

Unit 2: Animals and Habitats

WEEK 10 Days 1-5

**Showcase of Learning**

Children select work for and organize the Showcase of Learning.

Note: This lesson addresses all of the Centers in Week 10. If children are not working on the Showcase during Centers, they can revisit and continue works in progress.

<b>Big Idea</b>	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Guiding Questions</b>	What more do you want to learn about animals and their habitats? How and where can you find this information?
<b>Vocabulary</b>	<b>display:</b> to show something in a place where it can be easily seen by others <b>audience:</b> an individual or group for whom a piece of writing or performance is created <b>curate:</b> to select artwork for exhibit
<b>Materials and Preparation</b>	Read the <a href="#">Showcase of Learning introduction</a> .  Plan for three groups of children to select work for each of the animal studies. Assign children strategically.  Plan and confirm the date and time of Showcase. Mark this date prominently on the classroom calendar.  Replenish materials in the Writing and Drawing Center for children to create invitations (markers, plain and colored paper, envelopes, etc.).  On chart paper, create a mock invitation that includes the Showcase date and time and possible layout. On a separate piece of chart paper, either ahead of time or with the children, write out a guest list (e.g., families, principal, other K2 classes, etc.).

<p><b>Intro to Centers</b></p>	<p><i>We are nearing the end of our study of Animals and Habitats. Our Showcase of Learning is coming up soon, on _____. Remember that our Showcase is an opportunity to communicate to your families and to our school community what we have learned about fish, frogs, owls, wolves, and their habitats. What’s something important that you’ve learned about animals and their habitats?</i></p> <p>Harvest a couple of reponses.</p> <p><i>This week, we will work together to set up the Showcase. There is a lot to do!</i></p> <p><i>Over the last several weeks, we’ve been saving our work in these boxes. We’ve done so much! This week, we will carefully go through the work and decide what we will display as part of our Showcase. As we select work, it’s important for us to think carefully about each piece of work ,what it communicates to our audience, and why it might be important to show.</i></p> <p><i>Turn and talk: What do you want to tell the audience about animals and their habitats? What kinds of work will be important to include in our Showcase of Learning?</i></p> <p>Have children turn and talk about what they most want to demonstrate in the Showcase, and therefore what will be important to look for in the work. As they are talking, rotate to the different pairs and lift up important ideas children are discussing. Bring the whole group together and harvest ideas. Reinforce the ideas that not all work will be shown, that different kinds of work communicate different kinds of ideas and knowledge, and that the Showcase should include examples of work from all learners.</p> <p><i>We will work in small groups to decide what work to display. In a museum, this selection of work that goes together is called <b>curating</b>. With your group, you will look through the collection of work and talk about what you see. You might need to ask the person or people who produced the work about it.</i></p> <p>Name the groups and what category of work they will look at.</p>
<p><b>During Centers</b></p>	<p>With each small group, decide which artifacts will best showcase children’s learning. Discuss the criteria for inclusion in the exhibit. For example, we worked hard on it; we included important details; it tells a story; it shows what we learned; it’s different from other kinds of work we have selected so far.</p>

	<p>Ask each group to also consider the best way to display each kind of work for the Showcase. Should it be hung on a wall? Spread on tables? Shown in a slide presentation?</p> <p>In the Writing and Drawing Center, children create invitations for the event. Allow for an open-ended process for creating invitations. Some children might make cards, while others might paint a picture and include a narrative. Encourage children to think about what types illustrations or decorations would be appropriate for the invitations. Make sure all invitations include the title, date, time, and location.</p> <p>As the Showcase date nears, children begin to set up the work around the room.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What’s important for us to communicate about our learning as a class? What’s most important to you?</li> <li>● How can we decide which pieces of work to show?</li> <li>● How does this help to show what we have learned?</li> <li>● Why is this particular piece of work important to you?</li> <li>● Why is this important for our audience to see?</li> <li>● What is the best way to show our learning about _____?</li> <li>● Do you need information from the artist/writer/builder/etc.?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>(Boston) SEL. Self-Awareness.</b> Recognizing personal interests and motivation</p> <p><b>(Boston) SEL. Decision Making.</b> Identifying values, choices and decisions</p>

**Notes**