

WEEK 4 Day 2



**Blocks: Aquatic Habitats 3**

Building on the work from previous weeks, and their learning from *Swimmy*, children build add onto their aquatic habitats for fish.

<b>Big Ideas</b>	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Guiding Questions</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<b>Vocabulary</b>	<b>aquatic:</b> relating to water <b>habitat:</b> a place where animals live
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Swimmy</i>, Lio Lionni</li> <li>● Flag a few interesting pages that depict habitats.</li> <li>● chart markers</li> <li>● frog and fish habitat chart(s), from Weeks 2 and 3</li> <li>● Hang the chart(s) in the whole group meeting area.</li> <li>● construction paper, various colors</li> <li>● pencils</li> <li>● coloring tools, such as crayons or colored pencils</li> <li>● clipboards</li> <li>● child scissors, several pairs</li> <li>● baskets</li> <li>● additional materials as suggested by the children (some ideas include Beautiful Stuff, felt, tissue paper)</li> </ul> <p>Organize the construction paper, pencils, coloring tools, clipboards, and scissors in the baskets. Place in the Blocks Center.</p>
<b>Intro to Centers</b>	<i>You have been constructing aquatic habitats for frogs and fish in the Blocks Center. Here are the lists that we made, naming the features of these two habitats. I remember _____ [child and child] created a fish habitat and used the big square blocks to make lily pads.</i>

	<p>Describe one or two specific examples of the children’s work from the previous weeks.</p> <p><i>This week, we will continue this work. Let’s look again at Swimmy by Lio Lionni. I want to show you these pages in particular; they show some habitats.</i></p> <p>Show the flagged pages and provide time for children to look carefully. Ask children to name the important details in the illustrations.</p> <p><i>What might we add to our habitat? As you think about this, consider what we’ve already built.</i></p> <p>Have children turn and talk.</p> <p>Harvest children’s ideas and highlight similarities to previously built habitats. Add to the existing aquatic habitat list(s). Help children identify new materials that might be useful (Beautiful Stuff, felt, tissue paper). How might children create these additions?</p> <p><i>Let me see if I could find some of these materials. Continue to think about this and talk with your friends as you visit Blocks this week.</i></p>
<b>During Centers</b>	<p>Children add to the habitat using blocks and other materials, collaboratively or independently. As children discuss particular details, challenge them to think about what additional materials might represent that detail most effectively. As children props, save them in the basket for the following days.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you notice in the picture that helps you design this?</li> <li>● What do these animals and plants need to survive in this habitat?</li> <li>● How can you create a _____ using blocks or other materials?</li> <li>● What additional materials might you use? Why might that work?</li> <li>● What types of blocks will you use to build a habitat?</li> </ul>
<b>Standards</b>	<p><b>K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>

<b>Notes</b>
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