



Documenting Kindergarten


Standard Connection:
 ELA.SL.PK4.1a
 ELA.W.PK4.7
 M.MD.PK4.1
 S.PS.PK4.1
 S.T.PK4.2
 SS.FC.PK4.6a
 PD.SHS.PK4.3
 VA.RE8.1.PK

Enduring Understanding(s):

- Living things grow and have life cycles.

Essential Question(s):

- What do systems need in order to function successfully?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Bigger!</i> (see Resource from U6W4, Read Aloud – <i>Bigger!</i>) non-fiction books about kindergarten images of children at the beginning of the school year “My Collection” Template (see Resource) paper clipboards writing utensils 	<p>document: to record researched information</p> <p>expert: a person with a lot of knowledge about a subject</p> <p>kindergarten: school for children 5-6 years old</p> <p>research: to investigate to gain new knowledge</p>	

Intro to Centers	
Preparation: <i>Set up materials.</i>	
“In <i>Bigger!</i> , the boy went to ‘big kid school.’ What do you notice?”	Show images. Children respond.
“Here are images of our class when we started school. What do you notice?”	Show images. Children respond.
“You have learned a lot in Pre-K since your first day in class.”	
“What are some of the most important things you have learned in Pre-K? How have you changed?”	Children respond.
“Next year, you will be in kindergarten . How will you use what you learned in Pre-K to help you in kindergarten ?”	Children respond.
“Today in Creative Writing, you can document with what you have learned this year in Pre-K with these materials. A good title for this might be, “My Collection of Pre-K Memories.”	Show template. Discuss other titles.

During Centers:

Encourage children to collaborate (one child researches, another child writes or draws). Encourage children to use diagrams and maps to document their research. Invite Kindergarteners to visit the classroom as “experts” or arrange for children to visit a kindergarten classroom to interview “experts.” Compare and contrast how children felt when they were starting preschool (Pre-K) to how they feel about starting kindergarten.

Guiding Questions during Centers:

- How is the way you felt about starting preschool (Pre-K) similar to or different from how you feel about kindergarten?
- How is the kindergarten (in our school) similar to or different from our classroom?
- How are the things you learned in preschool (Pre-K) helpful to you as a kindergartener?
- How did you document your research?

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:

Arrange and document a “field trip” to a kindergarten classroom in your school or a nearby school.

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 children answer Guiding Questions. During Centers, strategically partner children together for collaboration. Provide a variety of diagrams and maps with differing levels of complexity to meet the children’s needs.