



# 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"> <li>• <i>Make Way for Ducklings</i></li> <li>• <i>Chickens Aren't the Only Ones</i></li> <li>• Beautiful Stuff (yarn, tissue paper, string, etc.)</li> <li>• materials from <i>Sorting Materials from Nests</i></li> </ul>	<p><b>camouflage:</b> when animals blend in with their surroundings</p> <p><b>cozy:</b> snugly, warm, and comfortable</p> <p><b>hatch:</b> to come out of an egg</p> <p><b>nest:</b> where an animal lives or keeps its young</p> <p><b>oviparous:</b> an animal that lays and hatches eggs</p> <p><b>predator:</b> animals who eat other animals</p> <p><b>protect:</b> to keep safe</p>	

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