

Part Day Schedule

Unit 6 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Make Way for Ducklings</i> , 1st Read	<i>Community Soup</i> , 4th Read	<i>Make Way for Ducklings</i> , 2nd Read	<i>The Ugly Vegetables</i> , 4th Read	<i>Bigger!</i> , 1st Read
Centers					
Intro to Centers	Soup  Nests	Researching Oviparous Animals  Building Make Way for Ducklings	Building Nests  Make Way for Ducklings Sequencing	Cars	
Art Studio	Nests	continue	continue	Cars	continue
Easel					
Writing and Drawing		Researching Oviparous Animals	continue	continue	continue
Library & Listening	What Plant Part are We Eating (continued)	continue	continue	continue	continue
Dramatization	Soup	continue	continue	continue	continue
Blocks		Building Make Way for Ducklings	continue	continue	continue
Discovery Table	Comparing Capacities (continued)	continue	Building Nests	continue	continue

Puzzles & Manipulatives	add Counting On Vegetables	continue	Make Way for Ducklings Story Sequencing	continue add Vegetable Memory	continue
Technology	Discovery: making nests & digital microscope				
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Let's Find Out About It  Problem Stories	<b>LFOAI:</b> Edible Eggs	<b>LFOAI:</b> Oviparous Animals	<b>LFOAI:</b> Wheels and Tires	<b>Problem Story</b> (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice	<b>Problem Story</b> (class discusses issues impacting classroom community) Or Social Emotional Curriculum of Choice
Math Whole Group  Small Groups  Story Telling/Acting	<b>Math Whole Group</b> Inch by Inch	<b>Group 1 Literacy</b> High Support: Bird Feeders <b>Group 2 Math</b> High Support: How Do I Measure? <b>Group 3 Independent</b> Teacher's Choice			<b>Story Telling/Acting</b> (refer to Storytelling/Story Acting Guide)
Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups: rhyming games; take children outside with nets to catch insects and sing "Oh A Gathering We Will Go"		small groups: How Do I Measure? Bring children outdoors to measure trees and other natural items	



Unit 6



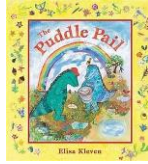
Week 3

## Outdoor Learning Opportunities:

### Macroinvertebrates

Standards:

S.LS.PS.1,2,4,5,7  
SED.SD.BRC.PS.1  
PHD.FM.PS.5  
SS.G.PS.3



#### Materials:

- Small pond nets and strainers
- Tweezers
- Macroinvertebrate field guide or chart
- White plastic tub, white ice cube tray, or white paint tray (easier to see critters when in a white container)
- Hand lenses
- Paint brush, pipette and spoon

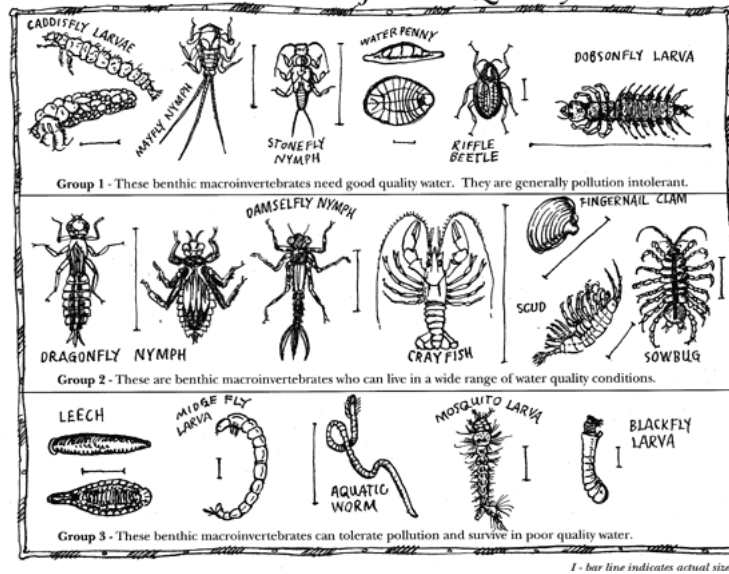
#### Vocabulary:

- Macroinvertebrate
- Dragonfly nymph
- Damselfly nymph
- Blackfly larva
- Caddisfly larva
- Stonefly nymph
- Mosquito larva

Macroinvertebrates are small animals (insect larva, worms, mollusks, etc.) that live in the water. They are just big enough to see with the naked eye. Take out the list of materials and go to a pond where the children can access the shallow part easily. Have the children pick up a stone that's submerged and turn it over. Use a paint brush to brush the bugs into a container of water. Also, they can use a small pond net or strainer to try and catch water bugs by scraping them through the water close to the bottom. Try not to collect too much of the bottom sand. They can sift through the debris to find the critters and place them in the container with water. If the critters are small they can use the pipette and spoon to gather the bug and put it in the ice cube tray or paint tray.

Once they have collected a number of critters, they can use a hand lens to look more closely at the water bugs and try to identify them from the macroinvertebrate chart. They can also determine the quality of the water by what they find. As seen in the chart there are three levels of water from clean to dirty (1 being the cleanest and 3 being the most polluted). After identifying the water bugs, the children can place them back in the water.

## Biotic Index of Water Quality



### Guiding Questions:

- What is a macroinvertebrate?
- What types of critters can we find in a pond or stream?
- How can we tell if the water is clean or polluted by what lives in the pond?

Unit 6: *Things that Grow*

Week 3

Full Day Schedule

Unit 6 Week 3	Day 1	Day 2	Day 3	DAY 4	DAY 5
Read Aloud	<i>Make Way for Ducklings</i> , 1st Read	<i>Community Soup</i> , 4th Read	<i>Make Way for Ducklings</i> , 2nd Read	<i>The Ugly Vegetables</i> , 4th Read	<i>Bigger!</i> , 1st Read
Centers					
Intro to Centers	Soup Nests	Researching Oviparous Animals Building Make Way for Ducklings	Building Nests Make Way for Ducklings Sequencing	Cars	
Art Studio	Nests	continue	continue	Cars	continue
Easel					
Writing and Drawing		Researching Oviparous Animals	continue	continue	continue
Library & Listening	What Plant Part are We Eating (continued)				
Dramatization	Soup	continue	continue	continue	continue
Blocks		Building Make Way for Ducklings	continue	continue	continue

Discovery Table	Comparing Capacities (continued)	continue	Building Nests	continue	continue
Puzzles & Manipulatives	add Counting On Vegetables	continue	Make Way for Ducklings Story Sequencing	continue add Vegetable Memory	continue
Technology	Discovery: making nests & digital microscope				
Thinking & Feedback					
SWPL Whole Group	Refer to Clipboard Directions				
Whole Group Lessons	<b>LFOAI:</b> Edible Eggs	<b>Math:</b> Inch by Inch	<b>LFOAI:</b> Oviparous Animals	<b>LFOAI:</b> Wheels and Tires	<b>Problem Story</b> (class discusses issues impacting classroom community)

Small Groups	<p><b>Group1 Literacy</b> High Support: Vegetable Memory</p> <p><b>Group 2 Math</b> Low to Medium Support: One Big Salad Creatures Book</p> <p><b>Group 3 Independent</b> Teacher's Choice</p>	<p><b>Group1 Literacy</b> High Support: Bird Feeders</p> <p><b>Group 2 Math</b> High Support: How Do I Measure?</p> <p><b>Group 3 Independent</b> Teacher's Choice</p>
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Outdoor Learning	Refer to Nature Extensions for Individual Lesson plans	small groups: rhyming games; take children outside with nets to catch insects and sing "Oh A Gathering We Will Go"	small groups: How Do I Measure? Bring children outdoors to measure trees and other natural items
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Unit 5

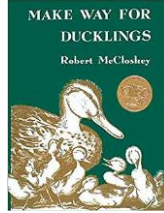


Week 3

## ***Make Way for Ducklings Read Aloud***

### **Standards:**

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3  
ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2  
ELA.RL.LTC.PS.1



### ***Materials:***

- *Make Way for Ducklings*, Robert McCloskey

### ***Vocabulary:***

- **Bank** – the land alongside a body of water
- **Bursting with pride** – feeling very proud
- **Cozy** – snug and comfortable
- **Ducklings** – baby ducks
- **Enormous** – very large
- **Feather** – one of many very light, thin growths covering the body of the bird
- **Hatch** – to come out of an egg as a newborn
- **Island** – land surrounded by water
- **Molt** – to lose feathers so new ones can grow
- **Proud** – thinking very well of yourself or feeling pleased
- **Traffic** – cars, trucks, bikes, and other vehicles on a busy street
- **Waddled** – walked with short steps, swaying a little
- **Wing** – a part of a bird's or insect's body that moves up and down to make the animal fly

### ***First Read:***

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

- Provide comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking....”

<p>“The title of our new book today is <i>Make Way for Ducklings</i> The author and illustrator of this story is Robert McCloskey.”</p> <p>“Here, on the cover of the book, are some ducklings and their mother, Mrs. Mallard. You won’t see the ducklings until I’ve read quite a few pages of the story, because Mrs. Mallard, the Mother duck, and Mr.Mallard, the Father duck, have a hard time finding a safe place to build a nest. Let’s read the story and find out why it takes Mr. and Mrs. Mallard so long to find a good place to build a nest for their eggs.”</p>	<p><i>Underline the title with your finger; matching speech to print as you read it; linger under ‘M’ in Make and ‘D’ in Ducklings as you pronounce the first sound in each word. Underline author name as you read.</i></p> <p><i>Introduce main characters -Point to Mrs Mallard and the ducklings</i></p> <p><i>State the story problem</i></p>
<p>“Mr. and Mrs. Mallard were looking for a place to live.”</p>	<p><i>(pgs.1-2) Point to Mr and Mrs Mallard.</i></p>
<p>“When they got to Boston, a big city.....”</p> <p>“There was a nice pond in the Public Garden, with a little island on it, a place where the land was surrounded by water.”</p>	<p><i>(pg.3)</i></p> <p><i>(pgs.3-4)</i></p>
<p>“...a strange <b>enormous</b>, very large, bird came by. It was pushing a boat....”</p>	<p><i>(pg.7) Point to swan boat Sweep under length of boat as you read the word.</i></p>
<p>“...said Mrs. Mallard as they climbed on the <b>bank</b>, the land along the river and <b>waddled</b> along....”</p>	<p><i>(pg.10) Use your body to model waddling</i></p>
<p>“...but there was no place to swim. Ducks need to live near water so they will have to keep looking for a place to live.”</p>	<p><i>(p.16) Comprehension aside.</i></p>
<p>“So they chose a <b>cozy</b>, snug and comfortable spot among the bushes.....”</p>	<p><i>(pg.19)</i></p>



<p>“...they were beginning to <b>molt</b>, starting to lose feathers so new ones can grow.</p>	
<p>“One day the <b>ducklings</b>, the baby ducks hatched out, they came out of the eggs as newborns.”</p>	<p><i>(pg.25-26)</i></p>
<p>“There they waded ashore and <b>waddled</b> along till they came to the highway.”</p>	<p><i>(pg.36) Model waddling with body.</i></p>
<p>“...and Mrs. Mallard and the <b>ducklings</b> kept right on quack-quack-quacking. That looks so dangerous. It looks to me like Mrs. Mallard is trying to make the cars stop! She is so brave.”</p>	<p><i>(pg.38)</i> <i>Point to Mrs. Mallard.</i></p>
<p>“He planted himself in the center of the road, raised one hand to stop <b>traffic</b>, the cars and trucks on the busy street and then beckoned with the other....”</p>	<p><i>(pg.42) Point to officer.</i> <i>Model beckoning motion with hand.</i></p>
<p>“...Mrs. Mallard heard them she was so <b>proud</b>, so pleased she tipped her nose in the air...”</p>	<p><i>(pg.49) Point to Mrs. Mallard and her proud expressions.</i></p>
	<p><i>(pg.52) Point to Mrs. Mallard &amp; ducklings crossing the road.</i></p>
<p>“When they reached the pond and swam across to the little <b>island</b>, there was Mr. Mallard waiting for them, just as he promised. There were 2 <b>islands</b> in this book, <b>one island</b> where the <b>ducklings hatched</b> and this <b>island</b> in the pond at the Public park, the pond where the swan boats are.”</p>	<p><i>(p.58) Point to island.</i></p>
	<p><i>(pg.60) Point to the ducks trailing the swan boat as you read.</i></p>

**Discussion Questions(s):**

- How can you tell that Mrs. Mallard was a very good mother to her ducklings?

**Second Read**

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

<p>“We read this story the other day and we remember that the title is....<i>Make Way for Ducklings</i> and the author is Robert McCloskey.</p> <p>“Remember this is the story about Mr. and Mrs. Mallard who needed to find a safe place to build a nest for their eggs. Mother ducks can’t lay their eggs, until they have built their nest. Let’s read this story again.”</p>	<p><i>Show cover of book.</i></p> <p><i>Then turn to (pg. 23).</i></p>
<p>“There were sure to be foxes in the woods or turtles in the water, and she was not going to raise a family where there might be foxes or turtles. So they flew on. Foxes and turtles will eat the <b>ducklings</b> so Mrs. Mallard does not want to live near foxes or turtles.”</p>	<p><i>(p.2) Comprehension Aside.</i></p>
<p>“...But they didn’t find much. They must be hungry after flying such a long way. Mrs. Mallard has her head all the way under the water looking for food on the bottom of the pond.”</p>	<p><i>(p.5) Comprehension Aside.</i></p>
<p>Read page. “Mr. Mallard tried to say hello to the <b>enormous</b> swan, but it is not a real bird- it is a boat taking people for a ride around the pond.”</p>	<p><i>(pg.7) Point to swan boat.</i></p>
<p>“...We’ll have to look somewhere else. They decide this was not a safe place for baby ducks because of all the things rushing around.”</p>	<p><i>(p.11) Comprehension Aside.</i></p>
<p>“...All their old wing <b>feathers</b> started to drop out, and they would not be able to fly until the new <b>feathers</b> grew in. When ducks <b>molt</b> the old <b>feathers</b> in their wings fall out which means they</p>	<p><i>(pg.19) Point to the feathers on ground near the nest.</i></p>

will not be able to fly until the new strong <b>feathers</b> grow back in.”	
“...Mr. and Mrs. Mallard were <b>bursting with pride</b> , feeling very <b>proud</b> . It was a great responsibility taking care of so many <b>ducklings</b> , and it kept them very busy.”	(p.25)
“They made so much noise that Michael came running, waving his arms and blowing his whistle. Mrs. Mallard couldn’t stop the cars but police officers can blow their whistle to get the <b>traffic</b> , all the cars and trucks, to stop.	(pg. 39) <i>Comprehension Aside.</i>
“...the way police officers do, for Mrs. Mallard to cross over. Michael is stopping the <b>traffic</b> to make way for the <b>ducklings</b> - which is also the title of this book- Make Way for Ducklings.”	(pg.41)
Read page. “Michael could see that the <b>ducklings</b> were walking more <b>traffic</b> and knew he needed to help keep them safe.”	(pg.41) <i>Point to ducklings heading for the next intersection.</i>
Read page. “Michael called other police officers to help him stop all the <b>traffic</b> to keep the <b>ducklings</b> safe while they crossed the street.”	(pg. 52)
“When they reached the pond and swam across to the little <b>island</b> , there was Mr. Mallard waiting for them, just as he promised. There were 2 <b>islands</b> in this book, <b>one island</b> where the <b>ducklings hatched</b> and this <b>island</b> in the pond at the Public park, the pond where the swan boats are.”	(p.58) <i>Point to island and Mr. Mallard on the bank.</i>

**Discussion Questions(s):**

- Why do you think that Michael, the policeman, helped the ducks to cross the street?”
- Why was Mrs. Mallard feeling proud in this story?

**Third Read:**

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

<p>“We have read this book twice before so we remember the title is .....<b>Make Way for Ducklings</b> and today we are going to talk and tell the story together.”</p>	<p><i>Show cover and pause for children to chime in on title.</i></p>
<p>“Mr. and Mrs. Mallard were looking for a place to live. But every time Mr. Mallard saw what looked like a good place, Mrs. Mallard said it was no good.....What was Mrs. Mallard worried about?”</p>	<p><i>(pgs. 1-2)</i></p>
<p>“So then what did they do?”</p>	<p><i>(pg.3-4)</i></p>
<p>“And when they woke up the next morning....”</p>	<p><i>(pg.5-6)</i></p>
<p>“Then what happened? What did the people do?”</p>	<p><i>(pg.7-8)</i></p>
<p>“So what are Mr. and Mrs. Mallard are thinking about here?”</p>	<p><i>(pg.9-10)</i></p>
<p>“But then what happened? And what did they decide”</p>	<p><i>(pg.11-12)</i></p>
<p>“So what is happening here?”</p>	<p><i>(pg.17-18)</i></p>
<p>“So what did they do next? Why were they lucky?”</p>	<p><i>(pg.19-20)</i></p>

“While they waited for their feathers to grow back, what did they do?”	<i>(pg.20-22)</i>
“But Mrs. Mallard couldn’t visit Michael anymore because something happened....”	<i>(23-24)</i>
“Then what happens to the eggs? How did Mrs. Mallard feel?”	<i>(pg.25-26)</i>
“Then what happens?”	<i>(pg.27-28)</i>
“So then what does Mrs. Mallard do?”	<i>(pg.29-30)</i>
“Once she is satisfied with the ducklings what happens?”	<i>(pg.33-34)</i>
“And here?”	<i>(pg.35-36)</i>
“What is happening here?”	<i>(pg.37-38)</i>
“And then....”	<i>(pg.39-40)</i>
“And then Michael....”	<i>(pg.41-42)</i>
“Then what does he notice? What happens next?”	<i>(pg.43-46)</i>
“What is happening here?”	<i>(pg.47-48)</i>
“And here is Mrs. Mallard....”	<i>(pg.49-50)</i>
“And all the police officers come.....”	<i>(pg.51-52)</i>
“Where are they now?”	<i>(pg.53-54)</i>
“What is happening here?”	<i>(pg.55-58)</i>

"And during the day..."	(pg.59-60)
Read last page.	(pg.61)

**Discussion Questions(s):**

- How do you think Mrs. Mallard knew where to go when she was walking through the city with her ducklings?
- We've read two stories with animal characters who take care of babies- Mother Rabbit and her baby rabbits in *Rabbits and Raindrops* and Mrs.Mallard and her ducklings in *Make Way for Ducklings*. How are the mothers similar?

**Fourth Read:**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

**Discussion Questions(s):**

- Do you have any ducks in your neighborhood? Why or why not?

<b>Suggested Transition Activity</b> <b>First Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Say: "I will dismiss you by matching vowel sounds from Make Way for Ducklings"</p> <p>"If you have an /i/ sound like island anywhere in your name you may..."</p> <p>"If you have an /u/ sound like duck anywhere in your name you may..."</p> <p>"If you have an /a/ sound like make and way anywhere in your name you may..."</p> <p>"If you have an /e/ sound like enormous anywhere in your name you may..."</p>	<p><b><u>Direct</u></b></p> <p>-phoneme awareness</p> <p>-</p> <p><b><u>Indirect</u></b></p> <p>-Vocabulary</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported
<p>Say: "I will dismiss you today by using the letters in the book title <i>Make Way for Ducklings</i>."</p> <p>(Point to the individual letters as you dismiss children)</p> <p>"If you have an <b>D</b> anywhere in your name you may..."</p> <p>"If you have an <b>U</b> anywhere in your name you may..."</p> <p>"If you have an <b>C</b> anywhere in your name you may..."</p> <p>"If you have an <b>K</b> anywhere in your name you may..."</p>	<p><b>Direct</b></p> <p>-Letter ID</p>

Suggested Transition Activity Third Read	Literacy/Language Skills Supported
<p>Say: "I will use the first sounds in the ducklings' names to dismiss you."</p> <p>"If your name begins with /j/ like Jack you may..."</p> <p>"If your name begins with /k/ like Kack you may..."</p> <p>"If your name begins with /l/ like Lack you may..."</p>	<p><b>Direct</b></p> <p>-Beginning sounds</p>

Suggested Transition Activity Fourth Read	Literacy/Language Skills Supported
<p>Say: "I will transition you in groups of three and ask you to quack three times."</p> <p>For example: "Jeanette, Ahmed and Chela- you may quack three times and then..."</p>	<p><b>Direct</b></p> <p>-Numeracy concepts</p>





# Read Aloud: Bigger!

**Standards:**

ELA.SL.CC.PS.1 - 3;  
 ELA.RL.KID.PS.1 - 3  
 ELA.RL.CS.PS.1 - 3;  
 ELA.RL.IKI.PS.1 - 2  
 ELA.RL.LTC.PS.1


**Materials:**

- *Bigger!*
- vocabulary word picture cards

**Vocabulary:**

- dreams— what you see when you sleep
- hopes— something you want to happen
- ideas— thoughts
- muscles—body parts that help people do work
- ruler—tool for measuring
- tricycle—a vehicle with three wheels

**Preparation:** Set up materials.

**First Read:**

Children will:

- listen to a story read aloud
- demonstrate increasing levels of sustained and focused engagement
- show a steady increase in the number of words in listening vocabulary
- develop understanding of main events

Teacher will:

- Read with expression
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

“The title of this book is *Bigger!* It’s a **non-fiction**- true- story about the boy on the cover.”

“Babies are very small when they are born.”

*p. 1*

“This boy’s daddy uses a **ruler**-- a measuring tool--to see how much he is growing!”

*p. 2*

“Why do you think children get **messy** when they are learning to feed themselves?”

*p. 3*

“Look at him now! His **muscles** are becoming **stronger**. He can ride a **tricycle**--a vehicle that has three wheels.”

*p. 4*

“As he gets bigger, he can play baseball, **sweep** the floor, and cook!”

*p. 7*

*Motion hand for ‘sweeping’.*

“He is learning how to **read** and **write** in school.”

*p. 9*

*p. 10*

**Discussion Questions:**

- How is the boy at school similar to or different from you at school?
- How is the boy getting bigger similar to or different from the ducklings in *Make Way For Ducklings*?

**Second Read**

Children will:

- Demonstrate increased level of sustained and focused engagement
- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

**Discussion Questions:**

- How is the boy as a baby similar to or different from Baby Louise in *Oonga Boonga*?
- How is the boy playing baseball similar to or different from Peter throwing snowballs in *A Snowy Day*?

**Third Read**

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children's responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

**Discussion Question(s):**

- How do you think the boy's parents feel about him getting bigger?
- When the boy becomes an adult, do you think his parents will still call him their "little boy"?

**Fourth Read**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- What do you think the boy will learn to do as he gets bigger?
- What do you think are some of the boy's hopes and dreams?



## Researching Oviparous Animals

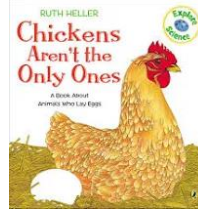
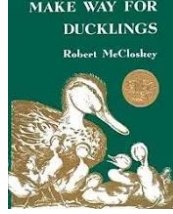


Library &amp; Listening



Writing &amp; Drawing

**Standards:**  
 SED.SD.BRC.PS.14  
 LA.IT.D.PS.1-3  
 ELA.IT.I.PS.1-2  
 ELA.IT.LTC.PS.1  
 ELA.W.TTP.PS.1 - 2  
 ELA.W.R.PS.1-2



### Materials:

- *Chickens Aren't the Only Ones*
- *Make Way for Ducklings*
- Oviparous Animals Resource
- non-fiction texts about oviparous animals
- paper
- clipboards
- writing tools

### Vocabulary:

- egg
- oviparous
- research
- document

**Preparation:** Set up materials.

### Intro to Centers:

"In *Make Way for Ducklings*, Mrs. Mallard laid **eggs**. What do you notice?"

"Here are images of other **oviparous--egg** laying- animals. What do you notice? How are these **eggs** similar to or different from Mrs. Mallard's **eggs**?"

"Today in Library and Listening, you can **research oviparous** animals with these materials."

"How can you **document** your **research** in Writing and Drawing?"

*Show illustrations.*  
*Children respond.*

*Show images.*  
*Children respond.*

*Show materials.*

*Children respond.*

### During Centers:

Encourage children to collaborate, i.e. one child researches, another child writes or draws. Encourage children to create diagrams to illustrate their research. Encourage children to use their research to create oviparous animals and/or their eggs using Beautiful Stuff. Support children with using their research to create oviparous animals' habitats in Blocks and/or Dramatization.

### Guiding Questions during Centers:

- What inspired you to research this oviparous animal?
- How did you document your research?
- How is the way oviparous animals care for their young similar to or different from mammals, like rabbits and cats?
- How are oviparous animals' nests similar to or different from other animals' habitats?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Arrange and document a neighborhood walk to look for nests, and/or materials that might make good nests.

# Oviparous Animals:

Oviparous [oh-vip-er-uhs]: animals lay eggs. There are many kinds of animals that lay eggs.



**Sea turtles are oviparous animals.**



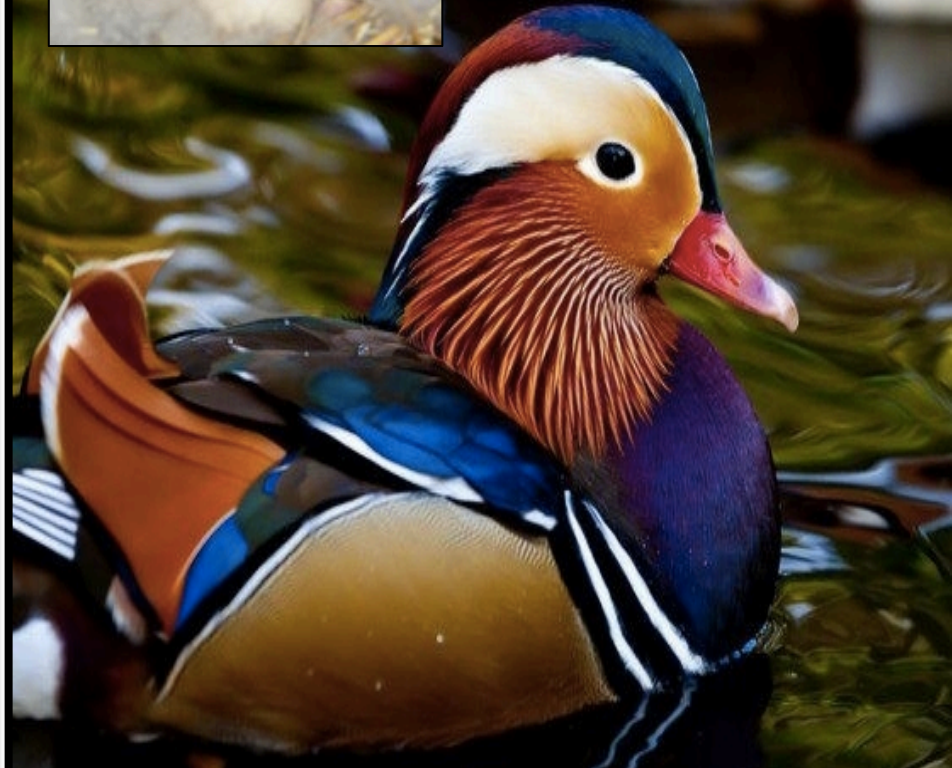
*Sea turtles have been around for more than 110 million years. They spend most of their lives in water and usually only come onto land to lay their eggs.*



*Clownfish* eggs are colored slightly orange or red.



The **Mandarin** duck is one of the most colorful duck species, but its eggs are very plain.



**Fish and birds are oviparous animals.**



*The American **robin** is one of the most common birds in North America. **Robin** eggs are a unique shade of blue.*



**All birds lay eggs.**



**Reptiles** are cold-blooded vertebrate animals. **Crocodiles** are the largest reptiles in the world. They can grow up to 18ft long.

**Vertebrates** are animals that have a spine or backbone.



**Cold-blooded** animals rely on the heat from the sun to warm its body and cold water from a river to keep it cool.



**Most reptiles, including snakes, turtles, lizards, and crocodiles lay eggs.**



*Mammals are warm-blooded vertebrate animals that have some or all of their skin covered in hair or fur.*

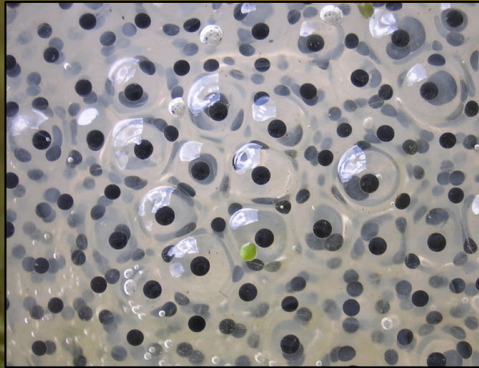


*Warm-blooded animals are animals that can maintain their body heat higher than their surrounding environment.*

*Mammals that lay eggs are called **monotremes**. The **platypus** is one of only four kinds of mammals that lay eggs. Their eggs are about the size of a jellybean.*

**A platypus is a mammal that lay eggs.**

***Amphibians** are cold-blooded vertebrate animals that tend to live in or near fresh water. Their skin is a lot softer than reptiles, which tend to be covered in rough scales.*



*Frog eggs are not hard like chicken eggs. They are very soft and slimy. They are transparent and usually bunched together in a group of eggs.*

**Most amphibians [am-fib-ee-uhn] like frogs, toads, and salamanders lay eggs too.**



Sharks are the largest kinds of fish. But not all sharks lay eggs. There are only a few species that lay eggs like this **zebra shark**. Their eggs are a dark shade of green or brown and are about the size of a person's hand.



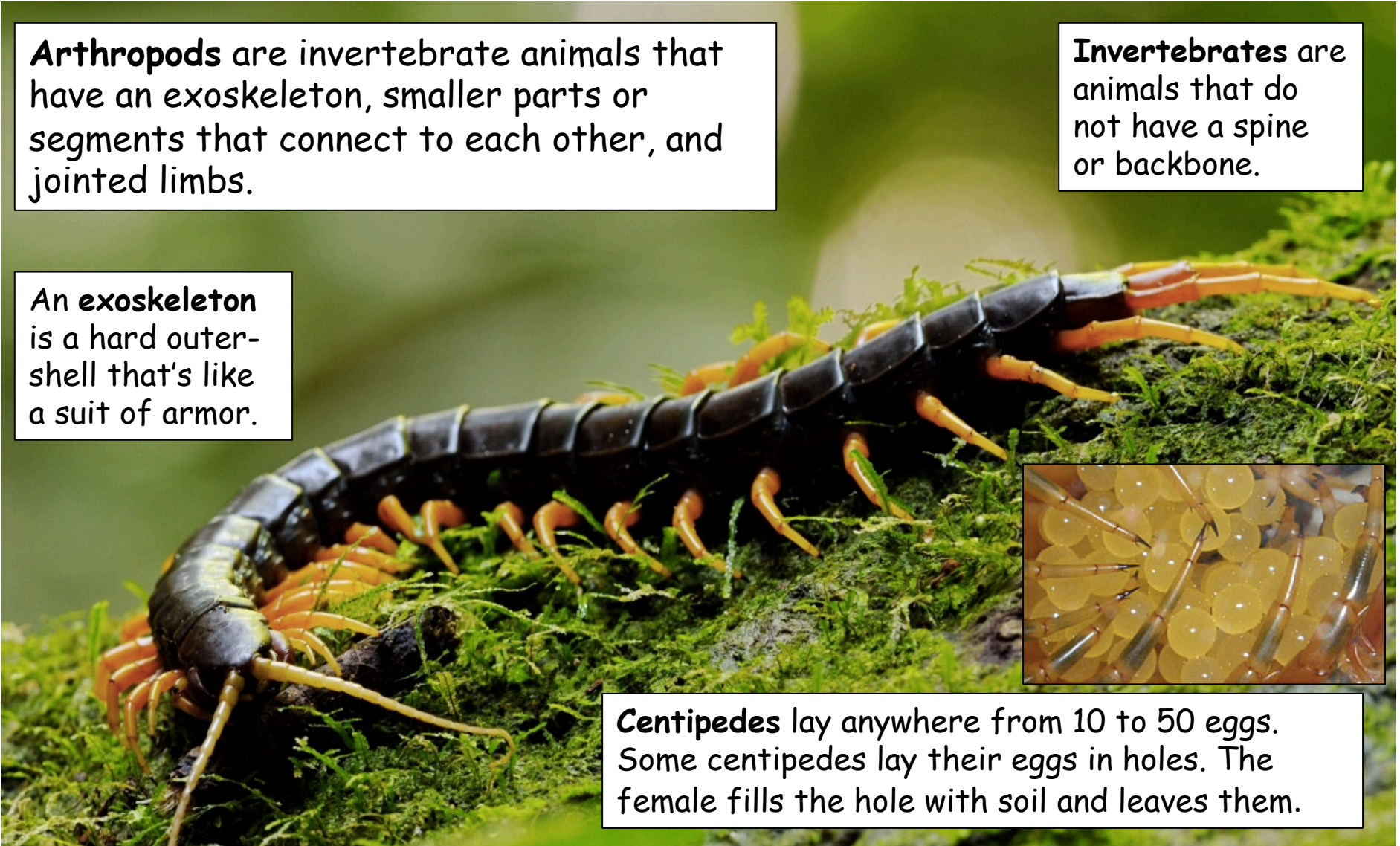
**There are also some fish that lay eggs.**



**Arthropods** are invertebrate animals that have an exoskeleton, smaller parts or segments that connect to each other, and jointed limbs.

**Invertebrates** are animals that do not have a spine or backbone.

An **exoskeleton** is a hard outer-shell that's like a suit of armor.



**Centipedes** lay anywhere from 10 to 50 eggs. Some centipedes lay their eggs in holes. The female fills the hole with soil and leaves them.

**Arthropods** [ahr-thruh-pods] are bugs or small animals that lay eggs. Arthropods include ants, spiders, centipedes, and crabs.



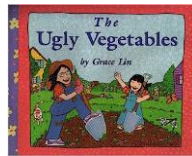
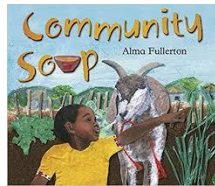
# Soup



Dramatization

**Standards:**

SED.SD.BRC.PS 1-5  
 SED.SD.BRC.PS 13-14  
 ELA.RLCS.PS 2  
 ELA.RL.LTC.PS 1  
 PHD.N.PS. 2  
 M.MP.PS. 5


**Materials:**

- *Community Soup*
- *The Ugly Vegetables*
- Plastic vegetables and meats
- Large soup pot
- ladle
- Wooden spoon
- Empty broth containers
- soup recipes
- bowls and spoons
- empty spice containers

**Vocabulary:**

- garden
- soup
- vegetables
- ladle
- broth
- ingredients
- recipe
- spices

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Community Soup* and in *The Ugly Vegetables*, people gathered vegetables from gardens to make soup."

"You can make soup with the **ingredients** you have from your garden or you can follow a **recipe**."

"I'm going to make tomato soup. First I add my **broth**, then tomatoes and onions and celery. Now I need to stir my soup and add some **spices**."

"When the soup is finished cooking on the stove, I can use a **ladle** to spoon soup into bowls."

"Today, in Dramatization, you can make soup with these materials."

*Show illustrations. Children respond.*

*Show recipes.*

*Show material. Model*

*Show ladle*

***During Centers:***

Support children in role playing, i.e., soup maker, family members or dinner guests etc. Encourage children to use the recipes.

***Guiding Questions during Centers:***

- What kind of soup did you make? What could you name this soup?
- What kinds of soup have you had before?
- Why is it helpful to have a recipe?
- Why do you use a ladle instead of a regular spoon to fill the bowls?
- Why do you add spices to your soup?
- How many bowls of soup do you need for your guests? How do you know?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:***

Encourage children to write/draw their own soup recipes. Make real vegetable soup together.



## Vegetable & Chicken Soup Recipe



**2 tomatoes**



**1 onion**



**broccoli**



**1 carrot**



**4 cups broth**



**1 chicken thigh**



**Combine ingredients, stir, and add  
spices to taste.**



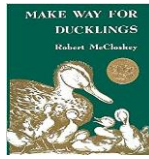


# Nest Building



Discovery

**Standards:**  
 ATL.EP.PS.1  
 ATL.RPS.PS.5  
 S.LS.PS.1,4,6



## Materials:

- *Make Way for Ducklings*
- *Chickens Aren't the Only Ones*
- nests Images
- twigs, straw, grass, etc.
- vines, wreaths, wicker plate holders
- Beautiful Stuff, i.e., yarn, string, etc.
- toy birds
- plastic eggs

## Vocabulary:

- nest
- eggs
- hatch
- camouflage
- habitat
- oviparous

**Preparation:** Set up materials.

## Intro to Centers:

"In *Make Way For Ducklings*, Mrs. Mallard was ready to **hatch** her **eggs**. What do you notice?"

"She built a **nest** out of grass. The grass **camouflaged** the nest- the nest blended in with the **habitat**. Mrs. Mallard sat on the **nest** to keep the **eggs** warm."

"Here are images of other **oviparous**- egg laying- animals and their nests. What do you notice?"

"The warbler made her **nest** with twigs and pieces of paper she found. The stork used the clump of grass in its beak to build its **nest**."

"Today in Discovery, you can build **nests**, using these materials. What do you notice?"

*Show illustrations. Children respond.*

*Show images. Children respond.*

*Show materials. Children respond.  
 Model nest making.*

## During Centers:

Encourage children to collaborate, i.e., one child chooses the materials, another child makes the nest. Compare and contrast nests to the box/dog bed/baby crib in *Dog's Colorful Day/Peter's Chair*.

**Guiding Questions during Centers:**

- Why would this (*material*) be useful for an (*oviparous animal*)'s nest?
- How will you make sure your nest is sturdy enough to support the eggs?
- How many eggs fit in your nest? How do you know?
  - Why do some birds build their nests in trees?
  - Why do other birds do not build their nest in trees?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Compare and contrast nests to other animal homes, i.e., caves, burrows, holes, etc. Compare and contrast wild and domestic animal homes.





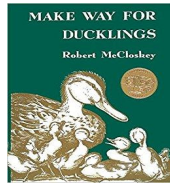
# Cars



Art Studio

**Standards:**

ATL.RPS.PS.1-8  
CA.VA.PS.1-5  
ELA.RL.IKI.PS.1  
S.PS.PS.2


**Materials:**

- *Make Way For Ducklings*
- Car Assembly Directions
- Wheel Template Resource, copied on cardboard or four washers 1.5 inches or larger
- Paper towel tube, cut in half
- Mini clothespins (8 per car)
- Skewers or thin dowels cut to 3.5 inches

**Vocabulary:**

- bustling
- traffic
- diagram
- chassis
- axle
- tire
- bumpers
- lug nuts
- joints

**Preparation:** Gather materials.

**Intro to Centers:**

“In *Make Way For Ducklings*, Mr. and Mrs. Mallard looked for a safe place to live. What do you notice?”

“The city was **bustling**- very busy- with **traffic**. Officer Michael stopped the cars so they could cross the street.”

“Here are images of cars and city **traffic**. What do you notice?”

“Cars have **bumpers**, lights, and **tires**. Here is a **diagram** of a **chassis**--underneath the car body. What do you notice?”

“**Axles** connect the **wheels**. **Lug nuts** and **joints** attach the wheels. **Tires** cover the wheels.”

“Today in the Art Studio, you can create cars with these materials.”

*Show illustrations.  
Children respond*

*Show images.  
Children respond.*

*Show diagram, pointing to the chassis parts.*

*Show materials.*

**During Centers:**

Encourage children to collaborate. Encourage children to follow the visual instructions. Compare and contrast children’s cars/chassis to the diagram/ illustrations/ images, etc. Encourage children to create descriptions/diagrams of their cars. Encourage children to use their cars in *Boston Public Garden*.

***Guiding Questions during Centers:***

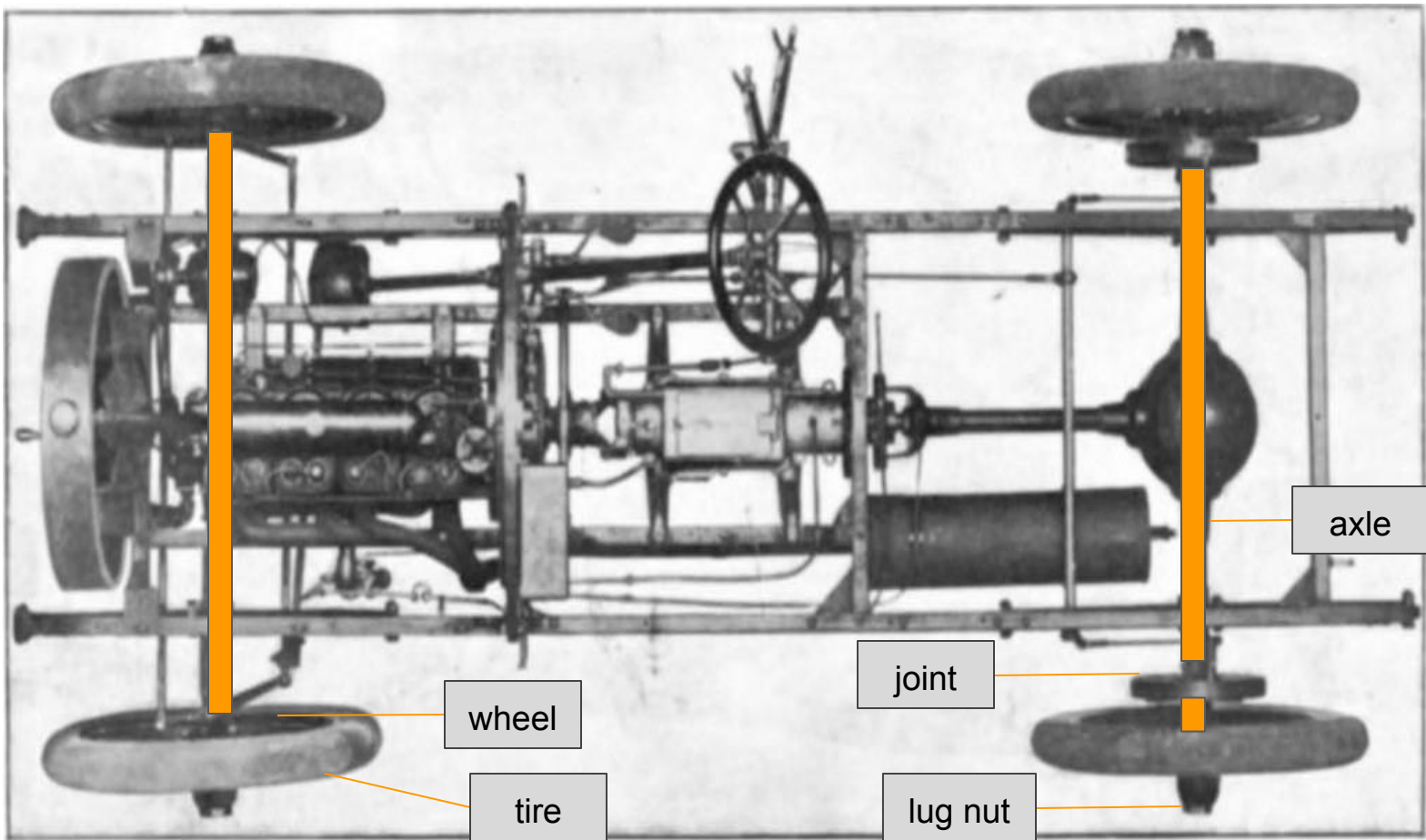
- How were the directions helpful in constructing your car?
- How else could you build a car? What materials would you need?
- Why is it important that the wheels of a car roll?
- What did you notice when you tried your car on the ramp?
- How will you add details to your car? What parts are you adding?
- How can you add a driver?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

***Provocation:***

Arrange and document a field trip to an auto body shop/ auto supply store/ car dealership. Invite a community/family member who is a mechanic, car salesperson, etc. to visit the classroom. Provide additional material for children to build different cars.



car chassis





# How to make a car

## Step 1

Use a hole punch and make 4 holes in your paper towel tube.



## Step 2

Insert sticks in the holes.



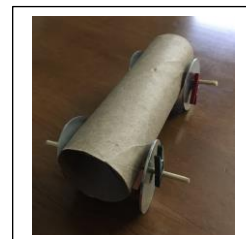
## Step 3

Clamp a clothespin on each stick close to the paper towel tube.



## Step 4

Cut out four wheels and punch a hole in the middle of each circle.  
Place wheels on stick.



## Step 5

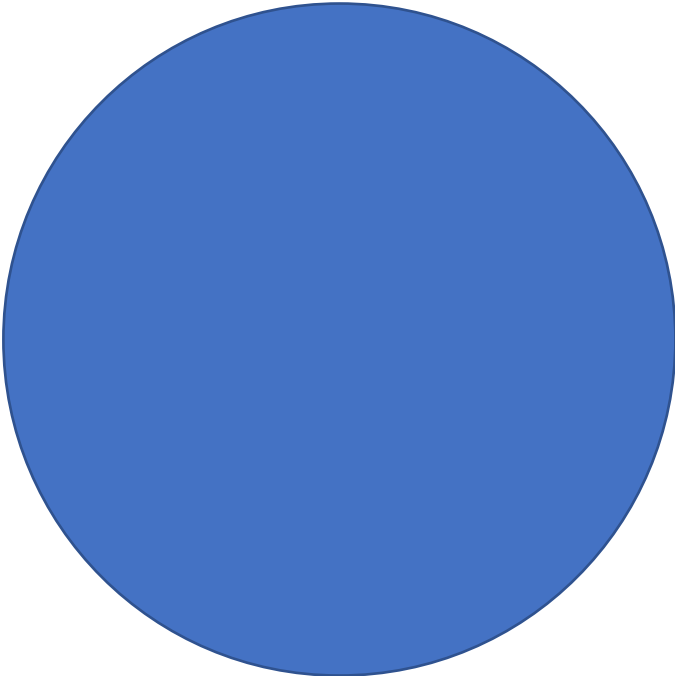
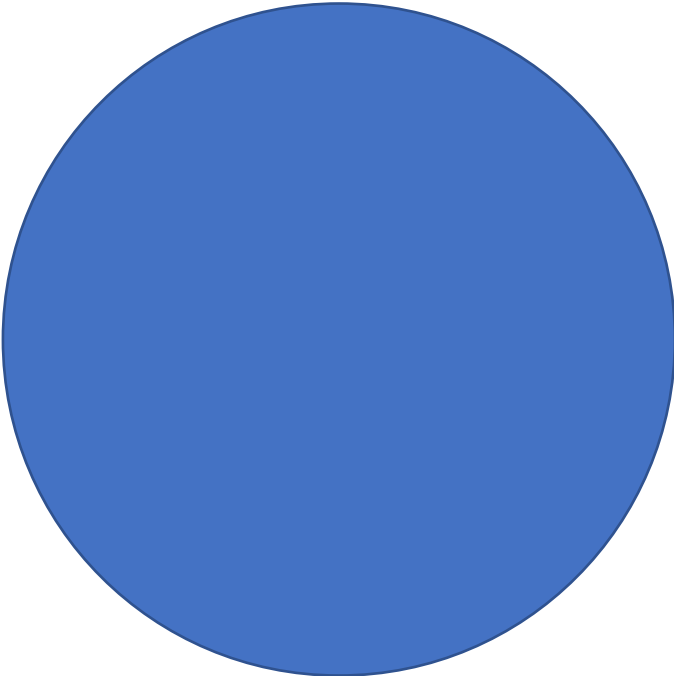
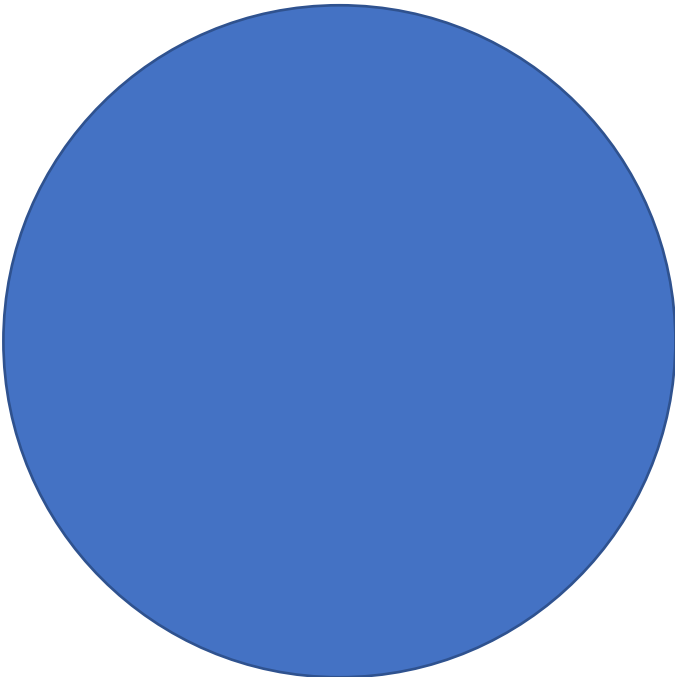
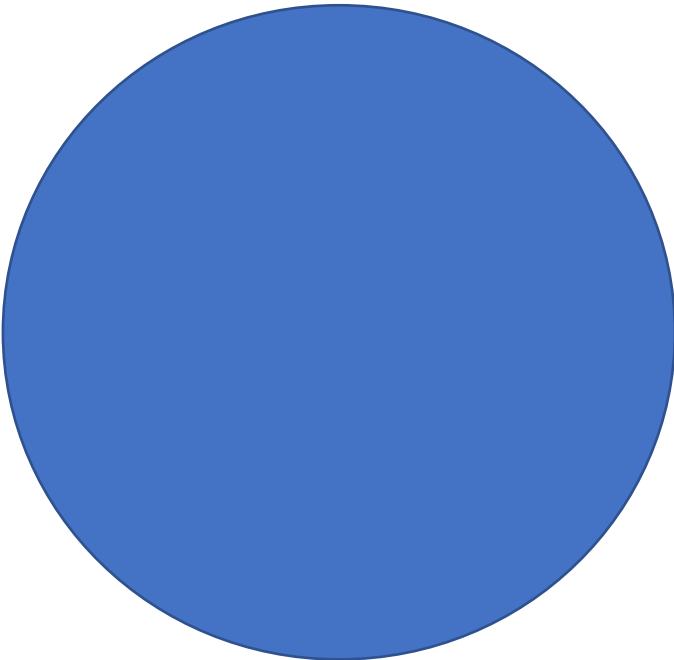
Place clothespins on the stick close to the wheel.



## Step 6

Add details to your car and try it out on a ramp.

Wheels 3.5 inches or larger – cut from cardboard





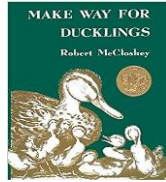


# Nests



Art Studio

**Standards:**  
S.LS.PS.1  
CA.VA.PS.1-5



## Materials:

- *Make Way For Ducklings*
- *Chickens Aren't The Only Ones*
- Beautiful Stuff, i.e., yarn, tissue paper, string, etc.
- Clay

## Vocabulary:

- nest
- oviparous
- hatch
- cozy
- camouflage
- protect
- predator

**Preparation:** Set up materials.

## Intro to Centers:

"In *Make Way For Ducklings*, Mr. and Mrs. Mallard looked for a place to make a **nest** to **hatch** her eggs. What do you notice?"

"Mr and Mrs. Mallard found a **cozy** spot by the water. What do you notice?"

"Mrs. Mallard's eggs were **protected**- kept safe- from **predators**-- animals that eat other animals. Here are images of other **nests**. What do you notice?"

"**Oviparous**--egg-laying--animals build **nests** with clay, twigs, and found pieces of string and paper. **Nests** can be in high places, dark places, and are sometimes **camouflaged**."

"Today in the Art Studio, you can use these materials to create **nests**."

*Show illustrations.  
Children respond.*

*Children respond.*

*Show images.  
Children respond.*

*Show materials.*

## During Centers:

Encourage children to use a variety of materials to build their nests. Encourage children to use their research on oviparous animals. Encourage children to create eggs/animal coverings in the Art Studio. Compare and contrast children's nests to the illustrations/images/each other's. Compare and contrast building nests to *Building A Neighborhood/Playground/Habitat*.

**Guiding Questions during Centers:**

- What was your inspiration for your nest?
- How is your nest similar to or different from the illustrations/images/your friend's?
- How was your research helpful in creating your nest?
- Which nest has more/fewer eggs? How do you know?
- How is a nest similar to or different from a \_\_\_\_\_ habitat?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

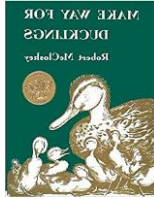
**Provocation:** Encourage children to make nests in dramatization.



## Building Make Way for Ducklings



**Standards:**  
CA.VA.PS.1-5  
CA.DE.PS.1-3  
ELA.RL.IKI.PS.1-2



### Materials:

- *Make Way for Ducklings*
- Beautiful Stuff (spools, leaves, rocks, cardboard boxes, etc.)
- Felt pieces (brown, blue, etc.) to represent setting
- (Rubber) ducks
- Plastic eggs

### Vocabulary:

- raise
- duckling
- island
- public garden
- habitat
- construct
- predator

**Preparation:** Set up materials.

### Intro to Centers:

"In *Make Way for Ducklings*, Mr. and Mrs. Mallard **raised** their **ducklings** on an **island** in the Boston **Public Garden**- they helped their **ducklings** grow and learn how to do things. Why was the **Public Garden** a good place to **raise** their **ducklings**?"

"The **public garden** was a safe **habitat**--place to live. The ducks were safe from **predators**--animals that eat other animals."

"Today in Blocks, you use these materials to **construct** the different settings, like the Boston **Public Garden**, in *Make Way for Ducklings*. What might you create?"

"You can also construct the characters. How might you create Mrs. Mallard with these materials?"

"Together, you can use your creations to act out *Make Way for Ducklings*."

*Show illustrations.  
Children respond.*

*Show materials.  
Children respond.*

*Show materials.  
Children respond.*

### During Centers:

Encourage children to collaborate, i.e., one child draws a plan, another child constructs. Encourage children to use Beautiful Stuff to create various characters and props such as cars. Children act out *Make Way For Ducklings*.



**Guiding Questions during Centers:**

- How did you collaborate to create the characters and setting?
- How did you use Beautiful Stuff?
- How is your Public Garden similar to or different from public gardens around here?
- How did you label the parts of your public garden?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

**Provocation:**

Compare and contrast the Boston Public Garden to local neighborhood gardens/parks.

