcas) dances based on how the animals behave.  |
| Extension Information | Students can choose appropriate music that correlates with how their animal moves. Small groups can all receive the same animal and see how their dances are similar. Small groups can all secretly choose or receive different animals and other classmates have to put on their detective hats to try and figure out which animals they are being. Discuss how they figured (or did not figure) it out., what could they have added/changed? |