



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: Set up materials.	
“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 ?”	Show illustrations. Children respond.
“The public garden was a safe habitat - place to live. The ducks were safe from predators - animals that eat other animals.”	
“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?”	Show materials. Children respond.
“You can also construct the characters. How might you create Mrs. Mallard with these materials?”	Show materials. Children respond.
“Together, you can use your creations to act out <i>Make Way for Ducklings</i> .”	

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.