

# SHS Kindergarten

Anderson's Taxonomy

# What have we learned?

- All students benefit from higher levels of engagement and higher level questioning.
- We have a heightened awareness of the importance of open-ended questioning.
- We are consciously making an effort to incorporate higher order thinking in all curriculum areas.
- Though difficult to measure, we have noticed an increase in the level of engagement and enthusiasm in our classrooms.
- Academic Choice has been an effective way to provide these experiences for our students.

# Challenges

- Younger children need **TIME** to process and practice these skills at a developmentally appropriate pace.
- Children at this age need multiple opportunities to rehearse, review and reflect.
- Kindergarten students need practice on how to process and apply information in different ways. This requires **TIME**.



# 21<sup>st</sup> Century Unit- Transportation

**Subject:** Science

**Conceptual Lens:** Motion and Energy

**Critical Content:** Literature and media, physics, creative arts and math.

**Generalizations:** Students will understand that:

- People depend on transportation to take them from place to place.
- Different types of transportation move at different speeds.
- Motion and power create energy.
- Energy causes objects to move.

# Questions

## **Remembering:**

- What kind of transportation do you use most often?
- What is power and where does it come from?

## **Understanding/Applying:**

- Do you have a toy that can move because of energy? How does energy cause it to move?
- How did the vehicle you created move?



## **Analyzing:**

- Why do many forms of transportation use wheels?
- Why do airplanes move faster than cars?
- What worked and what did not work when trying to get your vehicle to move?

## **Evaluating:**

- Why is transportation important?
- How does where you live determine what form of transportation you would use?



# Cars





# Boats





# and Planes







Title of  
Picture boats



I--made a boat. I put it--

in the--water the boat flooded.

I--blew it. I pushed it--

we--sailed it--all by ourselves.





Title of Picture Airplane



I made an airplane.

First I cut it

out. I folded

it. Then I tried

a paper clip on it. I tried

3-29



First I <sup>put</sup> Pood it the  
 wendos on. Then I <sup>put</sup> Pood  
 The <sup>windows</sup> nub <sup>Then</sup> 1 on. Then I <sup>put</sup>  
 Pood <sup>put</sup> i <sup>stickers</sup> Stiks on. Then I  
 Pood <sup>put</sup> the <sup>wheels</sup> wels on.