



Animal Habitat Puzzles

Standard Connection:

ELA.RI.PK4.4

ELA.L.PK4.1e

M.MD.PK4.2

S.LS.PK4.3

SS.OW.PK4.1

PD.FM.PK4.1

PD.SHS.PK4.3

Enduring Understanding(s):

- Living things respond in different ways to different kinds of weather.

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> • <i>Bringing the Rain to Kapiti Plain</i> • poster or tag board • laminated animal habitat images (see Resource) • plastic zip bags • basket or box to store puzzles • trays 	<p>grassland: land filled with low-growing plants</p> <p>wild: unruly</p> <p>part: a section</p> <p>whole: entire amount</p> <p>piece: a small section</p> <p>solve: to answer</p>	

Intro to Centers	
<p>Preparation: Print out and mount animal habitat images on poster/tag board. Laminate and cut pictures into puzzle pieces. Store each puzzle in a plastic zip bag. To keep puzzles organized, label each bag with a number and write the corresponding number on the back of each piece. Have trays available for children to use to define their workspace.</p>	
<p>“In <i>Bringing the Rain to Kapiti Plain</i>, the animals lived on a grassland in the wild. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“Today in Puzzles (Manipulatives), you can solve puzzles of animals and their habitats - where they live. What do you notice?”</p>	<p>Show a plastic bag with puzzle pieces. Children respond. Model putting a puzzle together on a tray.</p>
<p>“Let’s see what animal and habitat this puzzle shows. This is an image of a _____ living in a _____ habitat. What do you notice?”</p>	<p>Children respond.</p>
<p>“When you are done with your puzzle, put the pieces back in the correct bag.”</p>	<p>Model gathering the pieces and putting them in the plastic zip bag.</p>

During Centers:

Observe children as they assemble the puzzles. Notice and comment on strategies they use to solve the puzzle (if they put all the edge pieces together first). Encourage children to work together and support those who would rather work alone. Compare and contrast habitats.

Guiding Questions During Centers:

- What was your strategy to solve your puzzle?
- What do you predict would happen if this animal lived in a different habitat?
- What habitat would you like to live in and why?
- What would people need to survive in this habitat?

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 process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to create their own animal and habitat images that can then be mounted, laminated, and made into jigsaw puzzles. Encourage children to research different animals and their 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, have a range of a number of puzzle pieces (cut some into five pieces, some into seven, etc.), so children can be appropriately matched with the level of challenge.