

# Kindergarten Invitations / Discovery Time



## Veterinarian Discovery



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>CCK.4 Create messages using a combination of pictures, symbols, and letters.</p> <p>LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.</p>	<p>Huge hit with the students – one of the discoveries that fills up first (students chose to allow three students in the center at one time)</p>	<p>Aquariums                      Bird cage                      Pet food dish                      Pet bed                      Doctor bag                      Band-aids                      Tensor bandages                      Syringes                      Stuffed animals                      Framed animal pictures                      Pet stroller                      Examination table                      Pet carrier                      Clipboards                      examination papers                      pens/pencils                      animal books</p>	<p>I would definitely use this center again. The students were engaged and wanted to pick this discovery time. I would set this up twice throughout the year.</p>

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## Store Discovery



## Store Discovery continued...

Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>CCK.4 Create messages using a combination of pictures, symbols, and letters.</p> <p>NK.3 Relate a numeral, 0 to 10, to its respective quantity.</p> <p>CCK.4 Create messages using a combination of pictures, symbols, and letters.</p>	<p>Huge hit with the students – one of the discoveries that fills up first (students chose to allow three students in the center at one time)</p>	<p>Empty food boxes and containers            Job cards on strings            Labels and signs            Shopping cart            Telephone            Cash register            Money            Food word wall            Scale to weigh produce            Shopping lists to fill out</p>	<p>I would definitely use this center again. The students were engaged and wanted to pick this discovery time. The students like to make shopping lists which gets them copying words and asking how to spell things.</p>

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## Dinosaur Invitation



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>PK.1 Demonstrate an understanding of repeating patterns (two or three elements) by:</p> <ul style="list-style-type: none"> <li>• identifying</li> <li>• reproducing</li> <li>• extending</li> <li>• creating patterns using manipulatives, sounds, and actions.</li> </ul>	<p>Students really like dinosaurs and were creative in coming up with ways to play with the dinosaurs.</p>	<p>Dinosaur zipper container – zips up for storage and lays flat for play mat                      Assorted dinosaurs                      Dinosaur books                      Dinosaur pattern cards and dinosaur counters (not pictured – added later)</p>	<p>This would be one to do again. I also added in the pattern cards after a few days to add something extra. We also made the sandbox discovery a “dinosaur dig” where students could bury plastic pieces and then assemble them to make the full skeleton. They used paint brushes to find the bones.</p>

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## Block Discovery



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.</p>	<p>Students love to build – one of the discoveries that fills up first (students chose to allow four students in the center at one time)</p> <p>Something to keep in mind is there are certain students who would only choose blocks every time if you let them – I would sometimes leave their turn to pick an activity until after the block discovery was full just so they would do something else.</p>	<p>Cardboard bricks</p> <p>Wooden blocks – assorted shapes, sizes and wood type</p> <p>Legos</p> <p>Foam blocks</p> <p>Assorted animal figurines, fences, grass mats</p>	<p>This is a permanent choice for Discovery time in the classroom. Additions were added to change it up – books, plastic animals, fences, different blocks – but the core blocks stayed all year long. I also wanted to make blocks with student pictures mod-podged on – will be something I still want to try</p>

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## Pattern Invitation



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>PK.1 Demonstrate an understanding of repeating patterns (two or three elements) by:</p> <ul style="list-style-type: none"> <li>• identifying</li> <li>• reproducing</li> <li>• extending</li> <li>• creating patterns using manipulatives, sounds, and actions.</li> </ul>	<p>Students loved the colored rice but the pattern focus was lost in some cases. Students got funnels from the kitchen invitation and had a blast using the rice this way. Some students did use the pattern cards but many chose to make their own patterns or count with the bears instead.</p>	<p>Colored rainbow rice</p> <p>Plastic dishes</p> <p>Bear counter</p> <p>Giant wooden spoon and fork</p> <p>Bear pattern cards</p>	<p>I would use this center again but need to add more pattern choices to it. Students loved playing in the rice and counting the bears but not enough variety as it was.</p>

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## Self Portrait Invitation



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CPK.4 Create art works that express own observations and ideas about the world.</p> <p>CCK.4 Create messages using a combination of pictures, symbols, and letters.</p> <p>LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.</p>	<p>Pretty much little to no engagement by students.</p>	<p>Assorted mirrors</p> <p>Paper (not pictured)</p> <p>Self-portrait examples (not pictured)</p>	<p>I would not use this invitation as it was set up. We ended up engaging the students in a whole class lesson and they loved to use the mirrors and complete self portraits as a guided lesson instead. Adding yarn, googly eyes, markers perhaps would heighten interest.</p>

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## Kitchen Discovery



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>CPK.2 Explore a variety of drama strategies including:</p> <ul style="list-style-type: none"> <li>• role</li> <li>• imaging</li> <li>• parallel play</li> </ul> <p>USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.</p> <p>USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).</p>	<p>Huge hit with the students – one of the discoveries that fills up first (students chose to allow three students in the center at one time)</p>	<p>Homemade play stove Homemade play sink Tables and chairs Teapot set Corelle dishes Stainless steel cutlery, tongs, large spoons, spatulas Drain rack Real pots and pans Colanders Rocks, rice, pasta for pretend play Containers Towels dishcloths</p>	<p>This is a permanent Discovery in our classroom and is well liked and used. You do need to change it up throughout the year by adding new things – ex. Toaster, mixer etc. We also changed it up by converting it into a restaurant with wipe off laminated menus and “guest check” papers for students to use letters and numbers.</p>

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## Dress-Up Discovery



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>CPK.2 Explore a variety of drama strategies including:</p> <ul style="list-style-type: none"> <li>• role</li> <li>• imaging</li> <li>• parallel play</li> <li>• journeys</li> <li>• meetings</li> </ul>	<p>Students like dressing up – costumes can be changed out to provide variety and keep interest.</p>	<p>Mirrored shelving unit Full length mirror Clothes basket Coat rack Assorted costumes Dresses Assorted hats Reading glasses with lenses popped out Necklaces Bracelets wigs</p>	<p>This is a permanent Discovery in the classroom. It is hard to organize neatly with the space we have but I added a clothes basket on the color and a wooden coat rack to hang larger costumes on.</p>

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## Construction Discovery



## Construction Discovery continued...

Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>CPK.4 Create art works that express own observations and ideas about the world.</p> <p>MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.</p>	<p>Huge hit with the students – one of the discoveries that fills up first (students chose to allow three students in the center at one time)</p>	<p>Hard hats            Safety vests            Pylons            Hammers            Screwdrivers            Gold teas            Nails            Screws            Tool box            Variety of Doweling            Nuts and bolts            Gloves            Safety goggles            Wood glue            Construction wallpaper border            Large chunks of Styrofoam            Tree biscuits            Tape measures            Paint brushes</p>	<p>I would definitely use this center again. The students were engaged and wanted to pick this discovery time. I would set this up twice throughout the year.</p> <p>The Styrofoam was a huge mess especially when students scraped it into bits – need to think of something else that could be used for pounding into.</p>

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## Fall Invitation



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>PK.1 Demonstrate an understanding of repeating patterns (two or three elements) by:</p> <ul style="list-style-type: none"> <li>• identifying</li> <li>• reproducing</li> <li>• extending</li> <li>• creating patterns using manipulatives, sounds, and actions.</li> </ul> <p>NSK.1 Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time.</p>	<p>Huge hit with the students – one of the discoveries that fills up first (students chose to allow four students in the center at one time)</p>	<p>Stuffed scarecrow Basket Colored laminated leaves in different patterns and sizes Gourds Dried corn Pinecones Fake leaves Fall book(s)</p> <p>Later added in: Acrylic leaves Acrylic pumpkins</p>	<p>I would use this center again. It was good to change it up by adding acrylic leaves and pumpkins I found at the dollar store and students used them for patterns.</p>

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## Farming Invitation



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.</p> <p>CPK.2 Explore a variety of drama strategies including:</p> <ul style="list-style-type: none"> <li>• role</li> <li>• imaging</li> <li>• parallel play</li> <li>• journeys</li> <li>• meetings</li> </ul>	<p>Students liked the farming invitation and four students were allowed at a time.</p>	<p>Flax sensory bin Tractors Fence pieces Animals Little people Ag in the Classroom seed kit Farming books</p>	<p>I would definitely use this invitation again. I would like to build up the resources for this invitation by adding some bigger tractors and farm equipment. The flax made a great sensory experience but is quite messy which the students loved!</p>

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## Magnet Invitation



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.</p>	<p>Students played with it but the novelty of it wore off really fast.</p>	<p>Colored rice sensory bin Tin cans spray painted brown Magnetic letters Magnetic tray Telescopic magnets Horseshoe magnets Bar magnets Magnetic discs, balls, pipe cleaners,</p>	<p>I need to re-vamp this invitation – there was a lot to do but I don't think it effectively engaged the students. If we didn't sort the pieces daily students would not pick it at all.</p>

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## Recycled Sculptures Invitation



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.</p> <p>CPK.4 Create art works that express own observations and ideas about the world.</p>	<p>The students liked creating with the boxes and tape. We videotaped short presentation of them telling what they made and how they made it.</p>	<p>Recycled blue bin to hold supplies                      Empty boxes                      Paper towel, toilet paper rolls                      Egg cartons                      Tape (lot so it!)</p>	<p>I would use this invitation again. Next time, I would add paper and other craft supplies so they could fine tune their creations and add more details.</p>

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## Plant Discovery



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.</p>	<p>Students were drawn to this invitation. They liked "planting" in the tub of beans (soil). We planted flowers as a class and they were excited to see their plants growing. I also planted bean seeds in plastic bags (one with soil and one with wet paper towel) so the students could observe the roots as well.</p>	<p>Mini greenhouses Flower calendar pictures Fake plants Plastic tub A couple large bags of black beans for soil Gardening gloves Foam mats for kneeling on Gardening tools Pots Magnifying glasses Books about plants Watering can</p>	<p>I would use this invitation again. Make sure to stock up on supplies at the end of season when starting this discovery – the greenhouses were only \$7.50 and the gloves, pads, pots were 75% off.</p>

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## Ice Cream Shop Discovery



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.</p> <p>NK.3 Relate a numeral, 0 to 10, to its respective quantity.</p> <p>CCK.4 Create messages using a combination of pictures, symbols, and letters.</p>	<p>The students liked the play dough ice cream machine but needed reminders daily to make sure it was cleaned out.</p> <p>The cash register was a huge hit.</p>	<p>Table and chairs</p> <p>Play-doh ice cream machine</p> <p>Ice cream bubbles</p> <p>containers (washed out)</p> <p>Sundae dishes</p> <p>Ice cream dishes</p> <p>Spoons</p> <p>Sink/dish rack</p> <p>Ice cream scoops</p> <p>Plastic containers from ice cream and frozen yogurt</p> <p>Play money</p> <p>Wallets</p> <p>Aprons</p> <p>Ice cream order forms</p>	<p>I would use this invitation again.</p> <p>Next time, I would add more variety of materials such as red pom poms (cherries), something to represent sprinkles, sundae topping/syrup containers and popsicle molds.</p>

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## Light Table Invitation



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.</p>	<p>The students liked the light table for a short amount of time. They liked the x-rays and trying to figure out what part of the body the bones were from. They liked being able to shut off the lights and closing the window blind.</p>	<p>Light table Colored wands x-ray package gems colored discs fountain – ball lights up energy stick – can't see in the picture but when you touch both ends it makes noise and lights up</p>	<p>I would use this invitation again but I think there has to be more variety of materials. I need to think about how to make this more appealing.</p>

# Kindergarten Invitations / Discovery Time



## Camping Discovery



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.</p> <p>CPK.2 Explore a variety of drama strategies including:</p> <ul style="list-style-type: none"> <li>• role</li> <li>• imaging</li> <li>• parallel play</li> <li>• journeys</li> </ul> <p>USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).</p>	<p>The students loved the camping invitation! This was always full of six students at a time. The fire (bought at Cabela's) was a favorite. The tent was well received and students had a great time fishing, cooking and sitting around the fire.</p>	<p>Tent - 2-person bought at Canadian tire for \$29.99)</p> <p>Sleeping bag</p> <p>Assorted flashlights and lanterns</p> <p>Fire</p> <p>Camping dishes – pots, pans, cups, utensils</p> <p>Backpack</p> <p>Water canteen</p> <p>Cooler</p> <p>Sticks</p> <p>Little paddling pool with alphabet fish (can't see in picture but it was beside the tent)</p> <p>Fake trees</p>	<p>I would definitely use this discovery again. I would keep it as I had it this year as there was a lot of variety and the students responded very well to everything it. This got used for two months and continued to be picked by the students. I planned to glue cotton balls on the end of the sticks for marshmallows and think this is something I could do next year.</p>

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## Water Play Invitation



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.</p>	<p>The students liked the water play. They would often add everything into the water which made it difficult to use but they didn't seem to mind as long as their hands (and many times the rest of them) were getting wet.</p>	<p>Large plastic tub Water toys Towels for floor Pails Funnels Watering cans</p>	<p>I would use this invitation again. Next time, I would add different objects not just these items. Students added cars and a couple other items from around the room. Also it is necessary to change the water every couple days otherwise it gets stinky!</p>

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## Hairdressing Discovery



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>MOK.1 Investigate observable characteristics of familiar objects and materials in their environment.</p> <p>RWK.1 Examine ways of managing tasks and resources in families and schools.</p>	<p>Most students liked the hairdressing discovery but it wasn't a hit with the boys. I introduced the mannequin heads by having the students touch them and pass them around so they knew they were plastic – one little boy didn't want anything to do with them. The students had fun creating different hairstyles.</p>	<p>Hairdressing mannequin heads Water bottles Combs Brushes Roller (assorted) Ponytail holders headbands</p>	<p>I would use this discovery again but try to set it up on a table if I have the space – I had double the mannequins and used a shelf to spread them out but students didn't interact as much this way. I could add mirrors next time as well.</p>

# Kindergarten Invitations / Discovery Time



## Puppet Theater Discovery



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>CPK.2 Explore a variety of drama strategies including:</p> <ul style="list-style-type: none"> <li>• role</li> <li>• imaging</li> <li>• parallel play</li> <li>• journeys</li> </ul> <p>CCK.4 Create messages using a combination of pictures, symbols, and letters.</p>	<p>The students weren't as engaged as I thought they would be with the puppets. It was a hit for a couple days then dropped off. Two students would perform shows and others took chairs and set up as an audience to watch. Students could make signs for their puppet play and attach under now showing.</p>	<p>Old TV stand turned around backwards so shelves and cupboard are storage areas for the puppets Assorted hand and finger puppets Material to make the curtains Paper/markers for making posters</p>	<p>I would use this invitation again but perhaps have a more guided assignment as well and do more focused instruction on puppet plays perhaps? I also need to spruce up the appearance to make it more inviting.</p>

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## Bug Invitation



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>LTK.1 Examine observable characteristics of plants, animals, and people in their local environment.</p> <p>NK.3 Relate a numeral, 0 to 10, to its respective quantity.</p>	<p>The students loved the bugs! They liked using the binoculars, magnifying glasses, tweezers and bug catchers. They took the bug catchers, tweezers and butterfly nets outside to catch little critters and bring them in.</p>	<p>Split pea sensory bin Plastic bugs and snakes Bug catchers Binoculars Magnifying glasses Bug/butterfly books Tweezers</p>	<p>I would use this invitation again. The kids loved it and liked being able to take things outside too and catch real butterflies and bugs.</p>

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## Reading Corner



Curriculum Outcomes	Student Engagement	Materials Needed	Critique
<p>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</p> <p>CRK.2 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations and videos.</p>	<p>The reading corner was used a lot – students love to look at books. We also created some class books and they would read them.</p>	<p>Books Other print materials Bookshelf Couch and chairs</p>	<p>I will have a reading corner next year but want to change it up a bit – perhaps add vinyl beanbag chairs or switch out the couch and chairs. Adding throw pillows and a giant teddy bear are possibilities as well to make it more “cozy”</p> <p>I also want to make better use of a listening center and have ordered some books/CD combinations.</p>

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Some other discoveries and invitations used throughout the year included:

- Play-doh Invitation (ask parents to make play-doh throughout the year, play-doh can be used as an invitation by itself or integrated with other invitations and discoveries)
- Doll Invitation (multicultural dolls, blankets, clothes, cradle)
- Writing Invitation (evolved throughout the year – started out with assorted paper, envelopes, writing utensils, clipboards, student name/picture cards and later added in letter magnets, stamps, beginning sounds toolbox, letter lacing beads, stencils)
- Craft Invitation (changed throughout the year with various craft supplies, stickers, glue scissors)
- Games Discovery – assorted board games
- Fine Motor Discovery – assorted fine motor activities including but not limited to key house, lacing beads, puzzles, peg boards, marble works, gears, dominoes
- Train set, cars, little people

