



Building *Make Way for Ducklings*

Standard Connection:

- ELA.RI.PK4.7
- ELA.W.PK4.1
- M.CC.PK4.6
- M.G.PK4.5
- S.ES.PK4.2b
- S.ES.PK4.3b
- SS.OW.PK4.5
- PD.FM.PK4.5
- PD.SHS.PK4.5
- TH.RE9a.1.PK
- VA.CR2a.3.PK

Enduring Understanding(s):

- People impact their environments in different ways.
- Living things need food, water, and proper conditions to survive and thrive.

Essential Question(s):

- How do people impact the environment in positive or negative ways?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Make Way for Ducklings</i> • Beautiful Stuff (spools, leaves, rocks, cardboard boxes, etc.) • felt pieces (brown, blue, etc.) to represent <i>setting</i> • (rubber) ducks • plastic eggs 	<p>construct: to build or make</p> <p>duckling: a baby duck</p> <p>habitat: where an animal lives</p> <p>island: an area of land surrounded by water</p> <p>predator: animals who eat other animals</p> <p>public garden: a garden anyone can visit</p> <p>raise: to help grow up</p>	

Intro to Centers	
Preparation: <i>Set up materials.</i>	
<p>“In <i>Make Way for Ducklings</i>, Mr. and Mrs. Mallard raised their ducklings on an island in the Boston Public Garden - they helped their ducklings grow and learn how to do things. Why was the Public Garden a good place to raise their ducklings?”</p>	<p>Show illustrations. Children respond.</p>
<p>“The public garden was a safe habitat - place to live. The ducks were safe from predators - animals that eat other animals.”</p>	
<p>“Today in Blocks, you use these materials to construct the different settings, like the Boston Public Garden, in <i>Make Way for Ducklings</i>. What might you create?”</p>	<p>Show materials. Children respond.</p>
<p>“You can also construct the characters. How might you create Mrs. Mallard with these materials?”</p>	<p>Show materials. Children respond.</p>
<p>“Together, you can use your creations to act out <i>Make Way for Ducklings</i>.”</p>	

During Centers:

Encourage children to collaborate (one child draws a plan, another child constructs). Encourage children to use Beautiful Stuff to create various characters and props, such as cars. Children can act out *Make Way for Ducklings* using the created characters and props.

Guiding Questions During Centers:

- How did you collaborate to create the characters and setting?
- How did you use Beautiful Stuff?
- How is your Public Garden similar to or different from public gardens around here?
- How did you label the parts of your public garden?

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:

Compare and contrast the Boston Public Garden to local neighborhood gardens/parks.

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 children answer Guiding Questions. During Centers, provide a variety of building materials of different sizes and shapes, so children with a range of abilities can participate.