

Movement & Feeding

River Crossing Run with Wildling

Learning target

Compare how animals move and obtain food.



Before you begin

Use the reference page and discussion prompts on their own, or open the optional browser adventure. No earlier lesson or physical kit is required.

For online play: use an internet-connected current browser with local storage enabled. Read the three-part Gemling briefing, answer the quick check, and apply the evidence at three checkpoints. Retry feedback supports review; results are not a secure test or gradebook.

Use for teacher-led review, science centers or partner practice. Independent readers may need support with the vocabulary below. The design target is grades 3-5; choose support based on the learner.

Vocabulary and concepts to discuss

Moving on land and in water; body parts; feeding strategies

Open River Crossing Run - direct lesson link

Scan the QR code or use the clickable link. This guide is usable offline; the adventure runs on an external educational website.



Movement & Feeding - key ideas

1. The first clues

Animals move using structures suited to their bodies and surroundings. Fins, legs and wings can help movement in different settings.

2. How the clues connect

Feeding structures also vary. A bird's beak and a fish's mouth can suit different food sources and methods.

3. Our evidence record

Our record shows webbed feet pushing against water and a pointed beak catching small prey. These observations support swimming and grasping food; they do not reveal everything about the animal.

Keep the science accurate

Use a few animal groups and evidence. Avoid requiring a full taxonomy or implying every animal has identical senses or parental care.

Apply the evidence

Use a specific observation from this lesson to explain one choice. Point to a clue, then connect that clue to a scientific idea.

Curriculum reference: <https://www.nextgenscience.org/dci-arrangement/4-Is1-molecules-organisms-structures-and-processes>

Talk through the evidence

1. Which structure helps push water in our record?

Expected answer: Webbed feet

Reasoning: Our record shows webbed feet pushing against water and a pointed beak catching small prey. These observations support swimming and grasping food; they do not reveal everything about the animal.

2. What does the pointed beak help do here?

Expected answer: Catch small prey

Reasoning: Our record shows webbed feet pushing against water and a pointed beak catching small prey. These observations support swimming and grasping food; they do not reveal everything about the animal.

3. Should we use habitat with body clues?

Expected answer: Yes

Reasoning: Our record shows webbed feet pushing against water and a pointed beak catching small prey. These observations support swimming and grasping food; they do not reveal everything about the animal.

4. Which claim is supported?

Expected answer: The recorded structures help movement and feeding

Reasoning: Animals move using structures suited to their bodies and surroundings. Fins, legs and wings can help movement in different settings.

Guide the discussion

Ask learners to name the evidence that supports their answer. If an answer differs, revisit the matching key idea on page 2 and invite a revised explanation.

Online rewards: this lesson grants one fixed digital Expedition Discovery. Five saved digital Gemling friends become available only after all six distinct subject lessons are complete, in any order. Digital rewards do not establish physical ownership.