



Making Collections

Standard Connection:
ELA.W.PK4.1b
M.MD.PK4.3
S.ES.PK4.3
PD.FM.PK4.1
PD.FM.PK4.4
VA.PR5a.1.PK

Enduring Understanding(s):

- Light affects people, animals, and things.

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> • images of collections (see Resource) • small trays and containers • paper or labels • writing utensils • Beautiful Stuff, variety of counters, small objects 	<p>collection: a group of similar things</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: Set up materials	
"In <i>The Puddle Pail</i> , Sol and Ernst filled their pails. What do you notice?"	Show illustrations. Children respond.
"Sol gathered rocks, feathers, and string. Ernst gathered puddles. They created collections of the things they liked."	
"Here are images of museum collections . What do you notice?"	Show images. Children respond.
" Museums display their collections in exhibits with information about the collections ."	Read exhibit name/information.
"Today in Science, you can create collections with these materials. I will make a collection of these things. What could I name my collection ?"	Show materials. Model. Children respond.

During Centers:

Encourage children to play BB Guess My Rule with their collections. Encourage children to collaborate (one child creates a collection, another child writes information). Compare and contrast children's collections to each other's/Sol's and Ernst's collections. Encourage children to create exhibits of their collections and display them in the classroom.

Guiding Questions During Centers:

- What inspired you to create your collection?
- How will you communicate information about your collection?
- How are the objects in your collection similar to or different from each other?
- Which collection has more/ fewer items? How do you know?
- How is your collection similar to or different from Ernst's collection in *The Puddle Pail*?

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

Provocation:

Arrange and document a field trip to a local museum. Invite other classrooms to a museum of children's collections.

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 together for collaboration. Provide a Venn diagram for children to use to sort and compare/contrast the collections.