

Kindergarten Research

Research at A Glance

Essential Questions	Mini-Lessons	Written Component	Required Research Links
What do we know about families ? How do animals make their homes ? What do we see in the sky ? What kinds of things do we see on a walk ? Who are the helpers in your neighborhood ? How do people/animals communicate ? Where do you see shapes ? What do we know about seasons ? Why are plants and flowers important? What would you tell someone entering kindergarten ? What happens when things grow ? How do wheels help things move?	Lesson 1: Introduction to Research/How to Select an Essential Question (4 days) Lesson 2: What will we need to know about our essential question (1 Day) Lesson 3: Using reliable sources to get answers for my questions (1-2 Days) Lesson 4: How to take notes (3-4 days) Lesson 5: Turning notes into sentences (3-4 days) Lesson 6: Using text/graphic features (2 days) Lesson 7: How to organize my information (2 days) Lesson 8: Revising and editing my information (3 days) Lesson 9: How to cite a resource (1 day) Lesson 10: Evaluation and self-reflection of my research (2 days) Lesson 11: Assembling and presenting my final research (4 days) Lesson 12: How to be a good listener and provide feedback (overlapping 4 days from Lesson 11)	Paper Bag Project Mobile Bouquet <div style="border: 1px solid black; padding: 5px; text-align: center;">Technology</div> Clip Art Word Document World Book Online Google ThinkCentral	5 Steps to Research Kindergarten Presentation Rubric Kindergarten Writing Rubric Kindergarten Task Overview Sheet

Essential Question Overview

Day Introduced	Journeys Unit	Essential Questions	Journeys Lessons	Anchor/Paired Text Selections	Online District Resources
1	1	What do we know about families?	1	"What Makes a Family?"	World Book Online Think Central
	3	How do animals make their homes?	4	"Turtle Splash!"	
	3	What do we see in the sky?	5	"What a Beautiful Sky!"	
2	4	What kinds of things do we see on a walk?	4	"Sheep Take a Hike"	
	6	Who are the helpers in your neighborhood?	5	"Miss Bindergarten Celebrates the Last Day of Kindergarten"	
	2	How do people/animals communicate?	2	"Mice Squeak, We Speak"	
3	2	Where do you see shapes?	5	"Mouse Shapes"	
	3	What do we know about seasons?	2	"Snow"	
	6	Why are plants and flowers important?	23	"Zinnia's Flower Garden"	
4	6	What would you tell someone entering kindergarten?	4	"Look at Us"	
	5	What happens when things grow?	2	"Leo the Late Bloomer"	
	2	How do wheels help things move?	4	"What Do Wheels Do All Day?"	

Mini Lesson Daily Plans

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
Lesson 1: How to Select a Question	4 Days	I can: Understand what a research project is Ask questions about my essential question Find and identify facts about my Essential Question by using Journeys Big Books and leveled readers	I know I am successful when I can: Brainstorm about my question Can select one question to research Use my Journeys books to find facts about my essential question	<ul style="list-style-type: none"> ● Teacher will present 5 Steps to Research ● Teacher Explain/Discuss What a Research project is and show final exemplars for the essential question: <i>What do we think we know about oceans?</i> Kindergarten Project Exemplars ● Teacher will present anchor exemplar chart with essential question and Journeys visual of anchor text: refer to Essential Question Overview. Essential Question Anchor Chart Exemplar ● Teacher posts anchor chart with 3 essential questions 	Journeys Big Books Library Resources Journeys leveled readers Student Resources: Writing Folders Choosing a Question Teacher Resources: 5 Steps to Doing Research Research Element Checklist Kindergarten Project Exemplars

				<p>per day models think aloud for selecting an essential question</p> <ul style="list-style-type: none">• Students will complete a gallery walk to explore questions• Students will use sticky notes to add a fact to anchor chart• Students will make a decision/select question for researching each day	
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Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
<p>Lesson 2: What we will need to know about our essential question?</p>	2 Days	<p>I can: Generate who, what, where, why and how questions about my essential question</p>	<p>I know I am successful when I can:</p> <p>Ask questions about my essential question</p> <p>Talk about my research with my peers</p>	<ul style="list-style-type: none"> • Teacher will create an anchor chart modeling questions to create about the exemplar: What I think I know about the Oceans? Questioning Foldable Anchor Chart Exemplar • Teacher distribute questioning foldable for each student • Students will develop 5 questions about their essential question using foldable • Students will have collaborative conversations with peers to explore question further 	<p>Chart Paper Journeys Big Books Library Resources Journeys Leveled Readers</p> <p>Student Resources: Questioning Foldable</p> <p>Teacher Resources: Questioning Foldable Anchor Chart</p>

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
<p>Lesson 3: Using reliable sources to get answers for my questions</p>	2 Days	<p>I can: Find the resources to answer my who, what, where, why, and how questions</p> <p>Select 3 resources to explore deeper (text, website, magazine, video)</p>	<p>I know I am successful, when I can:</p> <p>Find reliable sources</p>	<ul style="list-style-type: none"> Teachers will model how to find resources to answer questions: <i>What I think I know about Oceans?</i> Where do I look for Information? Teachers will provide students with Journeys resources, library resources and access to World book online to find answers to questions. Students will work in small groups to explore resources to their questions Students will select up to 3 resources to explore further 	<p>Journeys resources Library Resources Chrome books Sticky notes</p> <p>Student Resources: Sticky notes</p> <p>Teacher Resources: Where do I look for Information?</p>

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
Lesson 4: How to take notes	3-4 Days	I can: Take notes from a reliable resource Use a graphic Organizer Find answers to my questions	I know I am successful when I can: Take notes Answer my questions	<ul style="list-style-type: none"> • Teachers will model how to find answers to who, what, where, why, and how questions using questioning anchor chart: <i>What I think I know about Oceans?</i> • These Facts Stick With Me Anchor Chart Exemplar • Teachers will provide students with Journeys resources, library resources and access to World book online to find answers to questions. • Students will work in <u>small groups</u> to explore answers to their questions. • Students will use a variety of sources to get the answers for their questions. • Students will write answers to questions using sticky notes. 	Note-taking sheet Reference Materials Sticky notes Student Resources: These facts stick with me Worksheet Teacher Resources: These Facts Stick with Me Anchor chart

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
<p>Lesson 5: How to make my notes into sentences</p>	3-4 days	<p>I can:</p> <p>Identify the 5 most important facts on my post-it notes</p> <p>Turn each of my facts into complete sentences with details.</p>	<p>I know I am successful when I can:</p> <p>Rewrite my notes into complete sentences.</p> <p>When my sentences have specific details about my essential question.</p>	<ul style="list-style-type: none"> Teacher models how to take post-its note ideas and make them into descriptive sentences. Use Note-to-Sentence Exemplar for <i>What I think I know about oceans?</i> Note Taking exemplar 1 <p>Teacher models how to add at least one detail by adding an additional sentence to fact cards. Making Sentences Exemplar 1</p> <ul style="list-style-type: none"> Throughout this mini-lesson, teacher conferences with students about their draft sentences. Students work in small groups to develop detailed sentences that include facts about their essential question. Students use Note-to-Sentence worksheets 	<p>Students: Note-to-Sentence Worksheets</p> <p>Teacher: Note-to-Sentence Exemplar Note Taking exemplar 1 Making Sentences Exemplar 1 Making Sentences Exemplar 2</p>

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
<p>Lesson 6: Making decisions about text/graphic features</p>	2 Days	<p>I can: Identify text features</p> <p>Find and use text/graphic features to support my research</p> <p>Create captions for my text features</p>	<p>I know I am successful when I can:</p> <p>Find charts, pictures, photos to support/enrich my question</p> <p>Create captions to explain my text features</p>	<p>Teacher will explain text and graphic features for students using anchor chart</p> <p>Text and Graphic Features Anchor Chart</p> <ul style="list-style-type: none"> Teacher will model how to create relevant captions for photos/graphic features using essential question exemplar: <i>What do I think I know about Oceans?</i> Students will research online for text/graphic features Students will use sticky notes to create captions to explain their text features <p>Captions Exemplar</p> <p>Captions Exemplar 2</p>	<p>Student Resources: World Book Online Note-taking paper Computers</p> <p>Teacher Resources: Text and Graphic Features Anchor Chart</p> <p>Captions Exemplar</p> <p>Captions Exemplar 2</p>

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
Lesson 7: How to organize my information	2 Days	I can: Put information into categories Pair my pictures/graphics with my information	I know I am successful when I can: Match the photo/graphic to the proper information Put my ideas in order	<ul style="list-style-type: none"> • Teacher will model pairing information with pictures using essential question exemplar: <i>What I think I know about Oceans?</i> Matching pictures with sentences • Teacher will model how to put cards into order using the who, what, where, why, how, graphic organizer. Questioning Foldable • Students will match information with graphics/photos • Students will organize information into who, what, where, why, how order. 	Student Resources: Note Paper Photos with captions Teacher Resources: Matching pictures with sentences Questioning Foldable

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
<p>Lesson 8: How to revise and edit my information</p>	4 Days	<p>I can:</p> <p>Write complete sentences.</p> <p>Put my information together.</p> <p>Write a final copy of my information using capitals and punctuation.</p>	<p>I know I am successful when I can:</p> <p>Revise and edit my information</p> <p>Write complete sentences with capitals and punctuation.</p> <p>Use my best handwriting.</p>	<p>Teacher will conference with students to review the five informational Note-to-Sentence Worksheets and suggest edits and revisions using Kindergarten Writing Rubric</p> <ul style="list-style-type: none"> • After teacher conference, students will revise and write their final drafts. • Students write their final 5 fact sheets on Report Paper Template. Report Paper Template 	<p>Report Paper Template Project materials</p> <p>Student Resources: Project Instructions Materials Kindergarten Writing Rubric</p> <p>Teacher Resources: Report Paper Template Making Sentences Exemplar 1 Making Sentences Exemplar 2</p>

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
<p>Lesson 9: How to cite a resource</p>	1 Day	<p>I can: Tell where I got my information from (texts, website, videos)</p> <p>Create a bibliography</p>	<p>I know I am successful when I can:</p> <p>Create a bibliography that includes the title, author, date</p>	<ul style="list-style-type: none"> Teacher will model creating a reference using essential question exemplar: <i>What I think I know about Oceans?</i> Bibliography Template Exemplar Students will create a bibliography for their resources 	<p>Student Resources: Bibliography Template</p> <p>Teacher Resources: Bibliography Template</p>

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
<p>Lesson 10: Evaluation and self-reflection about my research</p>	2 Days	<p>I can: Talk about what I learned. Tell what I still want to learn. Evaluate my research using the Kindergarten Writing Rubric and Research Element Checklist.</p>	<p>I know I am successful when I can: Explain what I learned Tell what I still want to learn</p>	<p>Teacher will model think aloud for evaluating the ocean research exemplar using the Kindergarten Writing Rubric and Research Element Checklist.</p> <p>Teacher will model self-reflection by using What I Learned response sheet using the essential question exemplar: <i>What I Think I know about Oceans?</i></p> <p>Self-Reflection Exemplar</p> <p>Self-Reflection Anchor Chart Exemplar</p> <ul style="list-style-type: none"> Students will complete a self-assessment telling what they learned and what they still want to know. 	<p>Student Resources: Self-Reflection Research Element Checklist Kindergarten Writing Rubric</p> <p>Teacher Resources: Self-Reflection Anchor Chart Exemplar Self-Reflection Exemplar Kindergarten Project Exemplars</p>

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
<p>Lesson 11: Assembling and presenting my final research</p>	5 Days	<p>I can:</p> <p>Follow directions for assembling my final research project.</p> <p>Speak clearly and use expression when I present my research</p>	<p>I know I am successful when I can:</p> <p>I choose a way to assemble and present my research.</p> <p>Orally present my research to my peers and family.</p> <p>Answer questions about my topic.</p>	<p>Teacher will model assembling final project</p> <ul style="list-style-type: none"> • Final Project Exemplar • Students will assemble final projects • Kindergarten Project Exemplars • Teacher will model giving an oral presentation using essential question exemplar: <i>What I think I know about Oceans?</i> Kindergarten Presentation Rubric • Students will practice presenting their reports and answering questions with their peers • Students will present final research at Writing Rocks. 	<p>Completed Project Kindergarten Presentation Rubric</p> <p>Student Resources: Note Cards Hanger and Yarn Paper bags Tissue or construction paper Pipe cleaners</p> <p>Teacher resources: Kindergarten Presentation Rubric Kindergarten Project Exemplars</p>

Lesson	Duration	Learning Intentions	Success Criteria	Activities	Materials/Resources
<p>Lesson 12: How to be a good listener and provide feedback</p>	<p>5 Days (overlaps with Lesson 11)</p>	<p>I can: Be a good listener. Ask good questions. Provide feedback.</p>	<p>I know I am successful when I can: Listen quietly. Ask polite questions. Give the presenter my Listening Feedback Sheet</p>	<ul style="list-style-type: none"> • Teacher will model whole body listening and how to complete the Listening Feedback Sheet. Listening Feedback Sheet • Students will listen in small groups as peers present projects. • Students will ask relevant questions. 	<p>Completed Projects</p> <p>Student Resources: Listening Feedback Sheet</p> <p>Teacher Resources: Kindergarten Presentation Rubric Whole Body Listening Anchor Chart Listening Feedback Sheet</p>