



# Oviparous Animal Puzzles

Standard Connection:

- ELA.RI.PK4.1
- ELA.W.PK4.1
- M.MD.PK4.3
- M.CC.PK4.5
- S.PS.PK4.1
- S.PS.PK4.2
- SS.OW.PK4.2
- PD.FM.PK4.2
- VA.CN10.1.PK

**Enduring Understanding(s):**

- Light things need food, water, and proper conditions to survive and thrive.

**Essential Question(s):**

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

| 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>• images of oviparous animals (see Resource)</li> <li>• poster or tag board</li> <li>• zip-top bags</li> <li>• basket or box to store puzzles</li> <li>• trays</li> </ul> | <p><b>egg:</b> shell-covered object laid by birds and reptiles</p> <p><b>nest:</b> where an animal lives or keeps its young</p> <p><b>oviparous:</b> animals that lay and hatch eggs</p> <p><b>solve:</b> to figure something out</p> |       |

| Intro to Centers   |   |
|--|---|
| Preparation: <i>Set up materials.</i>  |   |
| “In <i>Make Way for Ducklings</i> , Mrs. Mallard constructed a <b>nest</b> . What do you notice?”  | Show illustrations.<br><b>Children respond.</b> |
| “Mrs. Mallard needed a place to hatch her eggs. Here are images of other <b>oviparous</b> - <b>egg</b> -laying - animals. What do you notice?” | Show images.<br><b>Children respond.</b>        |
| “Alligators/insects/fish, etc. construct <b>nests</b> like ducks, but their <b>eggs</b> are different sizes, shapes, and colors.”              |   |
| “Today in Puzzles (Manipulatives), you can solve <b>oviparous</b> animal puzzles.”   | Show materials.<br>Model.                       |
| “We <b>solved</b> this puzzle of a _____. What do you notice?”   | <b>Children respond.</b>                        |

### **During Centers:**

Encourage children to describe their puzzle-solving strategies (if they put all the edge pieces together first). Encourage children to count the number of pieces in the puzzles. Scaffold by encouraging children to solve puzzles on top of images.

### **Guiding Questions During Centers:**

- What strategy did you use to solve your puzzle?
- How is the animal/nest/egg in your puzzle similar to or different from the animal/nest/egg in your friend's puzzle?
- How are the animals/nests/eggs in the puzzles similar to or different from Mrs. Mallard and her eggs and nest in *Make Way for Ducklings*?
- How are nests similar to or different from habitats/neighborhoods?

### **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 and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Encourage children to draw pictures of oviparous animals, laminate them, and cut them into jigsaw puzzles. Take a walk around the neighborhood and photograph oviparous animals/nests/eggs. Use photographs to create puzzles and add to Puzzles (Manipulatives).

### **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, adjust puzzles to children's level of challenge (puzzles with a range of number of pieces).