



Circles of Change

Integrating the Power of Technology Into Early Childhood Classrooms

Overview

The Circles of Change project introduces your students to project-based learning. Your computer center will be transformed into a dynamic informational center where children can research, prepare and deliver reports to other members of the class. They will become mini-researchers as they use the scientific method to delve into more sophisticated topics involving factors of changes that occur in nature: from the cyclical changes of the seasons to how living things grow and change. Before long, your mini-researchers will be able to plan and present information using power of technology.

The Circles of Change Project focuses on the first four inquiry science standards designed to develop critical thinking skills. The project takes into account content mathematics as well as process skills. It introduces young minds to interdisciplinary problem-solving skills that can be applied across the curriculum. The project fosters early literacy while building communication skills.

Project Scope

The Circles of Change project includes three phases of development:

Introducing Circles of Change: Through guided activities and investigative work, the mini-researchers will learn to construct hypotheses through observations and find evidence in support of their statements and questions. Using technology, they will create graphs to explain weather patterns observed and recorded over a period of time.

Exploring Circles of Change: As the mini-researchers engage in further scientific investigation, they use scientific tools to expand their observations. They learn about the cyclical pattern of the seasons using technology to research, investigate, and record their hypotheses. They document their investigations by publishing a Scientific Method in Action Handbook.

Explaining Circles of Change: In the last phase of Circles of Change, the mini-researchers focus their investigations on life cycles. They use the scientific method to observe and carefully record life cycles happening within a classroom mini-habitat. They amplify their use of technology to include conducting research using a database. They apply their new skills through the creation of a multimedia guessing game based on their investigations.

The culminating activity will be a presentation of the interactive game the miniresearchers created. They will get the chance to interact with an audience, ask challenging questions, and then amaze the audience with the depth of their answers using multimedia including actual video clips!

