

“Research Begins in Kindergarten”



For further information contact

Susan Robinson

Babson Park Elementary School

815 North Scenic Hwy.

Babson Park, Florida 33827

1-863-678-4664

susan.robinson@polk-fl.net



2005-2006 IDEA CATALOG OF EXCELLENCE

PROGRAM OVERVIEW

“*Research Begins in Kindergarten*” is an integrated year-long approach to teaching young children that non-fiction books offer valuable information. The research serves as a spring board for many skills including listening behaviors, listening comprehension, retelling specific information, selection of materials and, of course, using reference materials.

Research begins with our first unit on “Nursery Rhymes” and continues through monthly non-fiction themes such as “Forest Animals.” Children are taught how to research “on topic.” They are asked to “bookmark” pictures they like on the theme of the week and place the book on the research easel. In the whole group setting, the teacher reads the selection they have researched, giving credit to the researcher.

Paraphrasing may be necessary to hold their interest, as many of these books are written for older students. As the reading occurs, the children are asked to raise a finger each time they hear something new they have learned, (every pupil response). After the teacher has read 2-5 sentences, children can't wait to report something they have learned, (listening comprehension). As they report, the teacher copies the information for later review. This information will be used as a basis for their writing which happens later in the

week. Each day, we add information to the list of things we know about our topic. We highlight key words (main idea) so they might remember facts when it's time to write. Amazingly, they are writing on topic essays by May. It all begins with their enthusiasm for research!

OVERALL VALUE

This program focuses on teaching young children to develop their research skills and, in so doing, they develop into listeners, thinkers, readers and writers. The children are to locate information and pictures about specific topics. Upon locating research information they are to bookmark the pages and place the book on our research easel. Excitement grows as the teacher uses their research to create a factual list of things we have learned.

We use these units to learn listening behaviors, listening comprehension, retelling and writing skills.

LESSON PLAN TITLES

- Nursery Rhymes
- Animals of the Forest and Bears
- Animals of the Jungle, Farm Animals and Ocean Creatures

MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

ABOUT THE DEVELOPER

Susan Robinson has been working with Kindergarten for three years at Babson Park Elementary School and has incorporated research into the areas of listening, retelling, comprehending and writing.

She wants to acknowledge Rosalyn Layton and the entire Kindergarten staff at Babson Park for their years of trial and error in research development.



“Research Begins in Kindergarten” Susan Robinson



LESSON PLAN No 1: Nursery Rhymes



SUBJECTS COVERED

Nursery Rhymes

GRADES

Kindergarten

OBJECTIVES

- The student will read for pleasure.
- The student will increase comprehension by “locating” reading, retelling & discussion.

SUNSHINE STATE STANDARDS

LA.A.1.1.4 The student increases comprehension by reading, retelling & discussion.

L.A.A.2.1.2 The student selects material to read for pleasure.

MATERIALS (PER GROUP)

- Nursery Rhymes written on large chart paper
- Many nursery rhyme books to choose research from for their research. Your local and school libraries are great sources.
- Easels to display research
- Book marks or post it notes as place holders

DIRECTIONS

Children are instructed to look for pictures of specific nursery rhymes. This activity helps the children to begin their researching journey. If we are reading about Jack and Jill, they are instructed to look for more pictures about Jack and Jill, and bookmark their findings.

Through the months of August and September, every two or three days we choose a different nursery rhyme to focus on. They are given time to research during our quiet time. If they find a picture, they will hold it's place with a bookmark and we, as a group, will look at and discuss what they have found after quiet time. We will discuss the differences and similarities of other pictures we have found throughout the week and re-read the poem each time they find another rendition.

As we read and re-read the poems we also discuss rhyming, rhythm, vocabulary, literal and implied comprehension, etc.

EVALUATION/ASSESSMENT

Using a teacher made checklist, the teacher will check who has participated in beginning research.



“Research Begins in Kindergarten” Susan Robinson



LESSON PLAN No 2: Animals of the Forest and Bears



SUBJECTS COVERED

Bears and Forest Animals

GRADES

Kindergarten

OBJECTIVES

Student will use simple reference materials to

- obtain information
- listen for information and
- retell information

SUNSHINE STATE STANDARDS

- LA.C.1.1.4 Student will be able to retell information orally

MATERIALS NEEDED

- Many non-fiction forest animals and bear books to choose from for their research. Local and school libraries are great sources.
- Easel to display research
- Book marks or post it notes as place holders
- Realia, pictures and statues of bears and forest animals
- Chart paper to record facts of bears, etc.
- Clip board and pencil, markers

Time: About 15-20 mins., 3 times a week to compile factual research

DIRECTIONS

Children are instructed to research, for example, Bears during our quiet time. They may find one picture per day and bookmark the page. (I have found that some children will research every book on the shelf so I have learned to limit the research to one a day.) They are to set the book on the easel. When the teacher is ready to do some research, she will ask whose research a certain book is and thank the child for researching. The teacher will open to the bookmarked page and let the children see the picture of a bear, creating more interest. If the selection is “over their heads” she will paraphrase the reading. Many times the day before I might read the passages and re-write some of the language on post it notes so that they can understand it better during our readings. During the reading, the children raise a finger using the evaluation technique “every pupil response” if they learn something new during the reading. This addresses listening comprehension. (At the beginning of this kind of research I might start by reading two facts then work my way to reading more information during one sitting.) The teacher might read about five to seven sentences of factual information.

After the reading, the teacher will call on the children that have a finger raised and “sloppy copy” the retellings. (Sloppy copy is a fast way to take dictation so you are not interrupting the flow of the research; I use a clipboard and pencil for this purpose. Later I recopy the information on chart paper using markers at my leisure.) As more information is added to the chart paper, we review the previous entries. We add research to our list on Monday through Wednesday. Everyday we add about five to seven facts, so that at the end of the three days, we have fifteen to twenty facts about bears. This fills about three pages of chart paper.

At the end of the three days, the three sheets of chart paper and a blank sheet (as a cover), is stapled together

on the left side making a big book about our topic. Tape, (either cloth or duct tape), over the staples makes the big book a little more professional looking. If you have some artists in your group you can ask them to draw a bear on the blank cover sheet. (I draw the outline of the animal lightly and then they outline the animal in black crayon and color the animal and background. The pictures turn out great and have a wonderful childlike quality to them.)

EVALUATION / ASSESSMENT

Teacher made checklist - students who are able to retell factual information.



“Research Begins in Kindergarten” Susan Robinson



LESSON PLAN No 3: Animals of the Jungle, Farm Animals and Ocean Creatures



SUBJECTS COVERED:

Farm Animals, Jungle Animal and Ocean Creatures

GRADES:

Kindergarten

CAUTION: The prerequisite for this lesson would be that the children are comfortable with writing.

OBJECTIVES

Student will use simple reference materials to

- obtain information
- listen for information
- retell information and
- write sentences using information

SUNSHINE STATE STANDARDS

- LA.C.1.1.4 Student will be able to retell information orally
- LA.B.1.1.3 Student will be able to write using capitals and end marks

MATERIALS NEEDED

- Many non-fiction farm, jungle and ocean books to choose from for their research. Your local and school libraries are great sources.
- Easel to display research
- Book marks or post it notes as place holders
- Realia, pictures and statues of jungle, farm and ocean animals
- Chart paper to record facts of animals
- Clip board and pencil, markers
- Writing paper, pencils and erasers

Time: About 15-20 mins., three times a week to compile factual research

DIRECTIONS

To prepare for these lessons you will be getting lots books out of the library to go along with the subject you are teaching.

On Monday, Tuesday and Wednesday you will ask the children to research specific animals. If you are studying the ocean, for example, you might ask them to research seahorses. The children will bookmark seahorse pictures and at some time during your day you will read and paraphrase the information they have chosen to research. As they learn something new, they are asked to raise their finger to help them remember what they want to share. This is an every-pupil response technique that lets you know what and who might be listening. Be prepared to “sloppy copy” their responses. Sloppy Copy means to write down what they have learned really fast so that it doesn’t interrupt the flow of the session. At another time you will transfer their answers to chart paper to be reviewed each day before you begin another session of research time.

On Wednesday, staple the chart paper together to form a book and tape over the stapled areas to create a more professional look to your big book. You may want to staple a blank sheet of paper to the top of your book and draw or have the children draw the animal studied that week.

On Thursday, the children are to review the information listed in the big book with the teacher and choose two facts about which to write about. They are asked to write an introductory sentence, two facts about the animal and then an “I” sentence such as in, “I saw a seahorse at the aquarium last year.” This makes a nice conclusion to their writing. So, by May, most of the children should be writing 4 sentences about factual things.

EVALUATION / ASSESSMENT

Teacher made Checklist

The children will be able to listen and retell factual information.

They should be able to write legible and interesting sentences on topic with an introduction and a conclusion.

