

WEEK 3 Studios






What roles and responsibilities do we have in our communities?



Children continue to explore materials and activities from previous weeks. Thinking and Feedback is introduced after the first or second Studios session.


Big Ideas	<p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>People benefit from being part of a community.</p>
Materials and Preparation	<ul style="list-style-type: none">● replenished materials, as needed from Week 2● Studios prompts, cut apart and added to each bin● observation sheets● Studios Planner● Thinking and Feedback visuals● sticky notes, paper, or notebook and writing tools to record ideas from the Thinking and Feedback conversation <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none">● How to make a thermometer, 1-2 copies● Thermometer Template, one for each child printed on cardstock● 8.5x11 piece of cardstock, one for each child● clear straw (not bendable), one for each child● glue● red pipe cleaner, one for each child <p>Consider introducing and modeling a new technique for using crayons or having children share techniques they have tried to inspire others.</p> <p>In the Opening Basket, place the Studios Planner and a few sample materials from each studio.</p>

	<p>Have sufficient copies of the Observation Sheet on a clipboard.</p> <p>Review the Thinking and Feedback routine (Whole Group Routines, Introduction, Part 1). Plan fifteen minutes at the end of the first or second Studios session to introduce Thinking and Feedback to the group. (Note: Thinking and Feedback moves to share the Science and Engineering lesson block after this introduction, in order to preserve three 45-minute periods for Studios going forward.)</p> <p>Note: Send home the Beautiful Stuff letter for families this week to begin collecting materials for use in studios.</p>
<p>Opening</p>	<p>Quickly review the activities in all studios to highlight works in progress, reinforce use and care of materials, and underscore connections to the Weekly Question and unit topic more broadly.</p> <p><i>At the Science and Engineering Studio, you will build and use a thermometer model to demonstrate how to read a thermometer.</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working.</p> <hr/> <p>Session 2 or 3, after introducing Thinking and Feedback: <i>Yesterday we looked at _____'s work from the Art Studio. She might have inspired some of you go there today to make a drawing of yourself and your friends at school.</i></p>
<p>Facilitation</p>	<p>Take observational notes about children's exploration and their ways of contributing to the Inventory and Using Materials sheets.</p> <p>Which materials are most appealing and provoking? What language do children use in conversation about materials (questions, observations)? How do children represent the materials and ideas about materials on paper? What resources do they use to do this? How familiar are children with various materials? For which children is this component (Centers/Studios) entirely new? What special supports might be useful to build positive Studios habits?</p> <p>Children will naturally encounter the limits of how many children each studio can accommodate. To the extent possible, allow the children to work this out together and to make suggestions for how many children might work best in each studio over time.</p>

	During the first or second session of Studios this week, while children work, choose one piece of work to bring to the Thinking and Feedback introduction for the last fifteen minutes of Studios time.
Closing Studios	Support smooth clean up of studios materials and organization of works in progress. Recognize children’s efforts with novel activities.
Thinking and Feedback 15 minutes	<p>Introduce the Thinking and Feedback routine.</p> <p><i>Today we’ll practice a new routine, called Thinking and Feedback. Thumbs up if you used this routine in kindergarten. One responsibility we have as members of a community is to help each other do our best work.</i></p> <p>Using the selected piece of work, walk through each step of the routine slowly and deliberately.</p> <p><i>Using the Thinking and Feedback routine is one way we build a strong learning community. In this conversation, we share ideas to help each other do our best work, we find opportunities to collaborate, or work together, and we learn about what is important to different members of our community.</i></p>

<p style="text-align: center;">Art</p> 	<p>Experimenting with Crayons <i>Continues from previous week</i></p> <p><u>Objective:</u> I can experiment with a familiar artistic medium and talk about my discoveries.</p>
<p style="text-align: center;">Building</p> 	<p>Making a Plan <i>Continues from previous week</i></p> <p><u>Objective:</u> I can draw and label plans for a building and then follow my plan.</p>
<p style="text-align: center;">Drama</p> 	<p>Acting out Family Roles <i>Continues from previous week</i></p> <p><u>Objective:</u> I can tell and act out stories about community relationships.</p>

<p>Library</p> 	<p>Flagging Pages <i>Continues from previous week</i></p> <p><u>Objective:</u> I can browse books and flag pages that are connected to the topic of community.</p>
<p>Science and Engineering</p> 	<p>Modeling a Thermometer</p> <p><u>Objective:</u> I can make a model thermometer. I can measure temperature using a thermometer.</p> <p><u>Introduction:</u> <i>During our Science lessons, you have been measuring temperature using thermometers. Today in the Science and Engineering Studio, you can make a model thermometer. A model thermometer is used to show what happens in a thermometer when the temperature changes. Once you have made your thermometer, play this game with a classmate: Give the children a clue relating to temperature. You could say, "I'm wearing my winter jacket and a hat. What does the thermometer say?" Or, "I'm wearing shorts and a t-shirt. What does the thermometer say now?" Your partner can show the temperature on the model thermometer. See if you agree. You can also continue the temperature experiments you have started using real thermometers.</i></p> <p><u>Process:</u> Children make model thermometers according to the directions. Teachers may also choose to do this as a whole class activity and have the children bring their models to the studio.</p> <p><u>Facilitation:</u> <i>What does the thermometer tell us about the weather? When the red on the thermometer goes up, what does that mean? When the red is all the way down, what does that mean?</i></p> <p><u>Ongoing Assessment:</u> Note whether children follow the procedure for making the thermometer. Do children understand how the model thermometer shows differences in temperature?</p> <p><u>Thinking and Feedback Possibilities:</u> Children will engage in Science Circles during Science and Engineering</p>

	<p>lessons to extend their thinking and work.</p>
<p>Writing and Drawing</p> 	<p>Book Making <i>Continues from previous week</i></p> <p><u>Objective:</u> I can write and illustrate my own books.</p>
<p>Standards</p>	<p>Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.</p> <p><u>Art:</u> (Boston) Visual Arts 1.1. Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects. (Boston) Visual Arts 1.4. Learn to take care of materials and tools and to use them safely.</p> <p><u>Building:</u> L.2.1.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Drama:</u> SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p><u>Library:</u> R.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><u>Science and Engineering:</u> Practice 1. Asking questions and defining problems Practice 2. Developing and using models</p> <p><u>Writing and Drawing:</u> R.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p>

	<p><u>Thinking and Feedback:</u></p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Standard L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
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Notes

How to make a thermometer

Step 1

Cut out the thermometer image. Glue the thermometer to cardstock.

Step 2

Cut the straw to the size of the thermometer. Glue the straw on the thermometer, between the degree markings for Celsius and Fahrenheit.

Step 3

Cut the pipe cleaner 1/2 inch longer than the straw and insert it into the straw.

WHAT IS THE TEMPERATURE?

