



Showcase of Learning

Standard Connection:

- ELA.SL.PK4.3
- ELA.W.PK4.1
- M.MD.PK4.2
- S.ES.PK4.1
- S.ES.PK4.2
- SS.FC.PK4.1
- PD.FM.PK4.4
- PD.SHS.PK4.1
- VA.PR4.1.PK
- VA.CR3a.1.PK

Enduring Understanding(s):

- Gathering information helps us make decisions.

Essential Question(s):

- How do living things gather information that will be useful to themselves and others?

Materials		Vocabulary	Books
<ul style="list-style-type: none"> • <i>Gilberto and the Wind</i> • <i>Rabbits and Raindrops</i> • <i>A Hat for Minerva Louise</i> • <i>One Dark Night</i> (or <i>Thunder Cake</i>) • <i>The Snowy Day</i> 	<ul style="list-style-type: none"> • children's work • boxes or trays for display • paper • writing/drawing utensils • images of showcases (see Resource) 	<p>showcase: a safe place to show work</p> <p>exhibit: to display</p> <p>review: to look at again</p> <p>select: to choose</p> <p>curate: to organize an art exhibit</p>	

Intro to Centers	
Preparation: Set up materials	
<p>"We have learned about wind and water by reading <i>Gilberto and the Wind</i>, <i>Rabbits and Raindrops</i>, <i>One Dark Night</i> (or <i>Thunder Cake</i>), <i>The Snowy Day</i>, and <i>A Hat for Minerva Louise</i>. What do you notice?"</p>	<p>Show illustrations. Children respond.</p>
<p>"Today in Creative Arts, you will review work you have done in Centers and Small Groups and select - choose - what to exhibit - display - at our Showcase of Learning. What do you notice?"</p>	<p>Show examples of children's work. Children respond.</p>
<p>"Use these materials to sort and organize the work."</p>	<p>Show materials.</p>
<p>"You have a lot of work, and we won't be able to exhibit it all. How could you curate - decide what work to exhibit - the Showcase of Learning?"</p>	<p>Children respond.</p>

During Centers:

Support children in curating their work. Discuss that what they choose may not necessarily be their “best” work but could be representative of a challenge that they addressed. Encourage children to write captions for the work. Support children in choosing the space where and how their work is displayed (a tray on the cubbies for their Clay Sculptures, a frame for their Crayon Resist to hang in the window, etc.). Support children in collaborating. (Some children could select work, and other children could create and organize the displays.)

Guiding Questions During Centers:

- Why did you choose this work?
- How does this work demonstrate what you have learned about wind and water?
- What would you want someone to know about this work? How would you communicate this information?
- How is preparing for the Showcase of Learning similar to or different from preparing for the Class Celebration (at the end of Unit 2)?

Thinking and 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 processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Take a field trip to a museum to see how work is displayed and organized. Invite a museum curator to visit the classroom and describe how he/she selects the work to display in a museum exhibit.

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 students answer Guiding Questions. During Centers, strategically partner children for collaboration. Provide a variety of materials for children to use to display their work.