



# Woodland/Swamp

Standard Connection:

- ELA.RF.PK.4.4
- ELA.RI.PK.4.2
- S.PS.PK.4.2
- S.LS.PK.4.3
- SS.OW.PK.4.2
- TH.CR1a.1.PK
- TH.CN11a.2.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"> <li>• <i>Play with Me</i></li> <li>• <i>Raccoon on His Own</i></li> <li>• <i>Rabbits and Raindrops</i></li> <li>• Beautiful Stuff (natural materials: twigs, leaves, rocks)</li> <li>• children's work from <i>Painting a Woodland/Swamp</i></li> <li>• images of woodland and swamp (see Resource)</li> </ul>	<p><b>canopy:</b> top of the trees</p> <p><b>ferns:</b> plants that do not have flowers</p> <p><b>floor:</b> bottom of the woodland</p> <p><b>habitat:</b> the place a plant or animal lives</p> <p><b>lichens:</b> plantlike living thing made up of an alga and a fungus</p> <p><b>moss:</b> small seedless plants that grow in moist, shady places</p> <p><b>overlap:</b> lay on top of each other</p> <p><b>swamp:</b> an area of land with trees that is always wet</p> <p><b>woodland:</b> a place with lots of trees</p>	

Intro to Centers	
<b>Preparation: Set up materials</b>	
"In <i>Play with Me</i> , the girl sat by a pond in a <b>woodland</b> - a place with lots of trees. What do you notice?"	Show illustrations. <b>Children respond.</b>
"In <i>Raccoon on His Own</i> , the raccoon floated on a <b>swamp</b> - a <b>flooded</b> - covered with water - <b>woodland</b> . What do you notice?"	
"Here are images of <b>woodlands</b> and <b>swamps</b> . What do you notice?"	Show images. <b>Children respond.</b>
"The tops of the trees <b>overlap</b> - lay on top of each other. Sunlight shines through the <b>canopy</b> - top of the trees - to help plants grow on the <b>floor</b> - bottom - of the <b>woodland</b> ."	
"When lots of sunlight reaches the <b>floor</b> , different kinds of plants like <b>moss</b> , <b>ferns</b> , and <b>lichens</b> grow. The plants provide food and shelter for animals. What do you notice?"	Show images. <b>Children respond.</b>
"Today in Dramatic Play, you can create a <b>woodland</b> or a <b>swamp</b> , using your research, <b>woodland/swamp</b> paintings, and Beautiful Stuff."	Show materials.

### **During Centers:**

Encourage children to pretend to be different woodland/swamp animals. Encourage children to make props and costumes similar to *Animal Coverings*. Encourage children to use reflective surfaces from Mylar and blocks. Compare and contrast animals in their woodland/swamp to animals depicted in *Play with Me/ Raccoon on His Own/Rabbits and Raindrops*.

### **Guiding Questions During Centers:**

- How are the plants helpful to the animals in your woodland?
- How did you use the materials to create your woodland?
- How are the baby rabbits in *Rabbits and Raindrops* similar to the raccoon in *Raccoon on His Own* or the animals in *Play with Me*?
- How is your woodland/swamp similar to the illustrations in the stories/images in research?

### **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:**

Plan and document a field trip to the Mississippi Museum of Natural Science or nearby woodland. Compare and contrast woodlands/swamps to other habitats (plains, caves).

### **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 as props and costumes. Include items with different fasteners and textures to meet the children's fine motor and sensory needs.