



Making Collections

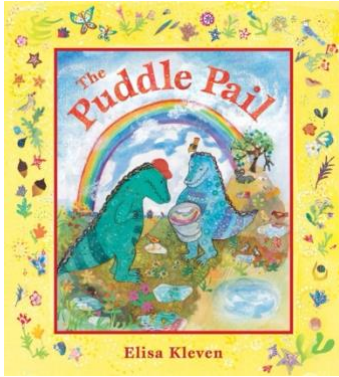
Standard Connection:
ELA.W.PK4.1b
M.MD.PK4.3
S.ES.PK4.3
PD.FM.PK4.1
PD.FM.PK4.4
VA.PR5a.1.PK

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 • 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	
<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>“Sol gathered rocks, feathers, and string. Ernst gathered puddles. They created collections of the things they liked.”</p>	
<p>“Here are images of museum collections. What do you notice?”</p>	<p>Show images. Children respond.</p>
<p>“Museums display their collections in exhibits with information about the collections.”</p>	<p>Read exhibit name/information.</p>
<p>“Today in Science, you can create collections with these materials. I will make a collection of these things. What could I name my collection?”</p>	<p>Show materials. Model. Children respond.</p>

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 Pair*?

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.