



WEEK 2 Day 3

**Dramatization: Creating a Pond**  
 Children use varied materials to create a pond; they use this space to dramatize Read Alouds.

<b>Big Ideas</b>	All animals grow and change over time. Animals need food, water and air to survive.
<b>Guiding Questions</b>	How do animals grow and change over time? What do animals and plants need to survive?
<b>Vocabulary</b>	<p><b>amphibian:</b> a creature that breathes underwater and on land</p> <p><b>represent:</b> to show</p> <p><b>minnow:</b> a small, freshwater fish</p> <p><b>survive:</b> to stay alive</p> <p><b>tadpole:</b> an early stage of development of a frog, toad, newt, or salamander, marked by having a tail, gills for breathing, and no legs</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● large-sized paper</li> <li>● pencils, markers, paint</li> <li>● small pieces of paper, for labels</li> <li>● chart paper</li> <li>● tape</li> <li>● Beautiful Stuff materials</li> <li>● fabric pieces</li> <li>● <i>From Tadpole to Frog, Fish is Fish</i></li> </ul> <p>Flag pages of the books that show features of pond habitats.</p> <ul style="list-style-type: none"> <li>● “Amphibians” poem with images</li> </ul>
<b>Intro to Centers</b>	<p><i>For the past several days we have been learning about frogs, a type of amphibian.</i></p> <p><i>Today in Dramatization we will begin building a pond—one of the frogs’ habitats. There, you can continue to act out all you are learning about frogs.</i></p> <p>Show flagged pages from <i>From Tadpole to Frog</i> and <i>Fish is Fish</i>.</p> <p><i>What characteristics of ponds do we find in these two books? What do the illustrations tell us?</i></p>

	<p>Gather and list children’s ideas. Add quick sketches for children to reference later.</p> <p><i>We’ll post this list in the Dramatization Center so you can use it as you begin to construct the pond.</i></p> <p><i>Here are some materials I’ve gathered. [Show markers, paint, paper, a selection of Beautiful Stuff, pieces of fabric.]</i></p> <p><i>How might you use these to make a pond? Are there other materials from the classroom you might need?</i></p> <p>Add any new ideas to the list.</p> <p><i>I’m inviting you to create the pond, and then to act out scenes about frogs, the poem “Amphibians,” and scenes from Fish is Fish.</i></p> <p>Add the texts to the Dramatization Center.</p>
<b>During centers</b>	<p>Support children to plan and work on creating the pond, referencing the texts.</p> <p>Allow children to gather materials or to work at other centers to create props they want to add. Help children talk through their ideas and, as they begin dramatizing, to identify other characteristics of the animals or vegetation they would like to represent. Encourage children to label the props they create.</p> <p>Make connections to the habitat being built in the Blocks Center.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How can you represent the pond?</li> <li>● How can you represent the water in the pond?</li> <li>● What might you find in a pond?</li> <li>● How could you collaborate to create the _____ together?</li> <li>● What other animals might live in or near the pond? Where can we find that information?</li> <li>● How might you create minnows? And frogs?</li> <li>● How might you create the other animals in Leo Lionni’s book?</li> <li>● To make a pond, which furniture or props should we keep? Which should we take away?</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>SL.4.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</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> <p><b>SEL:</b> Relationship Skills: Teamwork</p>