

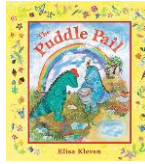


Writing About Collections



Writing &
Drawing

Standards:



Materials:

- *The Puddle Pail*
- paper
- Collections resource
- “My collection of _____” template
- writing tools
- children’s collections from *Making Collections*

Vocabulary:

- collection
- museum
- exhibit
- curator
- information

Preparation: Set up materials.

Intro to Centers:

“In *The Puddle Pail*, Sol and Ernst filled their pails. What do you notice?”

“If Sol labelled the things in his pail, he could write: ‘rocks, feathers, and string **collection**’. What could Ernst write if he labelled the puddles in his pail?”

“Here are images of **museum exhibits**. The **curator** labelled and wrote **information** about this **collection** of (_____).”

“Here is a **collection** I created and labelled (_____). What do you notice?”

“My (_____) **collection** is special because (_____). I will write that **information** about my **collection**.”

“Today in Writing and Drawing, you can create labels and write **information** about your **collections** with these materials.”

Show illustrations.
Children respond.

Children respond.

Read exhibit label and description.

Show collection. Children respond.

Model.

Show children’s collections. Show materials.

During Centers:

Support children in creating labels for and writing information about their collections. Compare and contrast children’s collections to their friends’/museum collections. Encourage children to create graphs of the number of objects in their collections. Encourage children to sort/label groups of collections, i.e., (*Jaylen, Sarah, and Micah have collections of round things, Cliff, Hermainia, and Luana have collections of little things, etc.*) Encourage children to use Beautiful Stuff to create exhibits of their collections.

Guiding Questions during Centers:

- How is your collection similar to or different from your friend's/Sol's and Ernst's /the museum collections?
- What information do you want someone to know about your collection?
- How can you create an exhibit for your collection?
- What could you name a museum of these (similar) collections?

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:

Visit and document a trip to a museum. Invite a museum curator/artist/tour guide to the classroom. Encourage children to create a classroom museum in Dramatization/Blocks.