

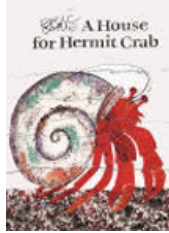
# Animal House

## Kindergarten: Science

VISUALIZATION



**Gifted Behaviors to look for:**  
*Perceptive –  
 Creative – Curious –  
 Resilient*

<b>Materials</b>	 Drawing Paper
<b>ESOL Accommodations</b>	In the LINK portion of the lesson, the teacher can also ask if students know of any special animals or animal homes from other parts of the world.
<b>Marzano Strategy</b>	Nonlinguistic Representations
<b>Patterns of Thinking</b>	PERSPECTIVES

<b>Link</b>	We have been learning about the basic needs of animals. <b>Ask</b> , “What is something an animal needs to survive?” <b>Say</b> , “Today we will use our knowledge of animal’s needs to construct a house for an animal.”
	<b>Assessment:</b> Listen for students who understands basic survival needs of an animal.
<b>Engage and Educate</b>	Read <i>A House for Hermit Crab</i> by Eric Carle. <b>Ask:</b> <ul style="list-style-type: none"> <li>• “What makes your home comfortable?”</li> <li>• “What are some types of animal homes?”</li> <li>• “Imagine that you are (pick an animal your students would know about). What type of house would you build for an (animal)? Why?”</li> <li>• “Which animals need lots of space?”</li> <li>• “What else might an animal need?”</li> </ul>
	<b>Assessment:</b> A “Perceptive” response might be ‘a home is comfortable if there are people living there that make you happy’. A “Resourceful” response might include naming a billy goat as an animal that needs a lot of space because they graze on grass.
<b>Active Learning</b>	<b>Say</b> , “Think about two or three animals that you like. Plan a place for them to live together. Remember that each animal has special needs. Draw a home for your animals.” <b>Note:</b> <i>If you have access to craft materials, students may decide to build their animal home.</i>
	<b>Extension(s):</b> (1) Read the book <i>The Salamander Room</i> by Anne Mazer and have a Socratic Seminar about whether the boy in the story, Brian, should keep the salamander in his room. The advanced academic resource teacher can assist with the Socratic Seminar. (2) Complete a whole class PMI chart about the advantages and disadvantages to taking an animal out of its natural habitat.
	<b>Assessment:</b> “Creative” work samples might include animals that all live in the ocean but illustrations of the food they eat. Or, a picture of farm animals but clear illustrations of the shelter they usually call home.
<b>Reflect</b>	Students participate in <i>Two Circles</i> (Cooperative Learning Structure) and share their completed animal houses with a partner. Student on the <i>Inside</i> rotate three spaces and share their picture with another partner standing in the <i>Outside</i> circle.
<b>Now and Then</b>	<b>Say</b> , “We have learned that animals have basic needs. Do you think plants have basic needs? If so, are they similar or different to animal needs? We will use our knowledge of basic needs to investigate the needs of plants.”