



Woodland/Swamp Research

Standard Connection:

ELA.W.PK.4.5

ELA.RL.PK.4.10

M.CC.PK.4.5a

S.LS.PK.4.3

PD.FM.PK.4.1

PD.FM.PK.4.2


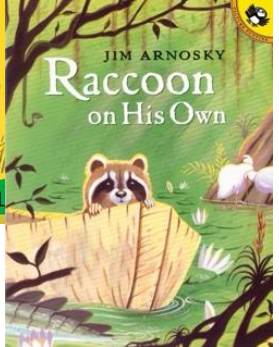
TH.CN11a.1.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Raccoon on His Own</i> <i>Play with Me</i> non-fiction books about woodland animals images of woodland/swamp (see Resource) paper for blank books writing utensils vocabulary word picture cards from Unit 5, Week 1 alphabet chart 	<p>flooded: covered with water</p> <p>swamp: a flooded woodland</p> <p>woodland: a place with many trees</p>	 

Intro to Centers		
Preparation: Set up materials		
"In <i>Play with Me</i> , the girl sat by a pond in a woodland - a place with many trees. What do you notice?"		Show illustrations. Children respond.
"Here are images of woodlands . How are the illustrations in <i>Play with Me</i> similar to or different from the images of woodlands ?"		Show images. Children respond.
"In <i>Raccoon on His Own</i> , the raccoon floated down a swamp - a flooded - covered with water - woodland . What do you notice?"		Show illustrations. Children respond.
"Here are images of swamps . How are the illustrations in <i>Raccoon on His Own</i> similar to or different from the images of swamps ?"		Show images. Children respond.
"Today in Library and Listening, you can research - find facts - true things - about woodlands and swamps . You can document your research in Creative Writing with these materials."		Show materials.

During Centers:

Encourage children to label their research. Encourage children to use their research in *Painting a Woodland/Swamp*. Encourage children to document their research in blank books. Compare and contrast woodlands/ swamps depicted in illustrations to photographs. Compare and contrast the animals, vegetation, and light sources in woodlands and swamps.

Guiding Questions during Centers:

- How are woodlands similar to or different from swamps?
- How is your research helpful to someone?
- Do you think the illustrators of *Raccoon on His Own* and *Play with Me* used research to depict the settings? Why or why not?
- How does light affect the animals and plants in woodlands and swamps?

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:

Compare and contrast woodlands and swamps to other habitats (plains, caves, etc.). Encourage children to consider why an author/illustrator depicts an animal acting in fictional ways (talking to convey non-fictional information).

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 a variety of materials for children to use for comparing and contrasting for children who may have limited writing skills.