



## WEEK 4 Day 3

### Dramatization: Creating an Estuary

Children use varied materials to create an estuary in which to expand their dramatization of the life cycle of a salmon.

<b>Big Ideas</b>	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them. All animals grow and change over time.
<b>Guiding Questions</b>	How do animals grow and change over time? How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
<b>Vocabulary</b>	<p><b>migrate:</b> to move from one place to another</p> <p><b>estuary:</b> a place where freshwater meets saltwater</p> <p><b>prey:</b> an animal that is eaten by another animal</p> <p><b>predator:</b> an animal that hunts and eats other animals for food</p> <p><b>salmon run:</b> the journey of salmon up a river from the sea to lay eggs</p> <p><b>upstream:</b> against the current of the water</p> <p><b>life cycle:</b> how an animal grows and changes over time</p> <p><b>represent:</b> to show</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman</li> <li>● Creating a River chart, from Week 3, and markers</li> <li>● blue and/or green fabric</li> <li>● construction paper</li> <li>● butcher paper</li> <li>● Beautiful Stuff materials</li> <li>● paint and brushes</li> <li>● glue and tape</li> </ul>
<b>Intro to Centers</b>	<i>This week in the Dramatization Center we'll continue acting out stories about salmon. Do you think you could create an estuary? It's</i>

	<p><i>an important part of the salmon's habitat! Why are estuaries important in the life cycle of salmon?</i></p> <p>Solicit a few ideas from the group.</p> <p><i>How can we create an estuary? We'll add your ideas to the chart we made last week.</i></p> <p>Invite the children to turn and talk, and then solicit and write down their ideas. Place the chart paper back in the center.</p>
<b>During Centers</b>	<p>Offer materials children identify, and others, to create the estuary. Encourage children to refer to resources with information about estuaries so that they can add important features to the environment. Encourage children to take on different roles, from creating the scene to acting as salmon, a predator, or a scientist or member of a conservation group.</p> <p>Take observational notes and photos as children work. These can be displayed during the Showcase of Learning at the end of the unit to demonstrate their learning.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What materials do you need to create the estuary?</li> <li>● How could you represent the movement of the water in the estuary?</li> <li>● What materials could you use to act out the role you are choosing?</li> <li>● What dangers await the salmon? How can you demonstrate those?</li> <li>● What can people do to help protect animal habitats? How can you represent that?</li> <li>● How can you act out the salmon run?</li> <li>● How can you act out being a salmon predator?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <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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