

Integrated Unit of Study: Animals and Habitats

Kindergarteners are naturally drawn to learning about animals. They tell and enjoy stories filled with animal characters and are also curious to learn information about real animals. They might have pets at home or see animals in their communities—a dog out for a walk, a squirrel in a tree, ants on the sidewalk. In *Animals and Habitats* this natural curiosity opens a door to deep learning; studying animals that live in the vicinity (frogs and owls) teaches children more about their local environment, while learning about animals found farther away (salmon and wolves) expands their horizons.

The unit is composed of three shorter studies: Fish and Frogs, Owls, and Wolves. In each study, children explore and learn to differentiate between fiction and informational texts. Science lessons build children’s knowledge about living organisms and their habitats. In Centers, they apply and deepen their learning by, for example, constructing habitats for salmon (Blocks) and pretending to be the characters from *Lon Po Po* (Dramatization). Children compare animals to each other to learn about animals’ physical characteristics and adaptations and about their life cycles, diets, and habitats.

Throughout the unit, teachers save artifacts of children’s work from Centers, STEM Investigations projects, and Writing. In the last week of the unit, children and teachers collaborate to organize and display samples of work from across all three animal studies in a Showcase of Learning for families and members of the school community.

From the first unit of study, *Our Community*, children continue to explore concepts of living in a community, working with Beautiful Stuff, and Storytelling/Story Acting. Looking ahead, the concepts that children develop about animals and their habitats during this unit will come into play again in Unit 4, *Our Earth*, when the scope widens to consider people as stewards of the earth.

Arc of Unit 2: Animals and Habitats

Unit Big Ideas and Questions

Big Ideas

Children will understand that:

- Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
- Animals need food, water, and air to survive.
- All animals grow and change over time.
- Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.
- Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.

Guiding Questions

- How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from what people do?
- How do animals grow and change over time?
- 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?
- What do animals need to survive?

Arc of Unit 2

Arc of Unit 2: Animals and Habitats

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Centers	<p>Art Table: sorting Beautiful Stuff</p> <p>Easel: painting life cycles</p> <p>Blocks: building block frogs</p> <p>Dramatization: acting out frog life cycles</p> <p>Library & Listening: making a book inventory</p> <p>Discovery Table: exploring water</p> <p>Writing & Drawing: writing favorite animal stories</p>	<p>Art Table: sorting Beautiful Stuff</p> <p>Easel: painting life cycles</p> <p>Blocks: building aquatic habitats</p> <p>Dramatization: creating a pond</p> <p>Library & Listening: reviewing books in the library</p> <p>Discovery Table: exploring water</p> <p>Writing & Drawing: writing favorite animal information</p>	<p>Art Table: creating Beautiful Stuff compositions</p> <p>Easel: painting inspired by Leo Lionni</p> <p>Blocks: building aquatic habitats</p> <p>Dramatization: creating a river</p> <p>Library & Listening: reviewing books in the library</p> <p>Discovery Table: exploring water</p> <p>Writing & Drawing: writing informational books about salmon</p>	<p>Art Table: creating Beautiful Stuff compositions</p> <p>Easel: painting inspired by Leo Lionni</p> <p>Blocks: building shark habitats</p> <p>Dramatization: creating an estuary</p> <p>Library & Listening: acting <i>Fish is Fish</i></p> <p>Discovery Table: exploring the aquarium</p> <p>Writing & Drawing: writing informational books about salmon</p>	<p>Art Table: using adhesives with Beautiful Stuff</p> <p>Easel: drawing with pastels</p> <p>Blocks: building block owls</p> <p>Dramatization: creating trees for the woodland</p> <p>Library & Listening: acting <i>Swimmy</i></p> <p>Discovery Table: making bird beaks</p> <p>Writing & Drawing: writing stories about owls</p>
Texts	<i>From Tadpole to Frog</i> <i>National Geographic Kids: Frogs</i>	<i>“Amphibians”</i> <i>Fish is Fish</i> <i>“Fish”</i>	<i>Life Cycle of a Salmon</i>	<i>Swimmy</i>	<i>Owl Moon</i> <i>White Owl, Barn Owl</i>
Writing	Personal Recount	Personal Recount	Personal Recount	Report	Report
Shared Reading	“One, Two, Buckle My Shoe”	“Rainbow Fish, Red Frog”	“The Lady with the Alligator Purse”	“Who Fed the Chickens?”	“The Very Wise Owl”
Phonics	Follow Guide	Follow Guide	Follow Guide	Follow Guide	Follow Guide

Arc of Unit 2: Animals and Habitats

	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Centers	<p>Art Table: creating Beautiful Stuff sculptures</p> <p>Easel: drawing pastel woodlands</p> <p>Blocks: building owl habitats</p> <p>Dramatization: acting <i>Owl Moon</i> in the woodland</p> <p>Library & Listening: researching owls</p> <p>Discovery Table: building owl nests</p> <p>Writing & Drawing: writing informational books about owls</p>	<p>Art Table: creating Beautiful Stuff nests and owls</p> <p>Easel: painting inspired by owls</p> <p>Blocks: building owl habitats</p> <p>Dramatization: pretending to be owls</p> <p>Library & Listening: reading with a partner</p> <p>Discovery Table: dissecting owl pellets</p> <p>Writing & Drawing: writing informational books about owls</p>	<p>Art Table: creating Beautiful Stuff nests and owls</p> <p>Easel: painting inspired by wolves</p> <p>Blocks: building block wolves</p> <p>Dramatization: acting out <i>Lon Po Po</i></p> <p>Library & Listening: acting <i>Lon Po Po</i></p> <p>Discovery Table: exploring fur, feathers, and skin</p> <p>Writing & Drawing: writing stories about wolves</p>	<p>Art Table: creating wolf dioramas</p> <p>Easel: painting inspired by wolves</p> <p>Blocks: building wolf habitats</p> <p>Dramatization: creating a wolf den & pretending to be a wolf pack</p> <p>Library & Listening: researching wolves</p> <p>Discovery Table: exploring snow or ice</p> <p>Writing & Drawing: writing informational books about wolves</p>	<p>All centers: selecting work and preparing for the Showcase of Learning</p>
Texts	<i>White Owl, Barn Owl Owls</i>	<i>Owls</i> "Owl Rules"	<i>Lon Po Po</i>	<i>Wolves</i> (Simon) <i>Wolves</i> (Gibbons)	<i>Wolves</i> (Gibbons) "The Rehearsal" Synthesis of Learning
Writing	Report	Report	Explanation	Explanation	Explanation
Shared Reading	"Six Little Speckled Frogs"	"Going to the Zoo"	"I Had a Rooster"	"Five Little Wolves"	"Over in the Meadow"
Phonics	Follow Guide	Follow Guide	Follow Guide	Follow Guide	Follow Guide

Unit 2 Read Aloud Texts and Writing Mentor Texts

Read Alouds (2020 additions in **bold**)

Week	Title, Author
1	<i>From Tadpole to Frog</i> , Wendy Pfeffer <i>National Geographic Kids: Frogs</i> , Elizabeth Carney
2	<i>Fish is Fish</i> , Leo Lionni
3	<i>The Life Cycle of a Salmon</i> , Bobbie Kalman
4	<i>Shark Lady The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist</i> , Jess Keating <i>Swimmy</i> , Leo Lionni
5	<i>Owl Moon</i> , Jane Yolen
6	<i>White Owl, Barn Owl</i> , Nicola Davies
7	<i>Owls</i> , Gail Gibbons "Owl Rules" (poem from <i>After Dark</i>), David L. Harrison
8	<i>Lon Po Po</i> , Ed Young
9	<i>Wolves</i> , Seymour Simon <i>Wolves</i> , Gail Gibbons
10	<i>Wolves</i> , Gail Gibbons "The Rehearsal" (poem from <i>After Dark</i>), David L. Harrison

Writing Mentor and Research Texts

Weeks and Genre	Title, Author
1-3 Personal Recount	<i>Bippity Bop Barbershop</i> , Natasha Anastasia Tarpley
4-7 Report	<i>The Life Cycle of a Salmon</i> , Bobbie Kalman <i>National Geographic Kids: Frogs</i> , Elizabeth Carney

Unit 2 Introduction: Texts

	<p><i>From Tadpole to Frog</i>, Wendy Pfeffer</p> <p><i>Fish is Fish</i>, Leo Lionni</p> <p><i>Swimmy</i>, Leo Lionni</p> <p><i>Owl Moon</i>, Jane Yolen</p> <p><i>White Owl, Barn Owl</i>, Nicola Davies</p> <p><i>Owls</i>, Gail Gibbons</p>
<p>8-10 Explanation</p>	<p><i>From Tadpole to Frog</i>, Wendy Pfeffer</p> <p><i>The Life Cycle of a Salmon</i>, Bobbie Kalman</p> <p><i>National Geographic Kids: Frogs</i>, Elizabeth Carney</p> <p><i>Fish is Fish</i>, Leo Lionni</p> <p><i>Swimmy</i>, Leo Lionni</p> <p><i>Owl Moon</i>, Jane Yolen</p> <p><i>White Owl, Barn Owl</i>, Nicola Davies</p> <p><i>Owls</i>, Gail Gibbons</p>

Writing: Introduction to Report

Report is a genre of writing that shares features with procedure and explanation, although it is not organized chronologically. During Weeks 4-5, the class jointly constructs a report about frogs. During Weeks 6-7, children research in small groups and then write individual reports about animals. All reports are written to be included in the unit's Showcase of Learning.

Purpose

The **purpose** of reports is to organize information about a topic. The organization of the information is dependent upon the chosen medium. Both reports written in this unit are books, with pages organized into subtopics.

Structure

Reports unfold in two **stages**. They begin with a **general statement**, which introduces the **topic** of the text. The body of report is made up of **subtopics**, information grouped together and ordered in a way that makes sense to the reader. An important distinction to make is that subtopics are not arranged chronologically. Reports sometimes end with a **summarizing comment**, but this is optional. In this unit, children are not encouraged to write a summarizing comment.

Language

Children learn to write in **the third person**, which shows they are experts on a topic and provides a more formal voice appropriate for their audience of guests to the Showcase of Learning. Because the children report on whole classes of animals, they write with **general nouns**, naming, for example, owls, rather than a particular owl.

Mentor Texts

Included in this Unit:

The Life Cycle of a Salmon by Bobbie Kalman and Rebecca Sjonger

Frogs by Elizabeth Carney

Owls by Gail Gibbons

Wolves by Seymour Simon

Wolves by Gail Gibbons

Other *Focus on K2* books to consider:

From Unit 1:

"Our Town Slides"

From Unit 3:

Homes Around the World by Max Moore

Houses and Homes by Ann Morris

Dirt: The Scoop on Soil by Natalie M. Rosinsky

From Unit 4:

Recycle! by Gail Gibbons

Clean Energy by Peggy Hock

Making Less Trash by Peggy Hock

Saving Water by Peggy Hock

Vocabulary

audience: an individual or group for whom a piece of writing is composed

classify: to assign to a class or category

feedback: specific, helpful suggestions given to improve work

general: naming a group; not specific

general statement: the beginning of a report, which introduces and classifies the topic

genre: a type of writing

image: a representation of something in the form of a drawing, photograph, etc.

information: facts or details about a subject

noun: a word that names a person, place, thing, or idea

organize: to arrange

personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain

procedure: a genre of writing whose purpose is to give directions to accomplish a goal

publish: to prepare writing for an audience

purpose: the reason for doing or creating something

report: a genre of writing whose purpose is to organize information about a topic

research: to get information about something

revise: to make changes to writing

stages: the parts of a piece of writing

subtopic: a smaller part of the topic

summarizing comment: the final statement in a report

the third person: writing that uses pronouns like *he, she, it, or they*

title: the name of a piece of writing

topic: what the writing is about

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Unit 2 Introduction: Writing Report

Focus on K2/ K for ME| Boston Public Schools Early Childhood Department P-2/ Maine Department of Education

Writing: Introduction to Explanation

Explanation is a genre of writing that shares features with procedure and report. During Week 8, the class jointly constructs an explanation of the frog’s life cycle. During Weeks 9-10, children research in small groups and then write individual life cycle explanations of the animals they reported on in previous weeks. These explanations are added to their report books, to be included in the Showcase of Learning.

Purpose

There are different types of explanations, which are organized differently and written for different purposes. The explanations written in *K for ME* are cyclical scientific explanations, whose **purpose** is to explain a phenomenon in sequence.

Structure

Explanations begin with a **statement of phenomenon**, which names the phenomenon introduced in the explanation—in this case, the life cycle of an animal. After the statement of phenomenon is the **explanation sequence**, which is comprised of all parts of the explanation, written in order.

Language

The children learn about **nouns** and **verbs** as they write explanations.

The **nouns** in explanations are general, naming a group or class, rather than something specific. For example, an explanation about the frog life cycle talks about how all frogs grow and change (in general), rather than the growth of one particular frog (a specific example).

Explanations are written with **present tense action verbs**. The verbs are in present tense because the phenomenon is happening now, and they are action verbs because they show what is happening.

Mentor Text

Included in this Unit:

The Life Cycle of a Salmon by Bobbie Kalman and Rebecca Sjonger

Vocabulary

action verbs: verbs that express action

audience: an individual or group for whom a piece of writing is composed

explanation: a genre of writing whose purpose is to explain a phenomenon in sequence

explanation sequence: the phenomenon explained, in order

feedback: specific, helpful suggestions given to improve work

general: naming a group; not specific

genre: a type of writing

information: facts or details about a subject

noun: a word that names a person, place, thing, or idea

organize: to arrange

personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain

phenomenon: an observable thing that happens

procedure: a genre of writing whose purpose is to give directions to accomplish a goal

publish: to prepare writing for an audience

purpose: the reason for doing or creating something

report: a genre of writing whose purpose is to organize information about a topic

revise: to make changes to writing

sequence: in a particular order

stages: the parts of a piece of writing

statement of phenomenon: the beginning of an explanation, where the phenomenon is introduced

subtopic: a smaller part of the topic

table of contents: a list with each subtopic name and the page number where it can be found

topic: what the writing is about

verb: a word that expresses a physical action, mental action, or state of being

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Unit 2 Introduction: Writing Explanation

Focus on K2/ K for ME| Boston Public Schools Early Childhood Department P-2/ Maine Department of Education

Unit 2 Read Aloud Vocabulary List

<p>Week 1 <i>Tadpole to Frog</i></p>	<p>creature: animal (not a human being)</p> <p>hibernate: to sleep through the winter</p> <p>carefully: to do something with care and attention</p>
<p><i>National Geographic Frogs</i></p>	<p>habitat: a place where animals live</p> <p>warn: to let someone know about possible danger</p> <p>survive: to stay alive</p> <p>poison: something that can kill or hurt living things</p> <p>gill: part of some animals' bodies used for breathing in water</p>
<p>Week 2 "Amphibians"</p>	<p>amphibian: a creature that breathes underwater and on land</p> <p>salamander: a small creature with a thin, smooth body, four legs, and a tail</p> <p>toad: a creature that looks like a frog, with dry bumpy skin</p> <p>grand: special in a fancy way</p>
<p><i>Fish is Fish</i></p>	<p>discover: to find something new</p> <p>bank: the edge of land that is a little higher than the water</p> <p>extraordinary: very special and unusual</p> <p>mysterious(ly): hard to understand, or secret</p> <p>impatient(ly): not wanting to wait</p>
<p>"Fish"</p>	<p>fin: part of a fish's body used for swimming</p> <p>scale: the body covering of fish and some other animals</p> <p>rather: prefer or choose something else</p>
<p>Week 3 <i>The Life Cycle of a Salmon</i></p>	<p>salmon: a type of fish</p> <p>cold-blooded: when an animal's body temperature matches the temperature of its habitat</p> <p>temperature: how hot or cold something is</p> <p>freshwater: water that includes little or no salt, found in ponds, lakes, rivers, and streams</p> <p>saltwater: water with salt, as is found in oceans and seas</p>

	<p>estuary: a place where freshwater meets saltwater</p> <p>species: a specific type of animal</p> <p>scale: the body covering of fish and some other animals</p> <p>fin: part of a fish’s body used for swimming</p> <p>gill: part of some animals’ bodies used for breathing in water</p> <p>protect: to keep safe from harm</p> <p>life cycle: how an animal grows and changes over time</p> <p>embryo: a developing animal inside an egg</p> <p>nutrients: natural substances that an animal needs to grow and stay healthy</p> <p>school: a group of fish</p> <p>alevin: the second stage in the salmon life cycle; it lives in the redd and gets food from its yolk sack</p> <p>fry: the third stage of the salmon life cycle; they develop fins, scales, and teeth and eat plankton</p> <p>parr: the fourth stage of the salmon life cycle; they develop dark spots</p> <p>camouflage: colors or patterns on an animal’s body that help it blend in with its natural surroundings</p> <p>predator: an animal that hunt and eat other animals</p> <p>migrate: to move from one place to another</p> <p>salmon run: the journey of salmon up a river from the sea to lay eggs</p> <p>upstream: against the current of the water</p> <p>spawning grounds: the place where salmon begin their lives</p> <p>decay: break down; rot</p> <p>population: the total number of one species living in an area</p> <p>cultivate: to raise crops or animals to sell as food</p> <p>pollute: to make a part of nature dirty</p> <p>conservation group: a group of people who work to protect animals and their habitats</p>
<p>Week 4 <i>Swimmy</i></p>	<p>escape: to get away</p> <p>school: a group of fish</p> <p>swift: fast</p> <p>fierce: powerful and aggressive</p>
<p><i>Shark Lady</i></p>	<p>dive: to jump headfirst into something, usually into deep water</p> <p>bold: brave; daring</p> <p>doubt: when you are not sure about something</p>

Unit 2 Introduction: Read Aloud Vocabulary List

	<p>research: to find out about a topic</p> <p>determined: to be sure of something; to be sure of a decision</p> <p>explore: to search for the purpose of discovery; to study something</p> <p>experiment: a scientific procedure undertaken to make a discovery, test a hypothesis, or demonstrate a known fact</p>
<p>Week 5 <i>Owl Moon</i></p>	<p>woods: an area of land covered with growing trees, smaller than a forest</p> <p>shadow: a shape cast by light</p> <p>shrug: to lift and drop shoulders</p> <p>disappointed: a feeling of being sad because something does not go as desired</p> <p>sigh: let out a deep breath</p> <p>stare: to look straight at something for a long time</p>
<p><i>White Owl, Barn Owl</i></p>	<p>hollow: empty on the inside</p> <p>patient: able to wait without getting upset</p> <p>slim: thin</p> <p>raise: to lift</p> <p>rare: very few of something, not many</p>
<p>Week 6 <i>Owls</i></p>	<p>powerful: strong</p> <p>flexible: able to bend without breaking</p> <p>focus: to pay particular attention to</p> <p>rely: to depend on with trust</p> <p>communicate: to send and receive messages</p>
<p>Week 7 <i>Owls (continued)</i></p>	<p>jagged: having sharp, uneven edges</p> <p>alert: to give a warning</p>
<p><i>"Owl Rules"</i></p>	<p>creep: to move slowly and carefully so as not to be heard or seen</p> <p>effort: trying to do something</p>
<p>Week 8 <i>"Little Red Riding Hood"</i></p>	<p>fairy tale: a magical story that has been told for generations</p>
<p><i>Lon Po Po</i></p>	<p>Po Po: grandmother, in Chinese</p> <p>clever: smart</p> <p>disguise: to make someone look like something or someone else</p>

Unit 2 Introduction: Read Aloud Vocabulary List

	<p>cunning: sneaky or tricky</p> <p>furious: very angry</p>
<p>Week 9 <i>Wolves, Simon</i></p>	<p>eerie: scary or spooky</p> <p>misunderstood: not known or not understood</p> <p>trait: a characteristic; something typical of a place, a thing or a person</p> <p>domesticated: tamed, kept by humans</p>
<p><i>Wolves, Gibbons</i></p>	<p>pack: a group of wolves</p> <p>territory: an area of land</p> <p>warn: to let someone know about possible danger</p> <p>whimper: a soft quiet cry</p> <p>communicate: to share ideas or tell information</p> <p>mate: to come together to make babies</p> <p>litter: a group of animals born to a mother at one time</p> <p>roam: to move around over a large area</p> <p>extinction: when a species of animal no longer exists</p> <p>cruel: very mean</p>
<p>Week 10 <i>"The Rehearsal"</i></p>	<p>rambunctious: wild and energetic</p> <p>rehearsal: practice</p> <p>ferocious: fierce, wild</p>

Unit 2 Introduction: Read Aloud Vocabulary List

Unit 2 Centers Vocabulary List

above: over; in or to a higher place

abstract: relating to an idea, rather than to an actual object, person, or place

accurate: true to life

adhesive: something used to stick things together

amphibian: a creature that breathes underwater and on land

animal: a living thing that needs air (oxygen), water, food, space, and shelter

antenna: a feeler on the head of an isopod or insect

aquarium: a bowl, tank, or other container in which fish, water animals, and water plants are kept

aquatic: relating to water

attribute: a quality that helps describe something

audience: an individual or group for whom a piece of writing or performance is created

author: person who writes a book or other text

below: under, beneath

blend: to mix together

brave: not afraid, showing courage

carapace: a hard shell on an animal's back that gives protection

characters: the people or animals who the story is about

characteristic: an identifying quality or trait of a person or animal

chest: a strong box used for storing things

clever: smart

collaborate: to work together

collage: a picture made by sticking pieces of paper and other materials to a background

collect: to gather together

communicate: to share ideas

community: a group of people who live, work, or do things together

create: to make

creature: animal (not a human being)

cross-hatching: filling in a drawing with criss-crossed lines

cunning: sneaky or tricky

curate: to select artwork for exhibit

current: the direction that water is moving

Unit 2 Introduction: Centers Vocabulary List

data: facts and other information collected together to look at closely

detail: a specific feature

digest: to break down food in the body for nutrition

diorama: a three-dimensional model representing a scene or a place

discover: to find something new

disguise: to make someone look like something or someone else

display: to show something in a place where it can be easily seen by others

down: soft, fluffy feathers, either on a young bird or as a layer underneath adult feathers

estuary: a place where freshwater meets saltwater

fairy tale: a story, one that may be magical and that has been told for generations

feature: part of something that makes it different from something else

fiction: literature that describes imaginary characters and events

figurine: a small statue

fin: part of a fish's body used for swimming

flexible: able to bend without breaking

float: to stay on or near the surface of water or other liquid

focus: to pay particular attention to

freshwater: water that includes little or no salt, found in ponds, lakes, rivers, and streams

front (in front of): coming before

furious: very angry

gill: part of some animals' bodies used for breathing in water

habitat: a place where animals live

hatch: to be born out of an egg

hibernate: to sleep through the winter

illustrator: person who creates pictures for a text

information: facts

informational text: text that provides facts, teaches about a topic

inventory: a list of items in a category

isopod: an animal with a segmented body and seven pairs of legs for movement

jagged: having sharp, uneven edges

life cycle: how an animal grows and changes over time

living: alive; able to grow, change, and produce offspring

materials: items needed for an activity

meadow: an open of land covered with grass

medium: the material used by an artist

migrate: to move from one place to another

Unit 2 Introduction: Centers Vocabulary List

minnow: a small, freshwater fish
model: a three-dimensional representation or copy
moisture: wetness; a small amount of liquid that causes dampness
narrow: a space or object that is thin, not wide
natural: coming from nature, not made by humans
next to: to the side of; near
nonfiction: writing that is based on real events and real people
nonliving: not alive
notice: to see, to pay attention to something
opinion: a view or belief about something
owl pellet: the remains that an owl's stomach cannot digest
owlet: baby owl
pack: a group of wild animals, especially wolves, living and hunting together
pill bug: a type of isopod that rolls into a tight ball when threatened
poison: a substance that can kill or hurt living things
powerful: strong
predator: an animal that hunts and eats other animals
prefer: to like better, to choose
prey: an animal that is eaten by another animal
proportion: the way a representation (such as a drawing or structure) compares to real life
protect: to keep safe from harm
race: a contest to find out who or what is fastest
record: to draw or write information
recycle: to use waste for something new
regurgitate: to bring food back up through the mouth, to throw up
rely: to depend on with trust
represent: to show
representation: a picture or model that shows what something is like
research: to find out about a topic
resistance: a force that is going against or pushes another
rubbing: an effect created by dragging a writing tool over a texture
salmon run: the journey of salmon up a river from the sea to lay eggs
saltwater: water with salt, as is found in oceans and seas
scale: the body covering of fish and some other animals
scene: a place where something happens, part of a story
sculpture: a three-dimensional work of art

Unit 2 Introduction: Centers Vocabulary List

section: a part taken from a whole
setting: where and when a story takes place
shadow: a shape cast by light
shelter: a place giving protection from bad weather or danger
sink: to go down below the surface of water or other liquid
skeleton: the bones or cartilage of an animal
sketch: a quick drawing that gives an idea of a more finished picture
sort: to organize according to characteristics
sow bug: a type of isopod that can move fast and doesn't roll up into a ball when threatened
species: a specific type of animal
stare: to look straight at something for a long time
startled: suddenly surprised
surroundings: the space around a person or animal
survive: to stay alive
tadpole: an early stage of development of a frog, toad, newt, or salamander, marked by having a tail, gills for breathing, and no legs
technique: a way of doing something
temperature: how hot or cold something is
terrarium: a bowl or other container in which land plants and animals can live
text: a book or other written material
texture: the feel or appearance of a surface
through: from one end or side to the other
top (surface): the upper layer of a body of water
tunnel: a long passage or tube built underneath the ground or water
upstream: against the current of the water
wide: a space or object that is large, not narrow
woodland: woods; land covered with trees
woods: an area of land covered with growing trees, smaller than a forest

Unit 2 Introduction: Centers Vocabulary List

Showcase of Learning

Various artifacts are collected and saved throughout the *Animals and Habitats* studies. Toward the end of the unit, children and teachers collaborate to organize and display samples of work from across the three studies in a Showcase of Learning for families and members of the school community.

Rather than simply recalling facts, the Showcase is an opportunity to capture, curate, and share artifacts from the learning process throughout the unit of study. The Showcase serves as an opportunity to display children’s knowledge, skills, and habits of learners; it can also offer an opportunity to set learning goals for the coming months. The process of reflecting on and sharing work builds toward the projects in *Construction* (Unit 3) and *Our Earth* (Unit 4).

Involve children in the process of gathering and reflecting on their work. Facilitate individual, small group, or whole group conversations about what makes a piece of work important to save. Agree as a group to save pieces that are especially significant in communicating to an audience of family and school communities about the group’s collective learning experience. Identify qualifications for inclusion, such as: we worked hard on it; we included important details; it tells a story; it shows what we learned (samples of work over time); etc. It is not important for every child to save every piece of work. Rather, two children who worked on and revised their wolf dioramas may decide to display their work, while others take their dioramas home and display other kinds of work.

Each teacher will approach the Showcase of Learning differently. Follow the children’s lead *and* steer them to consider the processes of their work in addition to satisfying finished products. It may be most meaningful for the class to focus the Showcase on just one animal and its habitat. For example, perhaps the class has been especially passionate about owls, and that is the work children feel most excited about sharing.

The following is a suggested timeline for setting up the Showcase.

Week 2	Begin collecting work
Weeks 6-7	Schedule the event

Showcase of Learning

Weeks 9-10	Select and display the work
Week 10	Host the Showcase

STEP 1: Collecting work

Decide on a system for collecting children’s work. It is not important to save everything, but to approach this as the first phase in curating; not everything that is collected will ultimately be included in the Showcase. The following are two different methods for collecting work.

- **Collection Boxes, one for each animal study (Fish/Frogs, Owls, Wolves):**
 Invite children to place their finished work in the appropriate box so that a collection develops over time. If an item is too large to fit in the box, consider photographing it. Items might include:
 - paintings
 - wolf dioramas
 - photos/drawings of block structures
 - artifacts from Investigations
 - Dramatization props and costumes
 - sculptures
 - class-made books
 - writing
 - fiction/non-fiction chart
 - storytelling stories/videos of dramatizations and story acting related to the unit

- **Slideshow:**
 Throughout the unit, take photographs of children working on their projects and in Centers, capturing processes as well as finished products. Images in which children found inspiration for their work, such as of wolves, owls, fish, and frogs. Save the photographs digitally to play as a slideshow during the Showcase.

STEP 2: Scheduling the event

Talk about the Showcase during a whole group meeting, explaining it as a time when children will communicate to other people about what they have learned about animals and their habitats. Plan the celebration for the last week of the unit, choosing a date and time during Week 6 or 7, and mark the date on the classroom calendar so children can look ahead to the event. Try to coordinate the Showcase date with other K2 classrooms in your school. This way, the children can visit each others’ classrooms. Consider a time of day when most families will be most likely to attend, such as early morning. If another school event is happening at this time of

Showcase of Learning

year, such as a Science Fair, consider coordinating the Showcase with this event to maximize family participation and to foster a sense of contribution to school culture.

In the Writing and Drawing Center, have children make invitations for the Showcase. Provide a template with the date, time, and location of the event, as well as a list of school community members. Children can add these names and those of their family members, along with illustrations.

STEP 3: Selecting and displaying the work

Divide the class into three groups, one for each animal study. Ask groups to discuss and select the work to be shown at the Showcase and decide how to display this work. For example, children can decide to create a slideshow and select photos, put drawings into a book, or design a bulletin board. At the Thinking and Feedback meeting, have each group gather feedback about their display ideas.

While it would be too much to display all of the work from the unit, it is critical to have every child's work represented somewhere around the room. For instance, one child's work might be his diorama, while another child's work might be her contribution to a small group's block wolf.

STEP 4: During the Showcase

Children can staff the displays. They may choose to staff the display of an animal they choose, of the group they worked in to select work. Stationed in one section of the Showcase, children talk about the work and information about the particular animal. Alternatively, children can act as tour guides, bringing visitors around the room and telling about various pieces of work.

After the Showcase:

In the whole group or in small groups, ask children what they learned through preparing for and hosting the Showcase. What did they learn from organizing the Showcase? What do they feel was most important about what they learned in Unit 2? What learning habits or knowledge do they want to build in the coming months?

Showcase of Learning

Supplemental Book Suggestions

Any books and stories about animals and their habitats are appropriate to support learning in this unit. Find books to encourage children’s exploration of fiction and fact about their particular animal interests.

Note: *OP Out of print titles may be available in libraries or used on Amazon.

Maine Authors or Illustrators and/or Maine Animals:

Nonfiction

Andre the Famous Harbor Seal Fran Hodgkins
Deer, Julie Murray
How We Brought Puffins Back to Egg Rock, Stephen Kress
I am a Lobster, Jared Siemens
Loons are Amazing, Donna Klockars
Maine Black Bears, JoAnn Early Macken
Maine Coon Cats, Stuart Kallen
Moose, Kristin Schuetz
Puffins (National Geographic Readers), Maya Myers
Puffins Climb, Penguins Rhyme Bruce McMillan
The Puffins are Back, Gail Gibbons

Fiction:

Bear in the Book, Kate Banks
Blueberries for Sal, by Robert McCloskey
Circus Ship, Chris Van Dusen
Dahlov Ipcar’s Maine Alphabet, Dahlov Ipcar
Dahlov Ipcar’s Wild Animal Alphabet, Dahlov Ipcar
If You Give a Moose a Muffin, Laura Joffe Numeroff
Listen to our World, Bill Martin illus. Melissa Sweet
Little Loon and Papa, Toni Buzzeo
Lobster’s Secret, Kathleen M. Hollenbeck
Looking for Loons, Jennifer Lloyd
Loon Alone, Pam Love
Moose on the Loose, by John Hassett
No Cows Allowed, Lynn Plourde
Papa Pride Kathy Mallat *OP (about wolves)
Sleep, Black Bear, Sleep, Jane Yolen
Turtles Splash, Cathryn Falwell

You Nest Here with Me, Jane Yolen illus. Melissa Sweet

Frogs:

Fun facts about frogs!, Carmen Bredeson

A Place for Frogs, Melissa Stewart

Life in the Pond (Habitats around the World), Craig Hammersmith

Salmon:

Come Back, Salmon: How a Group of Dedicated Kids Adopted Pigeon Creek and Brought it Back to Life, Molly Cone and Sidnee Wheelwright

Salmon (Let's Read! Science Kids: Life Cycles), Ruth Daly

Salmon (Kids Can Press Wildlife), Deborah Hodge

Salmon, Sylvia James

The Salmon Bears: Giants of the Great Bear Rainforest, Ian McAllister and Nicholas Read

Other Aquatic Animals:

Life in a Tide Pool (Habitats), Allan Fowler

Ocean Tidepool (Habitats), Arthur John L'Hommedieu *OP

Owls:

Owls and Their Homes (Animal Habitats), Deborah Chase Gibson *OP

Owls (National Geographic Readers-Level 1), Laura Marsh

Wolves:

Face to Face With Wolves, Jim Brandenburg

Wolf Pack: Tracking Wolves in the Wild, Sylvia Johnson and Alice Aamodt

Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf, Stephen Swinburne and Jim Brandenburg

Black Wolf of the Glacier: Alaska's Romeo, Deb Vanasse

Wolves, Kate Riggs

Habitats:

Water Habitats (Introducing Habitats), Molly Aloian and Bobbie Kalman

Why Do Spiders Live in Webs?: All About Animal Habitats (Solving Science Mysteries),
Nicholas Brasch

Weird But True Animal Homes (Weird But True Science), Carmen Bredeson

One Small Place in a Tree, Barbara Brenner and Tom Leonard

Caves and Crevices (Horrible Habitats), Sharon Katz Cooper and Rebecca Rissman *OP

The Compost Heap (Horrible Habitats), Sharon Katz Cooper and Rebecca Rissman *OP

Rotten Logs and Forest Floors (Horrible Habitats), Sharon Katz Cooper and Rebecca Rissman *OP

Animal Habitats (Nature's Hidden Worlds), Cecilia Fitzsimmons *OP

Desert Animals (Animals in their Habitats), Francine Galko *OP
What's Inside? Animal Homes, Hilary Hockman *OP
I See a Kookaburra!: Discovering Animal Habitats Around the World, Steve Jenkins
A Forest Habitat (Introducing Habitats), Bobbie Kalman
Animal Habitats (My Science Library) (Level 1-2), Julie Lundren
Who Lives on the Cold, Icy Tundra? (Exploring Habitats), Rachel Lynette
Nature's Patchwork Quilt: Understanding Habitats, Mary Miche and Consie Powell
Who Eats Who in City Habitats? (Food Chains in Action), Robert Snedden *OP
Animal Habitats, DK Publishing

Woodlands, Naturalists, and Conservationists:

Rachel Carson: Preserving a Sense of Wonder (Images of Conservationists), Joseph Bruchac and Thomas Locker
Trees, Leaves & Bark (Take Along Guides), Diane Burns
How Artists See Animals: Mammal, Fish, Bird, Reptile, Colleen Carroll
Breath of Wilderness: the Life of Sigurd Olson (Conserva on Pioneers), Kristen Eggerling
Tell Me, Tree: All About Trees for Kids, Gail Gibbons
Be a Friend to Trees (Let's Read and Find Out) (Stage 2), Patricia Lauber and Holly Keller
Cloud Dance, Thomas Locker
John Muir: America's Naturalist, Thomas Locker
Water Dance, Thomas Locker
Sky Tree: Seeing Science Through Art, Thomas Locker and Candace Christiansen
A B Cedar: An Alphabet of Trees (Orchard Paperbacks), George Ella Lyon and Tom Parker
Trees (A Golden Guide from St. Martin's Press), Alexander Martin, Herbert Zim and Dorothea Barlowe
John Burroughs (Conservationists), Joanne Mattern
Peterson First Guide to Trees, George Petrides, Roger Tory Peterson and Janet Wehr
The Wood Scientist (Scientists in the Field Series), Stephen Swineburne and Susan Morse *OP

Urban Animals and Habitats:

Peterson First Guide to Urban Wildlife, Sarah Landry and Roger Tory Peterson
Backyard Habitats, Kelley Macaulay
Animal Habitats (Changes in...), Steve Parker *OP
City Critters: Wildlife in the Urban Jungle, Nicholas Read
Kids ' Easy-to-Crete Wildlife Habitats: For Small Spaces in City-Suburbs-Countryside (Williamson Kids Can!), Emily Stetson and J. Susan Cole Stone

Professional and Adult Titles

The Hidden Life of Wolves, Jim Dutcher and Robert Redford
No Student Left Indoors: Creating a Field Guide to Your Schoolyard (Take a Walk), Jane Kirkland