



WEEK 3 Day 3

**Dramatization: Creating a River**

Children use varied materials to create a river in which to dramatize 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>	<b>freshwater:</b> water that includes little or no salt, found in ponds, lakes, rivers, and streams <b>saltwater:</b> water with salt, as is found in oceans and seas <b>estuary:</b> a place where freshwater meets saltwater <b>life cycle:</b> how an animal grows and changes over time <b>habitat:</b> a place where animals live <b>species:</b> a specific type of animal
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The Life Cycle of a Salmon</i>, Bobbie Kalman</li> <li>● chart paper 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>	Have <i>The Life Cycle of a Salmon</i> at hand. <i>We have been learning about salmon and their habitat. Let's look back at some pictures.</i> Show a few illustrations that show salmon swimming in the river. <i>In the Dramatization Center, you could pretend to be a salmon or one of the people who protects its environment—but you would</i>

	<p><i>need a river to do that! We have a pond. What could we change or add to create a river? Turn and talk to a partner.</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>
<b>During Centers</b>	<p>Support children with their ideas and materials they might need. Offer new, appealing materials to foster their exploration. Help children consider their audience, thinking about how people will understand that they are creating a river and that they are dramatizing the life cycle of a salmon.</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 river?</li> <li>● How could you represent the movement of the water in the river?</li> <li>● What materials do you need to act out the role you are choosing?</li> <li>● What dangers await for the salmon? How can you show them?</li> <li>● How can you act out the salmon run?</li> <li>● How can you act out the eggs of the salmon? Or, what materials do you need to create the salmon eggs?</li> <li>● What species of salmon are you choosing to represent?</li> <li>● What can people do to help protect animal habitats? How can you represent that?</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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