



Woodland/Swamp Research



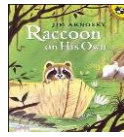
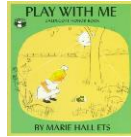
Library & Listening



Writing & Drawing

Standards:

ATL.IC.PS.1-5
 ELA.W.TTP.PS.2
 ELA.W.R.PS.1-2
 ELA.IT.D.PS.1-3
 ELA.IT.S.PS.1-3
 ELA.IT.I.PS.1-2



Materials:

- *Raccoon On His Own*
- *Play With Me*
- Woodland Swamp image resource
- blank books
- paper
- writing tools

Vocabulary:

- woodland--a place with many trees
- swamp--a flooded woodland
- flooded--covered with water

Preparation: Set up materials.

Intro to Centers:

"In *Play With Me*, the girl sat by a pond in a **woodland**--a place with many trees. What do you notice?"

"Here are images of **woodlands**. How are the illustrations in *Play With Me* similar to or different from the images of **woodlands**?"

"In *Raccoon On His Own*, the raccoon floated down a **swamp**--a **flooded**--covered with water--**woodland**. What do you notice?"

"Here are images of **swamps**. How are the illustrations in *Raccoon on His Own* similar to or different from the images of **swamps**?"

"Today in Library and Listening, you can **research**--find **facts**--true things--about woodlands and swamps in Maine. You can **document** your **research** in Writing and Drawing with these materials."

During Centers:

Encourage children to label their research. Encourage children to use their research in *Woodland/Swamp*. Compare and contrast woodlands/swamps depicted in illustrations to photographs. Compare and contrast the animals, vegetation, and light sources in woodlands and swamps.

Show illustrations.

Children respond.

Show images. Children respond.

Show illustrations. Children respond.

Show images. Children respond.

Show materials.

Guiding Questions during Centers:

- How are woodlands similar to or different from swamps?
- How is your research helpful to someone?
- Do you think the illustrators of *Raccoon On His Own* and *Play With Me* used research to depict the settings? Why or why not?
- How does light affect the animals and plants in woodlands and swamps?

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: Compare and contrast woodlands and swamps to other habitats, i.e., plains, caves, etc. Encourage children to consider why an author/illustrator depicts an animal acting in fictional ways, i.e., talking, to convey non-fictional information.

