



Nests

Standard Connection:

- ELA.RL.PK4.9
- ELA.W.PK4.1
- M.CC.PK4.6
- M.MD.PK4.2
- S.ES.PK4.2b
- S.LS.PK4.3
- SS.OW.PK4.5
- PD.FM.PK4.4
- PD.FM.PK4.5
- TH.PR6a.1.PK
- TH.CN10a.1.PK

Enduring Understanding(s):

- 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> • <i>Chickens Aren't the Only Ones</i> • Beautiful Stuff (yarn, tissue paper, string, etc.) • materials from <i>Sorting Materials from Nests</i> 	<p>camouflage: when animals blend in with their surroundings</p> <p>cozy: snugly, warm, and comfortable</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> <p>predator: animals who eat other animals</p> <p>protect: to keep safe</p>	

Intro to Centers	
Preparation: <i>Set up materials.</i>	
"In <i>Make Way for Ducklings</i> , Mr. and Mrs. Mallard looked for a place to make a nest to hatch her eggs. What do you notice?"	Show illustrations. Children respond.
"Mr. and Mrs. Mallard found a cozy spot by the water. What do you notice?"	Children respond.
"Mrs. Mallard's eggs were protected - kept safe - from predators - animals that eat other animals. Here are images of other nests . What do you notice?"	Show images. Children respond.
" Oviparous - egg-laying - animals build nests with clay, twigs, and found pieces of string and paper. Nests can be in high places, low places, dark places, and are sometimes camouflaged ."	
"Today in Creative Arts, you can use these materials to create nests to use in Dramatic Play."	Show materials.

During Centers:

Encourage children to use a variety of materials to build their nests. Encourage children to use their research on oviparous animals. Encourage children to create eggs/animal coverings in Creative Arts. Compare and contrast children's nests to the illustrations/images/each other's. Compare and contrast building nests to *Building a Neighborhood/Playground/Habitat*.

Guiding Questions During Centers:

- What was your inspiration for your nest?
- How is your nest similar to or different from the illustrations/images/your friend's?
- How was your research helpful in creating your nest?
- Which nest has more/fewer eggs? How do you know?
- How is a nest similar to or different from a neighborhood/playground/habitat?

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:

Encourage children to make nests in their nap/rest area/playground.

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 materials to meet the children's sensory and fine motor needs. Provide pictures to help children get ideas to build their nests.