

KINDERGARTEN

KINDERGARTEN RESEARCHERS: UNIT 9

CONCEPTS AND ENDURING UNDERSTANDINGS:

Unit: Kindergarten Researchers

Time Frame: Two Weeks

Key Concepts: The Super3™ Research Process, plan, research, researcher, evaluate

ESSENTIAL QUESTION: What do good researchers do?

Great Idea: Kindergarten Researchers utilize The Super3™ Research Process to plan, do and review a topic. Researchers need to gather information from multiple reliable sources to be able to display it in a concise, neat and organized presentation.

GUIDING QUESTIONS:

1. What is a researcher?

- Define researchers and identify tools researchers use.
- Plan and generate questions for a research topic.
- Research and record information about the research topic.
- Evaluate the research.

2. What are the steps in The Super3™ Research Process?

- Name and order the steps of the research process.
- Plan and generate questions for a research topic.
- Research and record information about the research topic.
- Represent research to show understanding.
- Present and evaluate the research.

Lesson Sequence

Students will:

1. Define researchers and identify tools researchers use.
2. Name the steps of the Super3™ Research Process.
3. Plan and generate questions for a research topic.
4. Research and record information about the research topic.
5. Evaluate the research.
6. Plan and generate questions for a research topic.
7. Research and record information about the research topic.
8. Research and record information about the research topic.
9. Represent research to show understanding.
10. Review and present the research.

CONTENT STANDARDS

Next Generation Science Standards
K. Earth's Systems https://www.nextgenscience.org/dci-arrangement/k-ess2-earths-systems
K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
K. Earth and Human Activity https://www.nextgenscience.org/dci-arrangement/k-ess3-earth-and-human-activity
K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
K. From Molecules to Organisms: Structures and Processes https://www.nextgenscience.org/dci-arrangement/k-ls1-molecules-organisms-structures-and-processes
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies
https://marylandpublicschools.org/about/Documents/DCAA/SocialStudies/Framework/Kindergarten.pdf
2.0 People of the Nation and World: Students will understand how people in Maryland, the United States and around the world are alike and different.
C.1.a. Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school.

6.0 Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
A.1.a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate print and non-print sources.
A.1.b. Discuss words and word meanings as they are encountered in texts, instruction, and conversation.
A.1.c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts.
B.1. Construct supporting questions that connect with the compelling question.
B.2. Identify key disciplinary concepts and facts associated with the supporting questions.
D.2.a. Engage in field work that relates to the topic/situation/ problem being studied and gather data.
D.2.b. Engage in field work that relates to the topic/situation/ problem being studied and make and record observations.
G.1.a. Present social studies information in a variety of ways, such as plays, skits, posters, songs, poems, murals, and oral presentations.

Reading English Language Arts
https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf
Reading: Literature
Key Ideas and Details
RL.K.1. With prompting and support, ask and answer questions about key details in a text.
Craft and Structure
RL.K.4. Ask and answer questions about unknown words in a text.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
Range of Reading and Level of Text Complexity
RL.K.10. Actively engage in group reading activities with purpose and understanding.
Reading: Informational Text
Key Ideas and Details
RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
RI.K.3. With prompting and support, describe the connection, between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure
RI.K.4. Ask and answer questions about unknown words in a text.
Integration of Knowledge and Ideas
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text and illustration depicts).

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity
RI.K.10. Actively engage in group reading activities with purpose and understanding.
Reading: Foundational Skills
Print Concepts
RF.K.1.a. Follow words from left to right, top to bottom, and page by page.
Fluency
RF.K.4. Read emergent-reader texts with purpose and understanding.
Writing
Text Types and Purposes
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Production and Distribution of Writing
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.

Research to Build and Present Knowledge
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening
Comprehensions and Collaboration
SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion).
SL.K.1.b. Continue a conversation through multiple exchanges.
SL.K.2. Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentations of Knowledge and Ideas
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional details.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language
Conventions of Standard English
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use
L.K.4. Determine or clarify the meaning of unknown and multiple meaning of words and phrases based on kindergarten reading and content.
L.K.5. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Health
https://marylandpublicschools.org/about/Documents/DCAA/Health/Health_Education_Framework_July_2022.pdf
Standard 1.0 Mental and Emotional Health
A.1.a. Demonstrate positive communication among peers.

Physical Education
https://www.marylandpublicschools.org/about/Documents/DCAA/PE/MDPEFramework.pdf
Standard 6.0 Social Psychological Principles
C.1.a. Imitate socially acceptable behaviors of cooperation, respect, and responsibility to interact positively with others.

Maryland Technology Literacy Standards for Students
https://www.montgomeryschoolsmd.org/departments/techlit/
Standard 2.0 Digital Citizenship
B.1.a. Understand and follow the acceptable use policy.
B.1.b. Work cooperatively and collaboratively with others when using technology in the classroom.
B.1.c. Recognize responsible use of technology systems and software (such as following lab rules, handling equipment with care).
B.1.d. Demonstrate proper care of equipment (such as following lab rules, handling equipment with care).
Standard 3.0 Technology for Learning and Collaboration
A.1.a. Explore and use teacher selected technology tools, including software and hardware, to learn new content or reinforce skills.
A.1.b. Use teacher- selected, technology tools that enhance learning.
B.1.a. Participate in a class or small group lessons using technology for shared writing or language experience stories.
C.1.a. Use appropriate technology tools to support learning goals.

C.1.b. Identify that a variety of forms of digital content (CDs, DVDs, websites, videos) can be used to learn information about a subject.

Standard 6.0 Technology for Problem-Solving and Decision-Making

A.5.a. Participate in a class lesson using technology tools to display data.

A.5.b. Recognize that various media formats are used to communicate conclusions.

Mathematics

<https://www.marylandpublicschools.org/about/Documents/DCAA/Math/MCCRSM/MCCRS MKindergarten.pdf>

Measurement and Data

K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 10.).

K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Visual Arts

<https://www.marylandpublicschools.org/programs/Documents/Fine-Arts/Visual+Art+Standards+Grades+P-12.pdf>

Creative Expression and Production

3.1.c. Create artworks that explore the uses of color, line, shape, and texture to express ideas and feelings.



Dear Families,

We are beginning a new reading English Language Arts, Social Studies and Science unit called *Kindergarten Researchers*. In this unit, your child will learn how to utilize the Super3™ research process to plan, do, and review a topic. Researchers need to gather information from multiple reliable sources to be able to display it in a concise, neat, and organized presentation. Below are some ideas to support your child during this unit and enrich your child over the summer.

- Researchers
 - Identify a topic of interest to research.
 - Explore and discuss different jobs that require research.
- Plan
 - Talk to your child about what materials you will need and where you will go to gather information and supplies.
 - Talk about how you will take notes on your topic.
 - Discuss what you want to learn about your topic.
- Do
 - Go to the library and check out books on your topic.
 - Use the internet to research your topic.
 - Take your child to a place that would lend itself to learning about your topic. For example, if your child is interested in animals you could go to the zoo.
 - Create a way to display what you have learned such as a book, diagram, poster or pamphlet.
- Review
 - Share your research with family and friends.
 - Discuss ways to extend and improve your research.

Please enjoy researching and thank you for your partnership in learning.

Your Child's Kindergarten Teacher,