



## MY FAVORITE MECHANICAL ANIMAL

**Grade:** 3-4

### **Objectives:**

Students will identify classroom instruments by name and discuss what kinds of sounds they make

Students will discuss what kinds of things make an instrument sound “mechanical” or “animal”

Students will create their own mechanical animal and assign it an appropriate instrument sound

#### **Indiana Music Standards**

**3.2.4** Use correct names for classroom instruments including those from world cultures.

**3.3.3** Perform a composition with opportunities for free improvisation at various intervals.

**3.3.6** Use voices and instruments to improvise appropriate sound effects or accompaniments to a poem or short story.

**3.8.3** Select and play a classroom instrument to describe an object or interpret a concept in a picture or literary work.

**4.3.6** Use voices and instruments to create appropriate sound effects or accompaniments to a poem or short story.

**4.8.3** Use classroom instruments to orchestrate an original piece of writing such as a description of a favorite literary character or a paragraph about a given subject using descriptive words.

**Resources and Materials:** Classroom instruments, paper and colored pencils, story script (see below)

### **Activity:**

#### Introduction

In “Mooch the Magnificent,” Mr. Spinks runs a zoo full of mechanical animals.

What does the word mechanical mean? What are some mechanical sounds you can think of?

Now what are some animal sounds you can think of?

#### Procedure

1. **Animal Qualities:** Ask students to think of a dog. Have students describe some elements that make a dog an animal (they have fur, they bark, they love dog food, etc.)
2. **Mechanical Qualities:** Now ask students to pretend that the dog they were just describing has been turned into a robot or mechanical dog. What is the same? What is different? What are some of the elements of a mechanical animal?

3. **Draw Your Favorite Animal:** Ask students to think of their favorite animal and write the name at the top of a piece of drawing paper. Then ask them to draw the animal underneath the name.
4. **Turning Animals to Mechanicals:** Tell the students that they are going to create their very own mechanical animals by turning the paper over and drawing the same animal as a robot. The students may want to give their new robot animal a name like “Robo-Koala” or “Lion-o-Matic” to write at the top of the page.
5. **Selecting Mechanical Noises:** When all drawings are finished, have students choose one instrument that they feel best represents their new robotic animal.
6. **Activity Instruction:** Collect all of the drawings and have the students come back to their spots. Ask them to listen very carefully to your story, and to play their robot animal noise when they see their picture.
7. **Interactive Story Time:** You may read the following story or create your own to read to the class! The spots marked with an “X” indicate a place where you can choose one or more pictures from the collected pile, show them to the class, and say the name of the animals to signal individual instrument sounds.

“Once upon a time, there was a man named Mr. Spinks who had a zoo full of mechanical animals. He had all kinds of animals, including an “X.” One day a girl named Mooch came to the zoo to show she could work on the robot animals. She tinkered with the “X,” oiled up the joints on the “X,” polished the “X,” and replaced some gears on the “X.” Mr. Spinks thought she did such a good job that he asked her to stay at the zoo. Mooch continued to work on the animals, and, as she did they became wilder. The “X” got sharp teeth, the “X” could finally roar, and the “X” began to wonder what a child might taste like! When Mooch was finished, even the “X” looked almost like a real animal! The wilder the animals got, the more they wanted to go and live in the wild. Mr. Spinks was scared to go into the wilds, but Mooch convinced him and they left the zoo with all of the animals (all instruments play) for a new life in the wilds.

8. **Conclusion:** You may choose to pass the drawings back, or post them around the classroom.



To add a technology element to this lesson, complete the drawings in Kid Pix or other digital drawing software to create mechanical animals and sounds. Click the starburst to be redirected to the ROK website where you can email your drawings. Check back to the “Submit Your Creations” page often and you may see your drawing!



To add a science extension to this lesson, create a graphic organizer about the animal you choose with an interactive inquiry project from ReadWriteThink.org. Students can research their favorite animal and explore animal facts, animal babies, interaction with others and habitats