



Writing about Collections

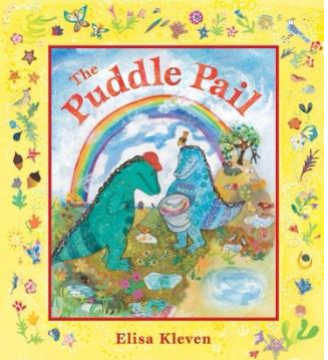
Standard Connection:
 ELA.SL.PK4.1
 ELA.W.PK4.5
 S.ES.PK4.3
 PD.FM.PK4.4
 VA.PR4.1.PK
 VA.PR6.1.PK

Enduring Understanding(s):

- Shadows and reflections are products of light.

Essential Question(s):

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>The Puddle Pail</i> • paper • “My collection of _____” template (see Resource) • writing utensils • children’s collections from <i>Making Collections</i> • images of museum exhibits (see Resource) 	<p>collection: a group of similar things</p> <p>curator: a person in charge of a museum</p> <p>exhibit: to show special objects</p> <p>information: knowledge learned/facts/data</p> <p>museum: a building that holds a collection of objects</p>	

Intro to Centers	
Preparation: <i>Set up materials</i>	
<p>“In <i>The Puddle Pail</i>, Sol and Ernst filled their pails. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“If Sol labeled the things in his pail, he could write: ‘rocks, feathers, and string collection’. What could Ernst write if he labeled the puddles in his pail?”</p>	
<p>“Here are images of museum exhibits. The curator labeled and wrote information about this collection of (_____).”</p>	<p>Read exhibit label and description.</p>
<p>“Here is a collection I created and labeled (_____). What do you notice?”</p>	<p>Show collection. Children respond.</p>
<p>“My (_____) collection is special because (_____). I will write that information about my collection.”</p>	
<p>“Today in Creative Writing, you can create labels and write information about your collections with these materials.”</p>	<p>Show children’s collections. Show materials.</p>

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 (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's 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 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:

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 Dramatic Play/Blocks.

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, provide a variety of writing materials for children to be able to label their collections and graph the objects. Some children may need a pre-made graph that they can put the objects on to see which one has the most, least, etc.