



Pretending to Be Animals

Standard Connection:
 ELA.SL.PK4.1
 ELA.W.PK4.8
 M.MD.PK4.2
 S.ES.PK4.2b
 SS.FC.PK4.6a
 TH.CR2b.1.PK,
 PD.FM.PK4.4,
 PD.GM.PK4.5

Enduring Understanding(s):

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

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>One Dark Night</i> (or <i>Thunder Cake</i>) • <i>A Hat for Minerva Louise</i> • Beautiful Stuff, including fabric • images of animals (see Resources) • children’s animal coverings from Creative Arts • documentation of animal habitats from Blocks 	<p>behave: act</p> <p>habitat: where animals or people live</p> <p>hop: a quick, short jump</p> <p>nibble: take tiny bites</p>	

Video Resources

Rabbits:

https://www.youtube.com/watch?v=zHLju_nwPJc&list=TLGGHiKf0DTCu9UxMTA1MjAyMw&t=2s

Chickens Hatching:

<https://www.youtube.com/watch?v=k3N5vtauDQU>

Kittens and Cats Meowing:

https://www.youtube.com/watch?v=nX1YzS_CYlw

Intro to Centers

Preparation: Set up materials.

<p>“In <i>Rabbits and Raindrops</i>, the rabbits hopped on the lawn and nibbled clover. In <i>One Dark Night</i>, the mother cat ran into Jonathan’s house to take shelter from the rain. In <i>Thunder Cake</i>, the animals were safe and dry in the barn. In <i>A Hat for Minerva Louise</i>, Minerva Louise walked around the barnyard, trying on different things to keep warm. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“Animals behave - act - in different ways. How did their habitats - where they lived - affect the ways they behaved?”</p>	<p>Show illustrations. Children respond.</p>
<p>“Today in Dramatic Play, you can pretend to be animals using these materials. What do you notice?”</p>	<p>Show materials, including child-made animal coverings and documentation of animal habitats. Children respond.</p>

During Centers:

Encourage children to use their animal research. Support children in acting out animal stories from Creative Writing. Encourage children to pretend to be animals in their animal habitats in Blocks. Encourage children to consider how the animal's covering is helpful to the animal in their habitat ("Is long, heavy fur a good covering in a snowy habitat? Why or why not?").

Guiding Questions During Centers:

- How is the animal you are pretending to be similar to or different from the animals in *Rabbits and Raindrops/One Dark Night/Thunder Cake/A Hat for Minerva Louise*?
- How does your animal find shelter?
- How does your animal eat (nibble, chew, etc.)?
- How is your animal similar to or different from your friend's animal?
- How does your animal act if it is a predator/prey?

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:

- Take a field trip to the zoo or aquarium to observe animals.
- Encourage children to observe animal behavior/habitats when they are outside at recess (squirrels climbing trees, carrying acorns; birds flying, sitting on tree branches, etc.).
- Play a guessing game with one child acting out an animal and other children guessing what animal it is.

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 props and/or visual supports to help children act like animals.