



Building an Aquarium

Standard Connection:

ELA.RI.PK4.3

M.G.PK4.4-5

S.LS.PK4.3

PD.FM.PK4.1-5

Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> Swimmy Mister Seahorse A Swim Through the Sea blocks of various kinds small ocean animal figurines chart paper/marker paper pencils scissors glue or tape clipboards images of aquariums (see Resource) 	<p>aquarium: a tank filled with water where water plants and animals are kept</p> <p>collaborate: to work with someone else on a project or idea</p> <p>marine animals: animals that live in the ocean or sea</p> <p>notice: to be aware of or observe</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>Mister Seahorse</i> , his home was in the ocean. We saw many images of marine animals and plants in the ocean. Another place where fish can live is an aquarium ."	Show images from books. Children respond.
"Have you ever visited the aquarium ? How is an aquarium different than the ocean?"	Show images of aquariums. Children respond.
"What do you need to build an aquarium ?"	Children respond. Create a list of children's responses on chart paper.
"Today in Blocks, you can build your own aquarium using these materials. What do you notice ?"	Show materials. Children respond.
"You can also collaborate – work together – to build your aquarium ."	

During Centers:

Hang images or project images from the aquarium to inspire children's building in the Block Center. Model what block playing might look and sound like. Model the clean-up routine. During Centers, encourage children to build with one another. Discuss the shapes and sizes within their aquariums.

Guiding Questions During Centers:

- What materials and props do you need to build your aquarium?
- What did you notice about the pictures in these images/books that could help you build your aquarium?
- How can you work together? Which blocks will you use? How many?
- What are you thinking about as you build? What is your inspiration?

Thinking and Feedback:

Notice children's challenges while in the Block Center and invite them to share their problems with the group. Gather feedback about what to add or revise in the aquarium.

Documentation:

Collect samples of the children's work as well as photographs of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to make some items/props in the Creative Art Center, such as marine animals and plants.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of writing and building materials to meet the children's various fine motor and sensory needs.