

MOVEMENT TREE DIAGRAM



Time: Approximately 60-90 minutes, which may be divided into 2 blocks of time

Instructional Goals:

- The student will use the PebbleGo online database to research animals and how they move.
- The student will use keyword searching to locate needed information.
- The student will complete a tree diagram comparing how two animals move.
- The student will draw conclusions about how animal form and function are related (how body form relates to how an animal is able to move).

Materials/Resources:

- **PebbleGo** online database
- **Movement Tree Diagram**
- **Which Classification?** list of animals
- Venn diagrams (for extension and enrichment)

Directions:

Focus

1. Have students brainstorm the different ways people and animals can move. Answers may include flying, walking, crawling, slithering, swimming, etc.
2. Explain to students that they will begin looking at the different ways specific animals move. They will compare and contrast how two animals move and what their bodies look like.

Teach/Model

3. Walk students through the process of accessing the **PebbleGo** online database.
4. Show students how keyword searching works by typing an animal's name in the search box on the top right corner of the **PebbleGo** screen.
5. Demonstrate the read-aloud function by clicking on the appropriate button and listening to the text being read aloud.
6. Show students the tabs at the bottom of the screen that allows them to scroll through the information about the animal.
7. Demonstrate how students can use the Watch button to see a video of the animal. Explain that they will need to watch the animal video, look at the other animal pictures, and use the information in the text to help them decide the different ways the animal can move.

Guided Practice



8. Use emperor penguins as an example for the class to show students how they would fill out the **Movement Tree Diagram**. Use the keyword search box at the top of the screen to locate emperor penguins in the **PebbleGo** online database.
9. Have students lead you through the process of clicking on the read-aloud function and Watch button. Point out the picture under "Habitat" that shows the emperor penguins swimming and the information under "Body" that states emperor penguins cannot fly.
10. Have students describe the legs, wings, feet, fins, and flippers of emperor penguins using the information from **PebbleGo**. Explain that if the emperor penguin does not have one of these, then you would fill in that box on the diagram with a zero or the word no.

Independent Practice

11. Either divide students into pairs or have them work independently. Give each student or pair a **Movement Tree Diagram**.
12. Explain students may complete the **Movement Tree Diagram** by writing words, drawing pictures, or a combination of words and pictures. You may want to provide a word bank for students who are writing words. Word bank words may include: slither, webbed, swim, walk, run, fly, and waddle.
13. Allow students to choose (or assign) two animals from the following list: koala, bat, iguana, cobra, newt, eagle, parrot, hummingbird, platypus, sloth, cheetah, lion, river otter, orangutan, kangaroo, great white shark, clown fish, stingray, and polar bear.
14. Explain to students they are to use keyword searching in **PebbleGo** to complete the **Movement Tree Diagram**.
15. Monitor student progress as they work to complete the **Movement Tree Diagram**.

Closure

16. Bring students together as a whole group to discuss the **Movement Tree Diagram**. Create a class chart or list to help students compare different animals and how they move.
17. Ask students if they notice any connections between how an animal moves and what its body looks like. For example, most (but not all) animals with wings can fly, and animals without feet or legs can slither (snakes) or swim (fish) but cannot walk or run.

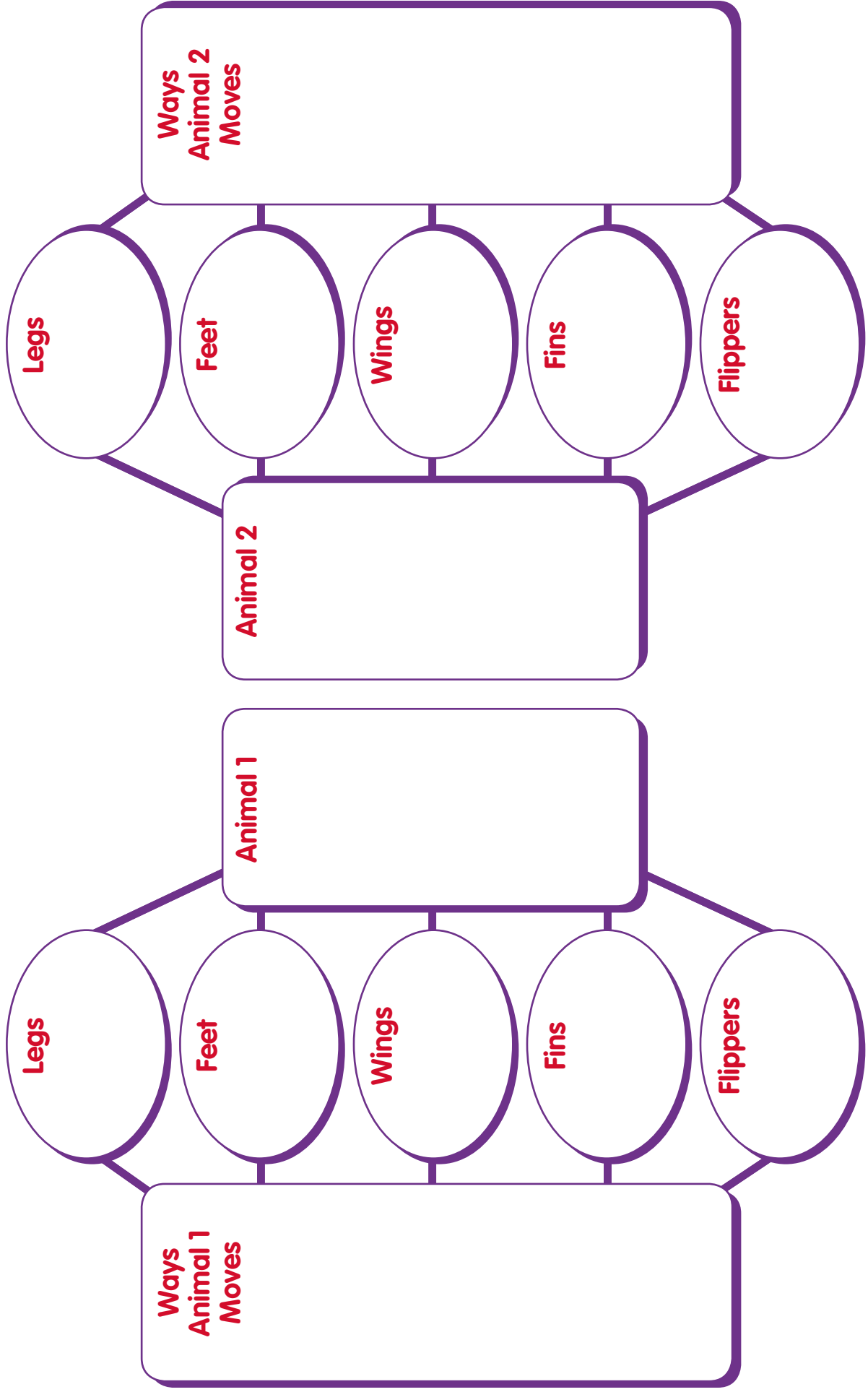
Extend/Enrich

- Students may create Venn diagrams comparing two or more animals, how they move, and what their bodies look like.
- Students may create different charts for categorizing and sorting animals based on their bodies and movement.
- Students may extend their form and function discussion to include animal mouths, their food, and how they eat.

Name: _____

Date: _____

Movement Tree Diagram



Bibliography: I found my information in a source called _____.