

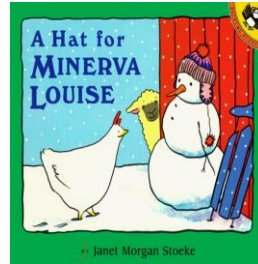
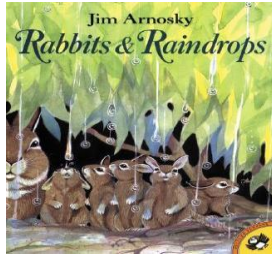


## Animal Coverings



### Standards:

ATL.EP.PS.1  
CA.VA.PS.1,3-5  
CA.DE.PS.1  
ELA.IT.D.PS.1-2  
ELA.IT.I.PS.1-2  
ELA.IT.I.PS.1  
ELA.W.R.PS.2  
S.LS.PS.1



### Materials:

- Rabbits And Raindrops
- A Hat For Minerva Louise
- Beautiful Stuff
- textured materials, i.e., cotton balls, felt, feathers
- textured and/or patterned paper i.e., foil, tissue
- variety of adhesives
- clothespins
- paper grocery bags
- images of animal habitats resource
- images of animal coverings resource

### Vocabulary:

- insulate: keep warm things warm and cold things cold
- protect
- water-repellent: keeps water out
- habitat: where animals or people live
- covering
- fur
- feathers
- scales

**Preparation:** Set up materials.

### Intro to Centers:

"In *Rabbits And Raindrops*, the rabbits' **fur protected** them from the rain. What do you notice?"

"Their **fur** was **water-repellent**--it kept the rain out--so they stayed dry and **insulated**--kept warm."

"Minerva Louise also needed **protection** from the weather, but her body was not **covered** with **fur**. What do you notice?"

"Here are some images of animals. What **covers** their bodies?"

"Animals can have **fur, feathers, and scales, covering** their bodies to **protect** them from the weather."

"Today in the Art Studio, you can use these materials to create animal **coverings** for the animals in your **habitats**."

*Show illustrations. Children respond.*

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*Show images. Children respond.*

*Show materials.*

### ***During Centers:***

Encourage children to research animals. Discuss how the animals' coverings help the animal survive in its habitat, i.e., animals in cold climates have extra dense fur. Compare and contrast different animals' coverings related to their habitats. Compare and contrast the fictional animals in *A Hat For Minerva Louise* to real animals. Compare and contrast animal coverings to children's winter clothes.

### ***Guiding Questions during Centers:***

- How does your animal's covering help protect the animal?
- How is your animal's covering helpful in its habitat?
- How is your animal's covering similar to or different from your snowsuit/umbrella/mittens, etc.?
- How are fur, feathers, and scales similar to and/or different from each other?

***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 use their animal coverings in the habitats they created in Blocks. Encourage children to write stories about their animals. Research how animals' coverings may change depending on the weather, climate, i.e., animals feathers that molt/fur that sheds as it gets warmer.

