



<p>Description: This interactive, role playing activity introduces students to many types of wildlife in Seattle urban habitat areas. Students work in teams to role play wildlife shapes, movements and sounds while other students make guesses.</p>	<p>Vocabulary Wildlife: <i>animals which are neither human nor domesticated</i></p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Students work in teams to role play an animal in a way that others can guess its identity. • Students, through role playing and guessing, demonstrate an understanding that animal behavior is one way to distinguish one animal from another. 	<p>Washington State EALRs Communication: 1.2, 1.3 Listen and observe to gain and interpret information. Check for understanding by asking questions, clarify content and meaning. Arts 1.1, 1.2, 1.3 Understand and apply arts concepts and vocabulary to communicate ideas. Organize arts elements into artistic compositions. Use and develop art skills and techniques to solve problems and express ideas. Seattle School District Standards 1.2 Some animals and plants are a lot like one another in the way they look and in the things they do, and others are very different from one another. Science Kit: Animals 2x2, Organisms</p>
<p>Print Materials</p> <ul style="list-style-type: none"> • Images: ‘Animals, Animals’, ‘Seattle Habitat Wildlife’ poster, ‘Poster Overlay’ • Master: ‘Animals, Animals’ picture cards of 8 urban native wildlife <p>Kit Materials</p> <ul style="list-style-type: none"> • 1 set of 8 laminated ‘Animals, Animals’ picture cards from Master 	

Before Activity: Discuss the difference between wildlife and domestic animals. Divide the class into 8 groups of students (one for each ‘Animals, Animals’ picture card). Locate an ‘outdoor classroom’ in or near a habitat area where everyone can comfortably see a ‘stage’ where small groups of students have room to act out animal movements.

Activity:

- Once in the habitat area, tell students, “We are going to act like wildlife today. We are going to work as teams. Each team will get an ‘Animals, Animals’ picture card and act like that animal while the rest of us watch. Each group can show how their animal moves and sounds. The audience can then guess what animal the ‘actors’ are pretending to be.”
- Give each group an ‘Animals, Animals’ picture card. Caution groups to keep the name of their animal a secret. Give everyone a few minutes to practice. Provide help to those groups that need additional information.
- Ask everyone to find a seat or comfortable place to observe the ‘stage’. Choose one group to start. While the group is acting out their animal, ask audience members to make guesses. If necessary, provide the audience with verbal clues. Select groups until everyone has had a turn to act.
- Say, “What are some other animals that might live here?” Ask students to share stories about wildlife they have seen. Show poster ‘Seattle Habitat Wildlife’ and tell students, “These are some other animals that might live here in this habitat area”.
- Use the Images: Animals, Animals: read the clues about how an animal behaves. Ask students to guess the animal’s identity. Show image of corresponding animal. Reinforce learning by again demonstrating, or asking for, an example of how this animal moves.
- Summarize: How does a frog move in a different way from a butterfly? Are there any animals that moved the same way as a woodpecker? Discuss other similarities among, and differences between, the ways the various animals move. How can these movements help them to live in the habitat area? (Safety, get food and water, find and make shelter)

Extension:

- Have students do individual drawings of a Seattle urban habitat animal and verbally describe or physically demonstrate how that animal moves.