

Animal Coverings

Standard Connection:

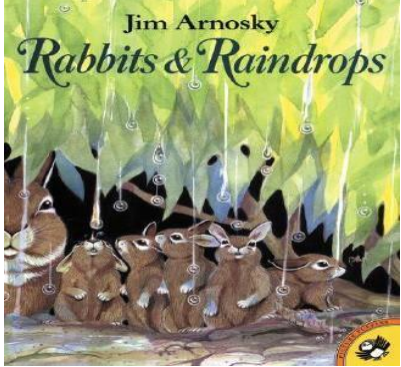
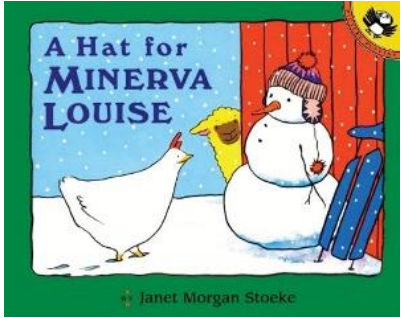
- ELA.RL.PK4.1
- ELA.SL.PK4.2
- M.MD.PK4.3
- S.PS.PK4.1
- S.LS.PK4.4c
- SS.OW.PK4.5
- PD.FM.PK.4.5
- VA.RE7a.1.PK
- VA.CN10a.1.PK

Enduring Understanding(s):

- Weather affects living things.

Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Rabbits And Raindrops</i> • <i>A Hat for Minerva Louise</i> • Beautiful Stuff • textured materials (cotton balls, felt, feathers, etc.) • textured and/or patterned paper (foil, tissue, wallpaper, etc.) • variety of adhesives • clothespins • paper grocery bags • images of animal habitats (see Resource) • images of animal coverings (see Resource) 	<p>insulate: keep warm things warm and cold things cold</p> <p>protect: to keep safe</p> <p>water-repellent: keeps water out</p> <p>habitat: where animals or people live</p> <p>covering: something laid over to protect</p> <p>fur: short, soft hair on some animals</p> <p>feathers: soft, light things that cover a bird's body</p> <p>scales: small, bony plates that protect the skin of a fish</p>	 

Intro to Centers	
Preparation: Set up materials	
<p>"In <i>Rabbits and Raindrops</i>, the rabbits' fur protected them from the rain. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"Their fur was water-repellent - it kept the rain out - so they stayed dry and insulated - kept warm."</p>	<p>Show illustrations.</p>
<p>"Minerva Louise also needed protection from the weather, but her body was not covered with fur. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"Here are some images of animals. What covers their bodies?"</p>	<p>Show images. Children respond.</p>
<p>"Animals can have fur, feathers, and scales covering their bodies to protect them from the weather."</p>	<p>Model.</p>
<p>"Today in Creative Arts, you can use these materials to create animal coverings for the animals in your habitats."</p>	<p>Show materials.</p>

During Centers:

Encourage children to research animals. Discuss how the animal's covering helps the animal survive in its habitat (animals in cold climates have extra dense fur). Compare and contrast different animals' coverings related to their habitats. Compare and contrast the fictional animals in *A Hat for Minerva Louise* to real animals. Compare and contrast animal coverings to children's winter clothes.

Guiding Questions During Centers:

- How does your animal's covering help protect the animal?
- How is your animal's covering helpful in its habitat?
- How is your animal's covering similar to or different from your jacket/umbrella/mittens, etc.?
- How are fur, feathers, and scales similar to and/or different from each other?

Thinking and Feedback:

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

Documentation:

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

Provocation:

Encourage children to use their animal coverings in the habitats they created in Blocks. Encourage children to write stories about their animals. Research how animals' coverings may change depending on the weather and climate (animals' feathers/fur that molts/sheds as it gets warmer).

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 picture cards and/or graphic organizers to help with comparing and contrasting.