

Be Like the Animals

Introduction: Students participate in fun physical activities while listening to and analyzing a poem about animal ‘exercise.’ This lesson is adapted from a lesson idea on the American Heart Association’s website at: <http://www.americanheart.org/presenter.jhtml?identifier=3003101>.

Grade Level and Subject: Kindergarten and 1st Grade Language Arts, Health Education, P.E.

TEKS: Kindergarten Language Arts – 1A, 1B, 1C, 1D, 1E, 1F, 8A, 8B, 8C, 9A, 9B, 10A, 10B, 10C
Health Education – 1C
P.E. – 3A
1st Grade Language Arts – 1A, 1B, 1C, 1D, 1E, 1F, 3C, 9C, 10A, 11A, 11B
Health Education – 1A
P.E. – 3A

Materials: “Be Like the Animals” activity sheet by Mabel Watts

Activity:

1. Read the poem aloud to the children. Encourage them to read along if they have a copy of the poem. Discuss the following words, first asking children to tell what they think the words mean:
 - fiddle-fit — from the phrase fit as a fiddle, meaning “strong and healthy”
 - vigor — energy
 - vim — energy
 - listless — not caring to be active
2. Have the children discuss the animals in the poem and tell what each animal is doing. On a slip of paper, write the animal’s name and its action in the form of a simile (dance like a poodle, crawl like a crab, stretch like a giraffe, etc.). If children need help identifying an action, reread the appropriate verse of the poem.
3. Put all the slips of paper in a bag or box and let the children take turns choosing a slip of paper and demonstrating the animal’s action. Classmates can try to guess the animal and action being shown. Encourage children to think of other animals and their actions that could have been included in the poem. (Examples include: run like a mouse, jump like a grasshopper, and climb like a monkey.)
4. Have children repeat the last verse of the poem until they can say it from memory. Then read the poem, beginning with the second verse, and have children say their verse as a refrain after each verse.
5. *What is the author of the poem saying? (Animals exercise. People should, too.) Why is the author encouraging people to exercise?* Let children offer whatever information they may know about exercise and its benefits.

Evaluation: Observe students for appropriate listening behavior and participation in the activities.



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Updated February 2016