



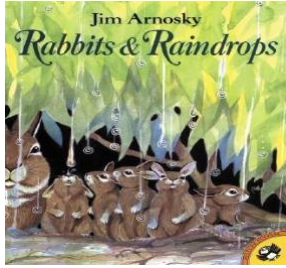
Standard Connection:  
 ELA.SL.PK4.6  
 ELA.W.PK4.5  
 M.MD.PK4.2  
 S.LS.PK4.3  
 S.ES.PK4.2b  
 SS.OW.PK4.5  
 PD.FM.PK4.5  
 PD.SHS.PK4.3

**Enduring Understanding(s):**

- Living things often depend on each other for shelter and protection.

**Essential Question(s):**

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

Materials		Vocabulary
<ul style="list-style-type: none"> <li>• <i>Rabbits and Raindrops</i></li> <li>• images of animal habitats (see Resource)</li> <li>• Beautiful Stuff</li> <li>• natural materials (sticks, leaves, grass, rocks)</li> <li>• cardboard/ shoeboxes</li> <li>• pretend animals (forest, desert, jungle, Arctic)</li> <li>• writing/drawing utensils</li> </ul>	<ul style="list-style-type: none"> <li>• fabric</li> <li>• clipboards</li> <li>• paper</li> </ul>	<p><b>habitat:</b> where animals or people live</p> <p><b>shelter:</b> a safe place</p> <p><b>predator:</b> an animal that eats another animal</p> <p><b>weather:</b> the conditions in the air at a particular time, such as wind, rain, snow, etc.</p> <p><b>protection:</b> to be safe</p> <p><b>food:</b> something that people and animals eat to keep them alive</p> <p><b>research:</b> find out information about something</p>
<p><b>Books</b></p> 		

Intro to Centers	
<b>Preparation: Set up materials</b>	
"In <i>Rabbits and Raindrops</i> , there were trees, hedges, and other animals in the rabbits' <b>habitat</b> - where they lived. They took shelter from the rain under the hedge. What do you notice?"	<b>Show illustrations. Children respond.</b>
"Here are images of other animals in their <b>habitats</b> . What do you notice?"	<b>Show illustrations. Children respond.</b>
"An animal's <b>habitat</b> provides an animal with <b>protection</b> from the weather and from <b>predators</b> - animals that eat them. A <b>habitat</b> also provides an animal with food."	<b>Show illustrations.</b>
"What do you think the weather is in this <b>habitat</b> ? How can you tell?"	<b>Children respond.</b>
"Today, in Blocks, you can construct animal <b>habitats</b> using these materials."	<b>Show materials.</b>
"First, decide what animal and its <b>habitat</b> you want to make. Then, <b>research</b> - find out about - what you need to create it. For example, if I wanted to make this _____ and its habitat, I might use sticks to create its shelter."	<b>Model.</b>

## **During Centers:**

Encourage children to create plans for and label parts of their habitats. Support children in researching animals and their habitats. Compare and contrast animal habitats to neighborhoods. Encourage children to collaborate (some children create animals, others create habitats).

## **Guiding Questions During Centers:**

- How is the habitat you are creating the same as or different from your friends' habitats/the rabbits' habitat in *Rabbits and Raindrops*?
- How does the weather affect your animal's habitat?
- What do you predict would happen to your animal if it were in a different habitat?
- How did you decide what materials to use for your habitat?

## **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 research how animals' habitats are affected by people. Encourage children to create animal habitats on the playground.

## **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, strategically place children that may need additional support together for collaboration with a partner who can help them. Also, provide a variety of writing materials for the children to label their habitats to meet students' various fine motor needs. A sample Venn diagram made of two circles, such as small hula hoops, can provide visual support to help children compare and contrast.