



Materials for Nests

Standard Connection:

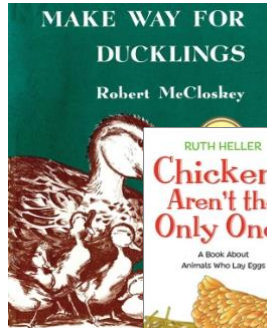
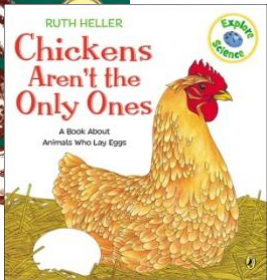
ELA.RL.PK4.9
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M.MD.PK4.3
S.PS.PK4.2
S.ES.PK4.3b
SS.OW.PK4.5
PD.FM.PK4.4
PD.FM.PK4.5

Enduring Understanding(s):

- Living things grow and have life cycles.

Essential Question(s):

- How do living things respond and adapt to their environments?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Make Way for Ducklings</i> <i>Chickens Aren't the Only Ones</i> twigs, straw, grass, etc. Beautiful Stuff (yarn, string, etc.) images of nests (see Resource) 	<p>camouflage: when animals blend in with their surroundings</p> <p>eggs: shell-covered objects laid by birds and reptiles</p> <p>habitat: where an animal lives</p> <p>hatch: to come out of an egg</p> <p>nest: where an animal lives or keeps its young</p> <p>oviparous: an animal that lays and hatches eggs</p>	 

Intro to Centers

Preparation: Set up materials.

"In <i>Make Way for Ducklings</i> , Mrs. Mallard was ready to hatch her eggs . What do you notice?"	Show illustrations. Children respond.
"She built a nest out of grass. The grass camouflaged the nest - the nest blended in with the habitat . Mrs. Mallard sat on the nest to keep the eggs warm."	
"Here are images of other oviparous - egg -laying - animals and their nests . What do you notice?"	Show images. Children respond.
"The warbler made her nest with twigs and pieces of paper she found. The stork used the clump of grass in its beak to build its nest ."	
"Today in Science, you can sort materials for nests . What do you notice?"	Show materials. Children respond. Model sorting.

During Centers:

Encourage children to collaborate (one child sorts the materials, and another child labels the groups). Encourage children to graph the groups. Compare and contrast the sorted materials to illustrations and images. Compare and contrast nests to the box/dog bed/baby crib in *One Dark Night (Thunder Cake)/Dog's Colorful Day/Peter's Chair*.

Guiding Questions During Centers:

- Why would this (material) be useful for an (oviparous animal)'s nest?
- How is a nest similar to or different from the cat box/dog bed/crib in *One Dark Night (Thunder Cake)/Dog's Colorful Day/Peter's Chair*?
- Why did you label this group of materials _____?
- How can you show which group has more/fewer materials?

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 of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Compare and contrast nests to other animal homes (caves, burrows, holes, etc.). Compare and contrast wild and domestic animal homes.

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, strategically partner children together for collaboration. Provide a Venn diagram to help them compare/contrast.