



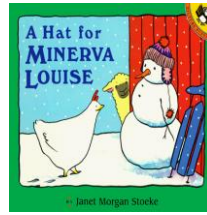
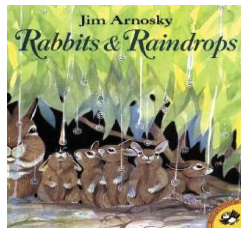
## Pretending To Be Animals



Dramatization

### Standards:

SED.SD.BRC.PS.1,3,4,  
10,15  
CA.MD.PS.2 - 4  
CA.DE.PS.1 - 3  
CA.DP.PS.1 - 2  
ELA.SL.CC.PS.1 - 3  
ELA.SL.PKI.PS.1, 3



### Materials:

- Fabric
  - Animal Masks
  - Cardboard boxes, tubes etc.
  - *Rabbits And Raindrops*
  - *A Hat For Minerva Louise*
  - documentation of animal habitats from Blocks
  - videos of animals
- [https://www.youtube.com/watch?v=zHLju\\_nwPJc](https://www.youtube.com/watch?v=zHLju_nwPJc)  
<https://www.youtube.com/watch?v=k3N5vtauDQU>  
[https://www.youtube.com/watch?v=nX1YzS\\_Cylw](https://www.youtube.com/watch?v=nX1YzS_Cylw)

### Vocabulary:

- behave: act
- habitat: where animals or people live
- hop: a quick, short jump
- nibble: take tiny bites

**Preparation:** Set up materials.

### Intro to Centers:

"In *Rabbits And Raindrops*, the rabbits **hopped** on the lawn and **nibbled** clover. In *A Hat For Minerva Louise*, Minerva Louise walked around the barnyard trying on different things to keep warm. What do you notice?"

"Animals **behave**--act--in different ways. How did their **habitats**--where they lived--affect the ways they **behaved**?"

"Today in Dramatization, you can pretend to be animals, using these materials? What do you notice?"

*Show illustrations.  
Children respond.*

*Show illustrations.  
Children respond.*

*Show materials, including child-made Animal Coverings and documentation of Animal Habitats. Children respond.*

*Show videos to prompt discussion.*

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

Encourage children to use their *Animal Research*. Support children in acting out *Animal Stories* from Writing & Drawing. Encourage children to pretend to be animals in their *Animal Habitats* in Blocks. Encourage children to consider how the animal's covering is helpful to the animal in their habitat, i.e., is long heavy fur a good covering in a snowy habitat? Why or why not?

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

- How is the animal you are pretending to be similar to or different from the animals in *Rabbits And Raindrops/ A Hat For Minerva Louise*?
- How does your animal find shelter?
- How does your animal eat, i.e., nibble, chew, etc.?
- How is your animal similar to or different from your friend's animal?
- How does your animal act if it is a predator/prey?

***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 make their own animal masks

Take a field trip to the zoo or aquarium to observe animals.

Encourage children to observe animal behavior/ habitats when they are outside at recess, i.e., squirrels climbing trees, carrying acorns; birds flying, sitting on tree branches, etc.

Play a guessing game with one child acting out an animal and other children guessing what animal it is.

