Konnecting Kindergarten: Research for the Very Young

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Lucinda Michael
BEARS

Grade: Kindergarten  Time: 6-45 minute lessons

National Standards for Language Arts:
1. Reading for Perspective  3. Evaluation Strategies
7. Evaluating Data  8. Developing Research Skills

National Science Standard: Content Standard C: Life Science

PA Standards for Reading, Writing, Speaking and Listening:

Objective: Students will learn about four kinds of bears.

Information Skill: Students will extract relevant information about bears
Make inferences from pictorial materials
Access information from print and non-print materials
Identify two kinds of bear books found in the library (nonfiction vs. fiction)
Identify and use parts of a book (cover, spine)

Lesson 1: Students will generate a list of what they know about bears. They will listen to Bears are Curious by Joyce Milton. Students will state additional facts that they learned. Distribute bear cover outline for students to color. Stress that the cover should represent real bears, so there should not be any orange, purple, blue, etc.

Lesson 2: Students will use their listening and observation skills to discover facts about bears. Magazines and a video will be presented.

Lesson 3: Introduce the terms fiction and nonfiction by presenting White Bear, Ice Bear by Joanne Ryder and Polar Bears by Marcia Freeman. Students will identify facts about polar bears to be added to the chart. Distribute bear outline. Teacher should select one or two facts that students can record on their bear outline. (Polar bears are the best swimmers. They live in the Arctic). Distribute student’s bear cover and picture of a polar bear. Students are to glue the polar bear picture to the back of the bear cover.

Lesson 4, 5, and 6: These lessons are similar to Lesson 3. Using the bear books by Marcia Freeman and a companion fiction book, students will learn about brown bears or grizzly bears, black bears and panda bears. The chart should be completed after students read about that kind of bear. Students will also record one or two facts on the bear outline paper. Each student should be given a picture of the bear.

Lesson 7: Students will view a video that reviews three of the four bears that they studied: black, brown, and polar. As students enter the library, I have paw prints on the floor and honeycomb cereal hidden throughout the library. Students locate one bag of honeycomb. Students will view the video
Alaska’s Three Bears (by Shelly Gill; produced by Goldhil Home Medi), while munching on the honeycomb. Distribute completed bear books. Review the facts for each bear.
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<th>BEARS</th>
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<td><strong>FUR</strong></td>
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<td><strong>CLAWS</strong></td>
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<td><strong>SWIM</strong></td>
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<td><strong>FOOD</strong></td>
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<td><strong>HABITAT</strong></td>
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<td><strong>HIBERNATE</strong></td>
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<td><strong>BROWN BEAR</strong></td>
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<tr>
<td><strong>BLACK BEAR</strong></td>
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<td><strong>POLAR BEAR</strong></td>
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<td><strong>PANDA BEAR</strong></td>
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October 2005
Grade: Kindergarten

Time: 1: 20 minutes/2: 20 minutes: Librarian modeling the activity
3: 20 minutes/4: 30 minutes: Students working with their buddy

National Standards for Language Arts:
1. Reading for Perspective
2. Communication Skills
3. Evaluation Strategies
4. Communication Strategies
5. Communication Strategies
6. Evaluating Data
7. Evaluating Data
8. Developing Research Skills
9. Applying Language Skills

National Science Standard: Content Standard C: Life Science

Objective: Students will use a nonfiction book to complete an Animal Research Booklet

Information Skill: Identify the purpose for reading a type of text (literature/information) before reading
- Locate and access information
- Examine and extract relevant information
- Make inferences and draw conclusions from text and graphics
- Examine end product to see if information task was met

PROCEDURE
Lesson 1
Any stuffed animal and nonfiction book could be used.
1. Explain to students that my daughter received this gorilla beany baby. It got me thinking about real gorillas and why are there no gorillas in the forests in Pennsylvania? Ask students what they already know about gorillas. Ask students what they would like to know about gorillas.
2. Today we are just going to look at the pictures in the gorilla book. Just by looking at pictures in a nonfiction book, we are able to learn about gorillas.
3. Show students pictures of the gorilla in the nonfiction book Gorillas by Helen Frost. Generate questions to get students to really look at the pictures.
4. Post enlarged pages of the animal booklet. We are now going show what you have learned about gorillas. The following questions can be answered from the pictures: How many legs does your animal have? The kind of body covering (hair, scales, feathers, wings). Where the animal can be found. Where does the animal live.

Lesson 2
Post animal booklet pages on the board.
1. Review gorilla information from Lesson 1.
2. Today we are going to read the words in the gorilla book. By reading words we are able to learn more on our topic of gorillas.
3. Read Gorillas.
4. Answer any questions that were not answered in Lesson 1. Also, discuss if the answers to questions in Lesson 1 are still correct after reading the words.

Lesson 3
Before this lesson, third grade students should have the opportunity to look and read the animal book. Kindergarten students will select an animal book that they would like to learn more about. They are working with their third grade buddy.
1. Distribute Animal Research Booklets. Students can complete the cover.
2. Third grade students will picture walk with their kindergarten buddy. Upon completion, they will assist their buddy in completing questions in the booklet. Third grade students will already know which questions to complete.

Lesson 4
1. Distribute nonfiction book and Animal Research Booklet. Third grade students will read to their kindergarten buddy. The remainder of questions and pictures will be completed.
2. Third grade students will transcribe the kindergartener’s fact. They will also list the bibliographic information.
3. Kindergarten students will share their information with their class.

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Grade: Kindergarten  
Time: 1:30 minutes  
2, 3, 4: 45 minutes  
Subject: Science  
Unit of Study: Reptiles

National Standards for Language Arts:  
1. Reading for Perspective  
4. Communication Skills  
7. Evaluating Data  
12. Applying Language Skills  
3. Evaluation Strategies  
5. Communication Strategies  
8. Developing Research Skills

National Science Standard: Content Standard C: Life Science

Pennsylvania Academic Standards: Reading, Writing, Speaking and Listening  

Information Skill: Obtain information from a book  
Make inferences and draw conclusions from text and graphics

Objective: Students will use Kidspiration to sort reptiles from other animals  
Students will be able to state the 4 kinds of reptiles.  
Students will know the characteristics of reptiles.

Procedure  
Lesson 1:  
Before class arrives, load the Kidspiration Reptile activity on computers.  
1. Students will be sorting pictures of animals into two groups: Reptiles and Other Animals.  
2. Have students sit near a white board. Ask them to tell you what they know about reptiles. List this information on the board. At this time there are no wrong statements.  
3. Read Reptiles by Adele Richardson  
4. Add to the list or take away statements that are incorrect.  
5. Students return to their computer and correct and print their sorting activity.
Lesson 2

1. Ask students the following question: What is a reptile? Record their responses (correct or incorrect) on the board. Use the following cues to get students thinking: look, feel, eat, live, babies.
2. Today we are going to be doing some activities about reptiles.
3. Discuss with students the terms fiction and nonfiction. Read *Komodo* by Peter Sis. Is this book fiction or nonfiction? Why?
4. Share some true information about the komodo dragon by reading captions from the *Komodo Dragons* books by Louise Martin and Thane Maynard and pictures from *Your Big Backyard* (2/99). Students should also study the pictures.
5. Students will look through magazines and books on reptiles to observe similarities and differences between reptiles. Stress looking at the pictures for clues.
6. After looking at these nonfiction sources review the statements on the board. Ask students to eliminate any that are incorrect and share new observations that they learned while looking at the nonfiction sources.
7. Have students name the four kinds of animals that are in the reptile group? List these on the board.

Lesson 3

1. Review reptile facts listed on the board.
2. Students will view the video *Reptiles: A First Film*. Add any additional facts to the board that the students learned from the video.
3. Students are to select a reptile group that they would like to learn about (snakes, turtles, crocodilians, and lizards).
4. Students will sit together by reptile group. Distribute magazines and books dealing with each group. Teacher and media specialist will circulate between the groups helping students to read the information and questioning about the pictures. A list will be made of the important facts that students have observed about their specific reptile group. These facts will be shared with the class.

Lesson 4

1. Use the Reptile powerpoint or video *All About Animals: Reptiles* to review key vocabulary and unique characteristics of reptiles.
2. Students are to sit with their selected reptile group (From lesson 2). Teacher and media specialist will review with each group the facts learned about that particular reptile.
3. Distribute white construction paper and crayons. Students are to draw their selected reptile. The teacher and media specialist will work with each individual student and record two facts about reptiles that they learned. These facts must be given as a sentence.
4. Students’ illustrated papers will be laminated and put into a class book.

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