



Woodland Animal Puzzles

Standard Connection:

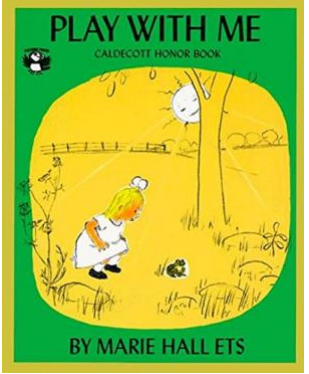
- ELA.L.PK4.1d
- M.CC.PK4.5a
- S.LS.PK4.3
- PD.FM.PK4.1
- PD.FM.PK4.2
- TH.CN11a.1.PK

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>Play with Me</i> • images of woodland animals (see Resource) • poster or tag board • Ziploc bags • basket or box to store puzzles • trays 	<p>adjacent: next to/near</p> <p>habitat: the place a plant or animal lives</p> <p>location: place/position names of animals in images</p> <p>position words: (left, right, center, next to)</p> <p>woodland: an area of land covered by trees</p>	

Intro to Centers	
Preparation: Set up materials	
<p>“In <i>Play with Me</i>, the girl made friends with animals. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“The animals lived in a woodland habitat. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“Today in Puzzles (Manipulatives), you can solve woodland animal puzzles.”</p>	<p>Show materials.</p>
<p>“We solved this puzzle of a _____. What do you notice?”</p>	<p>Model puzzle. Children respond.</p>
<p>“How is the animal in this puzzle similar to or different from the animal(s) in <i>Play with Me</i>?”</p>	<p>Model puzzle. Children respond.</p>

During Centers:

Encourage children to describe their puzzle-solving strategies (if they put all the edge pieces together first). Encourage children to count the number of pieces in the puzzles. Scaffold puzzle-solving by providing images of completed puzzles for children to refer to.

Guiding Questions During Centers:

- What strategy did you use to solve your puzzle?
- How is your puzzle similar to or different from your friend's puzzle?
- How are woodland animals similar to or different from animals we see in our neighborhood/city?
- How is the woodland animal in the puzzle you solved similar to or different from the illustrations in *Play with Me*?

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 process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Create woodland animals puzzles from children's drawings. Add child-made puzzles to Puzzles (Manipulatives). Invite children to tell and act out stories about the animals in Dramatic Play.

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, have a range of numbers of puzzle pieces (some puzzles with five pieces, some with seven, etc.) to match children's level of challenge.