



WEEK 3 Day 1

**Blocks: Aquatic Habitats 2**

Using photographs of ponds, rivers, and lakes for reference, children construct aquatic habitats for fish.

<b>Big Idea</b>	Animals need food, water, and air to survive.
<b>Guiding Question</b>	What do animals need to survive?
<b>Vocabulary</b>	<p><b>aquatic:</b> relating to water</p> <p><b>habitat:</b> a place where animals live</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Salmon</i>, Bobbie Kalman</li> <li>● <i>Fish is Fish</i>, Leo Lionni</li> <li>● images and informational texts that include fish and fish habitats</li> <li>● Frog Habitat chart, from Week 2</li> <li>● construction paper: green, brown, gray, orange, red, and blue</li> <li>● pencils</li> <li>● coloring tools, such as crayons or colored pencils</li> <li>● clipboards</li> <li>● children’s scissors, several pairs</li> <li>● basket</li> <li>● laptop and projector</li> </ul> <p>From the texts, select an image of a fish habitat and project it on a wall in the Blocks Center. Alternatively, print and display several images.</p> <p>Post the Frog Habitat chart in the whole group meeting area.</p> <p>Place some paper, pencils, coloring tools, clipboards, and scissors in a basket, and bring it to the Intro to Centers.</p>
<b>Intro to Centers</b>	<p><i>You have been constructing frog habitats in the Blocks Center. This week, we will make new habitats—this time for salmon and other fish to live. Here is the list we made of important <b>features</b> of a frog habitat.</i></p>

	<p>Refer to the list from Week 2.</p> <p><i>Some of these features might also be part of a fish’s habitat—a fish also lives in an <b>aquatic</b>, or water, habitat. Let’s look through the illustrations in The Life Cycle of the Salmon to remind ourselves about a salmon’s habitat.</i></p> <p>Turn through the pages, helping children highlight the water, food sources, and other features that might be included in the habitat.</p> <p><i>Now that we have done some quick research, let’s look at this list again. How is a fish’s habitat the same as a frog’s? How are they different?</i></p> <p>Mark children’s ideas on the list.</p> <p>Show the basket of collected materials.</p> <p><i>How could you represent these parts of a fish’s habitat using blocks or other materials? How might you create salmon and other fish?</i></p> <p>Invite the children to turn and talk to prepare for building.</p>
<b>During Centers</b>	Children construct habitats using blocks and other materials, collaboratively or independently. Encourage children to create salmon, other fish, and other features of the environment according to what they find in books and images. Challenge children to add written elements such as signs or labels.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you notice in the picture that helps you design the habitat?</li> <li>● How can you create a _____ using blocks or other materials?</li> <li>● What additional materials would be helpful?</li> <li>● What types of blocks will you use to build a habitat?</li> <li>● How is the aquatic habitat different from and the same as a habitat for other animals, or for people?</li> </ul>
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>

<b>Notes</b>	
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