



Seahorses

Standard Connection:

PD.FM.PK4.2-5

ELA.L.PK4.1a

M.G.PK4.5

VA.RE7a.2.PK

VA.CR2.3.PK

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"> • <i>Mister Seahorse</i> • Beautiful Stuff • construction paper, cut into various sizes • scissors • markers • paint • glue • images of seahorses (see Resource) 	<p>seahorse: a warm water ocean animal that swims with its head facing up, but its body and tail hanging down</p> <p>plan: an action that is thought out ahead of time</p> <p>materials: anything used for building or making something</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>Mister Seahorse</i> , Mr. Seahorse's body was shaped differently than a fish's body. What do you notice?"	Show illustrations. Children respond.
"Today in Creative Arts, you can use these materials to create your own seahorse ."	Show materials. Children respond.
"First, let's make a plan to build your seahorse . Can you draw your plan on paper? Which materials would you like to use?"	Discuss plans. Children respond.
"Be sure to include plenty of details on your seahorse . If you have time, you may create more than one seahorse to explore different textures, shapes, and colors."	Children respond.

During Centers:

Talk to the children about creating seahorses in Creative Arts from various materials. Show the images and talk about any interesting observations.

During Centers, share the various items that are available. Ask children to plan for what materials they will use. If possible, encourage the children to draw their plans and help them create a list of the materials they need.

Support children with constructing the seahorses. Help children to include details.

Guiding Questions During Centers:

- What do you notice about this animal?
- What is your plan?
- How can we make your seahorse look more realistic, like the one in this photograph?
- What more information do you need?
- What color do you need to represent that part?
- Tell me about it.

Thinking and Feedback:

Invite a child or pair of children to describe their seahorses and ask for feedback to make revisions.

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 display their seahorses as part of their Ocean Paintings or Ocean Collages. Seahorses can also be used to decorate other Centers in the classroom.

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 materials, such as adapted scissors or paintbrushes, to meet the children's various fine motor needs.