

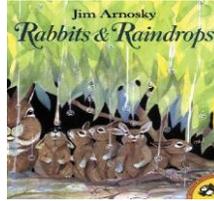


Rabbit Habitats



Standards:

TL.IC.PS.1 - 6
 ELA.SL.CC.PS.1 - 2
 LA.RL.KID.PS.1 - 3
 ELA.RL.CS.PS.1 - 3
 ELA.RL.IKI.PS.1 - 2
 ELA.RL.LTC.PS.1



Materials:

- *Rabbits and Raindrops*
- pretend rabbits (stuffed animals or made from Beautiful Stuff)
- Beautiful Stuff
- cardboard boxes
- cardboard tubes
- fabric
- images of rabbits and their habitats resource
- blocks

Vocabulary:

- hedge: a row of bushes
- shelter: a safe place
- shower: a short, gentle rain
- construct: build
- habitat: where animals or people live

Preparation: Set up materials.

Intro to Centers:

"In *Rabbits and Raindrops*, the mother and baby rabbits took **shelter** from a rain **shower** under a **hedge**."

"The hedge is part of the rabbit's **habitat**, the place where the rabbits live."

"What are other parts of the rabbits' **habitat** in *Rabbits and Raindrops*?"

"Here are some pictures of other rabbit **habitats**. What do you notice?"

"How are these **habitats** similar to or different from the **habitat** in *Rabbits and Raindrops*?"

"Today in Blocks you can use these materials to **construct** rabbit **habitats**."

"When you are finished, use these materials to create rabbits to live in the habitats."

Show illustrations.

*Show illustrations
 Children respond.*

Children respond.

Children respond.

Show materials.

During Centers:

Encourage children to use work created in other centers to enhance their habitats, e.g. use Week 2, Center Activity: Box Lid Paintings as a backdrop. Refer to non-fiction texts to show children the different parts of rabbit habitats, e.g. warren, burrow. Encourage children to use what they know about building stable structures to construct their habitats.

Guiding Questions during Centers:

- How is your rabbit habitat similar to or different from your friend's rabbit habitat?
- How would you label the parts of your habitat?
- What part(s) of your habitat could a rabbit use for shelter?
- How is your rabbit habitat similar to or different from your home?

Thinking & 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 think about other animals' habitats. Help children analyze the effects of weather on animals and their habitats.

Invite children to create and tell stories about the habitats.

