



Rabbit Habitats

Standard Connection:
 ELA.RL.PK4.10
 ELA.RI.PK4.7
 M.G.PK4.5
 S.ES.PK4.2b
 PD.FM.PK4.4
 PD.FM.PK4.5

Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Rabbits and Raindrops</i> • pretend rabbits (stuffed animals or made from Beautiful Stuff) • Beautiful Stuff <ul style="list-style-type: none"> • cardboard boxes • cardboard tubes • fabric • images of rabbits and their habitats (see Resource) • blocks 	<p>hedge: a row of bushes</p> <p>shelter: a safe place</p> <p>shower: a short, gentle rain</p> <p>construct: build</p> <p>habitat: where animals or people live</p>	

Intro to Centers	
Preparation: Set up materials	
“In <i>Rabbits and Raindrops</i> , the mother and baby rabbits took shelter from a rain shower under a hedge .”	Show illustrations.
“The hedge is part of the rabbits’ habitat - the place where the rabbits live.”	Show illustrations.
“What are other parts of the rabbits’ habitat in <i>Rabbits and Raindrops</i> ?”	Show illustrations. Children respond.
“Here are some pictures of other rabbit habitats . What do you notice?”	Show illustrations. Children respond.
“How are these habitats similar to or different from the habitat in <i>Rabbits and Raindrops</i> ?”	Show illustrations. Children respond.
“Today in Blocks, you can use these materials to construct rabbit habitats .”	Show Materials.
“When you are finished, you can use these materials to create rabbits to live in the habitats .”	Model.

During Centers:

Encourage children to use work created in other centers to enhance their habitats. (Use Week 1, Center Activity: Storm Paintings as a backdrop.) Refer to non-fiction texts to show children the different parts of rabbit habitats (warren, burrow). Encourage children to use what they know about building stable structures to construct their habitats.

Guiding Questions During Centers:

- How is your rabbit habitat similar to or different from your friend's rabbit habitat?
- How would you label the parts of your habitat?
- What part(s) of your habitat could a rabbit use for shelter?
- How is your rabbit habitat similar to or different from your home?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to think about other animals' habitats. Help children analyze the effects of weather on animals and their habitats. Invite children to create and tell stories about the habitats.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of shapes and sizes of blocks to meet children's individual needs.