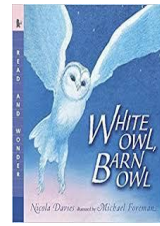
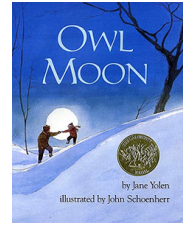


WEEK 5 Day 3



Dramatization: Creating a Woodland

Children begin turning the Dramatization Center into a woodland in which to dramatize animals and the role that humans have in protecting frogs, fish, owls, and wolves.

Big Ideas	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors and advocates for the environment.
Guiding Questions	Why is it important to protect the environment? What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>woods: an area of land covered with growing trees, smaller than a forest</p> <p>woodland: woods; land covered with trees</p> <p>shadow: a shape cast by light</p> <p>stare: to look straight at something for a long time</p> <p>setting: where and when a story takes place</p> <p>meadow: an area of land covered with grass</p> <p>owling: going out at night into nature to look for owls (<i>particular to this context</i>)</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Owl Moon, Jane Yolen ● White Owl, Barn Owl, Nicola Davies ● chart paper and markers ● tree branches ● Trees images ● Trees slides ● Beautiful Stuff materials, especially those that may be most suggestive for making trees, such as paper towels tubes ● newspaper ● construction paper ● butcher paper ● paint and brushes

	<ul style="list-style-type: none"> ● markers and crayons ● tape and glue <p>Consider which materials may need to be removed from the Dramatization Center/estuary in order to make room for creating a woodland. Engage the children in beginning this change.</p>
Intro to Centers	<p><i>We have been learning about owls. What do we know about what makes a good habitat for an owl?</i></p> <p>Look through a few illustrations in <i>Owl Moon</i> and solicit a few answers from the group.</p> <p><i>You know that owls live in the woods and nest in different kinds of trees. This week we are going to turn the Dramatization Center from an estuary into a woodland. The first thing we'll need to create is some trees so we can pretend to be owls or people who go owling, just like the characters in Owl Moon.</i></p> <p>Show an illustration from <i>White Owl, Barn Owl</i> that includes the owl's tree.</p> <p><i>We'll be reading this story about owls, too. Look at the tree in this illustration.</i></p> <p><i>How might we create trees? These are some of the materials we have at hand.</i></p> <p>As children share ideas, write them on the chart paper and show some of the available materials. Add to the list as the week progresses and children get more involved in the Center.</p>
During Centers	<p>Children may propose creating trees out of paper towels tubes, rolled newspapers, and construction paper, or using tree branches. Follow their lead as they transform the river and estuary into a woodland, beginning with creating trees. Refer children to images and illustrations, provide needed materials, and support vocabulary as the days progress and they begin to learn more about owls and their environment.</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>
Facilitation	<ul style="list-style-type: none"> ● How can we create different kinds of trees? ● What did you notice about the trees in <i>Owl Moon</i> that can help you think about how our trees could look? ● How could you act out being an owl? ● How could you act out being a person going owling? ● What else might you see when going owling? How could you include that in our woods? ● Would you go owling with anyone else or by yourself? ● Where can we find more information about owls and their habitat?

Standards	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>SEL. Relationships Skills: teamwork</p>
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Notes