



Researching Oviparous Animals

Standard Connection:

- ELA.RI.PK4.9
- ELA.W.PK4.6
- M.CC.PK4.6
- M.MD.PK4.3
- S.LS.PK4.2b
- S.LS.PK4.4b
- SS.OW.PK4.2
- PD.FM.PK4.3
- VA.CN10.1.PK

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>Chickens Aren't the Only Ones</i> • <i>Make Way for Ducklings</i> • non-fiction texts about oviparous animals • images of oviparous animals (see Resource) • paper • clipboards • writing utensils 	<p>document: to record researched information</p> <p>egg: shell-covered object laid by birds and reptiles</p> <p>oviparous: an animal that lays and hatches eggs</p> <p>research: to investigate to gain new knowledge</p>	

Intro to Centers	
Preparation: <i>Set up materials.</i>	
“In <i>Make Way for Ducklings</i> , Mrs. Mallard laid eggs . What do you notice?”	Show Illustrations. Children respond.
“Here are images of other oviparous - egg -laying - animals. What do you notice? How are these eggs similar to or different from Mrs. Mallard’s eggs ?”	Show images. Children respond.
“Today in Library and Listening, you can research oviparous animals with these materials.”	Show materials.
“How can you document your research in Creative Writing?”	Children respond.

During Centers:

Encourage children to collaborate (one child researches, another child writes or draws). Encourage children to use diagrams to illustrate their research. Encourage children to use their research to create oviparous animals and/or their eggs using Beautiful Stuff. Encourage children to use their research to create oviparous animals' habitats in Blocks and/or Dramatic Play.

Guiding Questions During Centers:

- What inspired you to research this oviparous animal?
- How did you document your research?
- How is the way oviparous animals care for their young similar to or different from mammals, like rabbits and cats?
- How are oviparous animals' nests similar to or different from other animals' habitats?

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

Provocation:

Arrange and document a neighborhood walk to look for nests and/or materials that might make good nests.

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 variety of materials to meet the children's fine motor and sensory needs.