



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

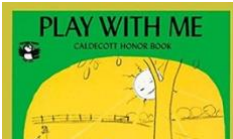
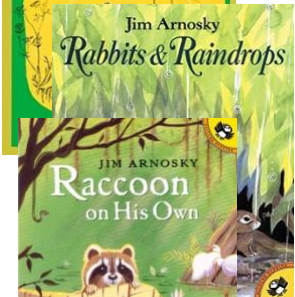

TH.CN11a.2.PK

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"> <i>Play with Me</i> <i>Raccoon on His Own</i> <i>Rabbits & Raindrops</i> Beautiful Stuff (natural materials: twigs, leaves, rocks) children's work from <i>Painting a Woodland/Swamp</i> images of woodland and swamp (see Resource) 	<p>canopy: top of the trees</p> <p>ferns: plants that do not have flowers</p> <p>floor: bottom of the woodland</p> <p>habitat: the place a plant or animal lives</p> <p>lichens: plantlike living thing made up of an alga and a fungus</p> <p>moss: small seedless plants that grow in moist, shady places</p> <p>overlap: lay on top of each other</p> <p>swamp: an area of land with trees that is always wet</p> <p>woodland: a place with lots of 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 lots of trees. What do you notice?"	Show illustrations. Children respond.
"In <i>Raccoon on His Own</i> , the raccoon floated on a swamp - a flooded - covered with water - woodland . What do you notice?"	Show illustrations. Children respond.
"Here are images of woodlands and swamps . What do you notice?"	Show images. Children respond.
"The tops of the trees overlap - lay on top of each other. Sunlight shines through the canopy - top of the trees - to help plants grow on the floor - bottom - of the woodland ."	
"When lots of sunlight reaches the floor , different kinds of plants like moss , ferns , and lichens grow. The plants provide food and shelter for animals. What do you notice?"	Show images. Children respond.
"Today in Dramatic Play, you can create a woodland or a swamp , using your research, woodland/swamp 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 & 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 & 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.