



WEEK 5 Day 1

Discovery Table: Tiny Kindergarten 2
 Children continue to construct three-dimensional models of the kindergarten classroom.

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Guiding Questions	What does it mean to be a member of a community? Why is collaboration and working together important?
Vocabulary	<p>tools: objects used to accomplish something</p> <p>notice: to see, to pay attention to something</p> <p>search: to look for something</p> <p>curious: interested</p> <p>describe: to tell what someone or something is like</p> <p>disappear: to go completely away, to become unable to be seen</p> <p>object: a thing that can be seen and touched</p>
Materials and Preparation	<ul style="list-style-type: none"> ● sensory/discovery table, or tabletop tub(s) ● sand ● sand table tools, such as cups and scoops, small shovels, and/or plastic spoons ● craft sticks ● spray bottles filled with water ● natural materials (shells, acorns, sticks) ● recycled materials (small containers, small tiles, sanded wood scraps, buttons) ● bin or basket ● writing and drawing tools ● paper ● clipboards ● gloves, optional <p>When choosing recycled and natural materials, consider those that might</p>

	<p>be used to represent classroom features and furniture such as tables, chairs, and shelves. Wet the sand slightly. Arrange sand tools and writing and drawing tools so they are close at hand. Set up clipboards with paper.</p>
Intro to Centers	<p><i>At the Discovery Table you can continue to use recycled and natural materials to construct your tiny kindergarten models.</i></p> <p>Show photos or plans of what children have been doing. <i>One thing I've noticed is _____.</i></p> <p><i>Are there other materials you think you could use to add different features of the classroom to your models?</i></p> <p>Invite children to turn and talk.</p> <p><i>How has sketching a plan before you build helped you with your tiny kindergarten models?</i></p> <p><i>We've been taking pictures of your models; you can also make a drawing of your model when it's finished so you remember what you did. You could label the parts of the kindergarten classroom, or you could label the materials that you used, such as sticks or buttons.</i></p>
During Centers	<p>As children continue to work, refer back to their sketches and photos of previous models. Encourage children to collaborate and to suggest other materials they might use. Encourage children to create sketches and to use them as working plans.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice in the photos that inspires you? ● How would you sketch the _____? How will your sketch help you construct your model? ● Which recycled and natural materials are useful here? ● What do you notice about these materials? ● What part of the classroom are you creating? Why did you choose that part?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p>

Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.

Geography 1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples.

Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.

Notes