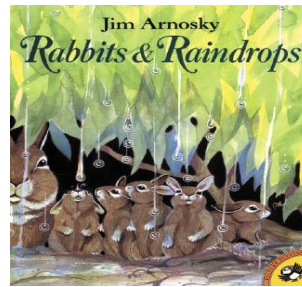




Animal Research


Standards:

ELA.SL.CC.PS.1 - 3
 ELA.SL.PKI.PS.1 - 3
 ELA.RF.PC.PS.1 - 1c


Materials:

- *Rabbits and Raindrops*
- non-fiction expository texts about animals
- blank books
- clipboards
- paper
- post-it notes
- writing and drawing utensils
- Resources from other Centers (e.g., Animal Habitats and Coverings from Art Studio)

Vocabulary:

- non-fiction
- research(-er): somebody who finds information about something
- information: something you know
- zoologist: a person who studies animals
- investigate: find out about something

Preparation: Set up materials.

Intro to Centers:

“In *Rabbits and Raindrops*, there were trees, hedges, and other animals in the rabbits’ **habitat**--where they lived. What do you notice?”

“The rabbits’ fur was not **waterproof**, so they took **shelter** under a hedge to **protect** them from the rain. How could we **investigate**-- find out about-- what else a rabbit needs **protection** from?”

“Today in Library and Listening, you can be **zoologists** and **research**--find out about--rabbits and/ or other animals. Record the **information** you find using these materials, like you did when you researched recipes and weather.”

“For example, this book says a wolf is a **predator**--an animal that eats other animals-- and a rabbit is one of its **prey**. What do you notice?”

*Show illustrations.
 Children respond.*

*Show illustrations.
 Children respond.*

*Show materials. Show examples of
 children’s research.*

*Model finding a fact about an animal in a
 book. Point out features of non-fiction
 book, i.e., table of contents, diagrams, etc.*

During Centers:

Encourage children to collaborate in their research, i.e., one child writes facts and another child creates illustrations. Encourage children to compare and contrast animals. Encourage children to use scientific illustrations, i.e. diagrams, graphs, etc. to convey information. Compare and contrast photographs and drawings in non-fiction texts.

Guiding Questions during Centers:

- What information did you find about a _____ (animal)?
- How is a zoologist similar to or different from a veterinarian/meteorologist?
- How will you use your research, i.e. in building animal habitats, writing animal stories, etc.?
- How is the animal you are researching similar to or different from the rabbits in *Rabbits And Raindrops*?

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 present their research in multiple ways, i.e., acting out animal behaviors, creating a three-dimensional representation of an animal using Beautiful Stuff.

Encourage children to consider the impact of humans on animals and their habitat.