



Kindergarten

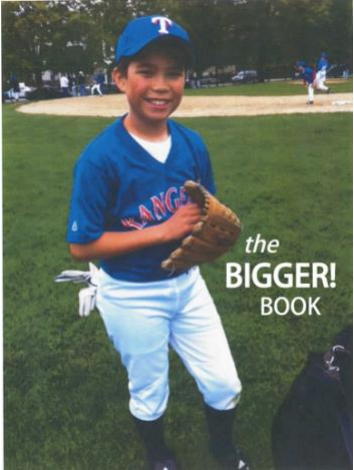
Standard Connection:
ELA.RI.PK4.2
ELA.W.PK4.8
M.MD.PK4.2
S.LS.PK4.2
SS.FC.PK4.7
SS.OW.PK4.2
PD.FM.PK4.5
TH.PR4a.1.PK
TH.RE8b.1.PK

Enduring Understanding(s):

- Living things are part of interdependent systems.

Essential Question(s):

- How do people impact the environment in positive or negative ways?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Bigger!</i> • images of the kindergarten classroom in your school (see Resource for examples or use the Resource for your examples of real children, classes, and teachers) • paper • clipboards • blank books • writing utensils • books about kindergarten 	<p>kindergarten: school for children 5-6 years old</p> <p>student: someone who goes to school to learn</p> <p>teacher: someone who helps students learn new things</p>	

Intro to Centers	
Preparation: Set up materials.	
<p>“In <i>Bigger!</i>, the boy went to ‘big kid school.’ What do you notice?”</p>	<p>Show images. Children respond.</p>
<p>“After preschool is kindergarten. Here are images of kindergarteners. What do you notice?”</p>	<p>Show images. Children respond.</p>
<p>“Kindergarten is a group of children learning and playing together in school.”</p>	
<p>“Today in Dramatic Play, you can create a kindergarten with these materials. You can take turns in the roles of teacher and student.”</p>	<p>Show materials.</p>

During Centers:

Encourage children to use their research to create a kindergarten classroom. Support them in taking on the roles of student and teacher.

Guiding Questions During Centers:

- How did you decide what roles to play?
- How did you feel as the student? Teacher?
- How is the kindergarten (in our school) similar to or different from our classroom?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

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, provide visual supports, such as pictures of teachers and kindergarten students, for children to refer to during their role-playing. Provide short videos of kindergarten classes for children to watch as examples.