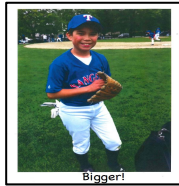




Researching Kindergarten



Library & Listening



Writing & Drawing

Standards:

SED.ED.SC.PS.3
 ATL.RPS.PS.4 , 7
 ELA.W.TTP.PS.1-3
 ELA.W.PD.PS.1-2
 ELA.W.R.PS.1-2
 ELA.RL.KID.PS.1-3

Materials:

- *Bigger!*
- images of Kindergarten (real children, classes, teachers)
- images of children in the beginning of the school year
- paper
- clipboards
- writing utensils
- books about kindergarten

Vocabulary:

- kindergarten
- expert
- document
- research

Preparation: Set up materials.

Intro to Centers:

"In *Bigger!*, the boy went to 'big kid school.' What do you notice?"

"Here are images of our class when we started school. What do you notice?"

"We have learned so much about _____. You have become **expert** PreK-ers."

"After preschool is **kindergarten**. Here are images of **kindergarteners**. What do you notice?"

"**Kindergarten** is a group of children learning and playing together in school."

"Today in Library and Listening, you can **research Kindergarten** with these materials. You can **document** your **research** in Writing and Drawing."

Show images.

Children respond.

Show images.

Children respond.

Show images.

Children respond.

Show materials.

During Centers:

Encourage children to collaborate, i.e. one child researches, another child writes or draws. Encourage children to use diagrams and maps to document their research. Invite Kindergarteners to visit the classroom as "experts" or arrange for children to visit a Kindergarten classroom to interview "experts." Compare and contrast how children felt when they were starting preschool to how they feel about starting Kindergarten.

Guiding Questions during Centers:

- How is the way you felt about starting preschool similar to or different from how you feel about Kindergarten?
- How is the Kindergarten (in our school) similar to or different from our classroom?
- How are the things you learned in preschool helpful to you as a Kindergartener?
- How did you document your research?

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 a Kindergarten classroom in your school.

