



Animal Research

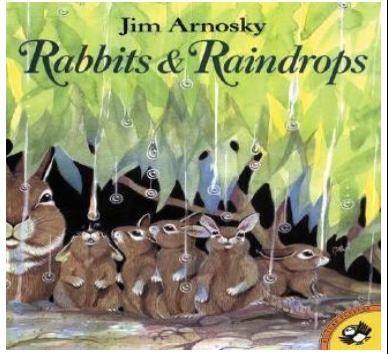
Standard Connection:
ELA.W.PK4.5
ELA.RL.PK4.4a
M.MD.PK4.2
S.LS.PK4.3
SS.OW.PK4.2
VA.CR1.1.PK
VA.CR2a.3.PK

Enduring Understanding(s):

- Gathering information helps us make decisions.

Essential Question(s):

- How do living things gather information that will be useful to them and others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Rabbits & Raindrops</i> non-fiction expository texts about animals blank books clipboards paper sticky notes writing and drawing utensils samples of child-made cookbooks and/or children's <i>Weather Research</i> (U3, W1) 	<p>non-fiction: provides real information</p> <p>researcher: somebody who finds information about something</p> <p>information: something you know</p> <p>zoologist: a person who studies animals</p> <p>investigate: find out about something</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>Rabbits & Raindrops</i> , there were trees, hedges, and other animals in the rabbits' habitat - where they lived. What do you notice?"	Show illustrations. Children respond.
"The rabbits' fur was not waterproof, so they took shelter under a hedge to protect them from the rain. How could we investigate - find out about - what else a rabbit needs protection from?"	Show illustrations. Children respond.
"Today in Library and Listening, you can be zoologists and research - find out about - rabbits and/or other animals. Record the information you find using these materials like you did when you researched recipes and weather."	Show materials. Show examples of children's research.
"For example, this book says a wolf is a predator - an animal that eats other animals - and a rabbit is one of its prey. What do you notice?"	Model finding a fact about an animal in a book. Point out features of a non-fiction book (table of contents, diagrams, etc.).

During Centers:

Encourage children to collaborate in their research (one child writes facts, and another child creates illustrations). Encourage children to compare and contrast animals. Encourage children to use scientific illustrations (diagrams, graphs, etc.) to convey information. Compare and contrast photographs and drawings in non-fiction texts.

Guiding Questions During Centers:

- What information did you find about a/an _____ (animal)?
- How is a zoologist similar to or different from a veterinarian/meteorologist?
- How will you use your research (in building animal habitats, writing animal stories, etc.)?
- How is the animal you are researching similar to or different from the rabbits in *Rabbits and Raindrops*?

Thinking and Feedback:

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

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Encourage children to present their research in multiple ways (acting out animal behaviors, creating a three-dimensional representation of an animal using Beautiful Stuff, etc.).

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 pair children who struggle with writing/drawing with students with more advanced skills.