

**WEEK 4 Studios**



**Where do our resources come from?**


Children continue to build and expand the classroom market. They read, interpret, and sort tags and labels to understand where goods come from, and they write stories about traveling to obtain goods from close by and far away.


At the Science and Engineering Studio, children think about edible plants.


<p><b>Big Ideas</b></p>	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>Places have different resources.</p> <p>Many jobs that people do are connected to the resources found in the places where they live.</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Studios prompts, cut apart and added to each bin</li> <li>● Studios Planner</li> <li>● observation sheets</li> </ul> <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> <li>● Beautiful Stuff</li> <li>● paper of various sizes and colors</li> <li>● writing and drawing tools</li> </ul> <p>Spend time in the space currently used for the classroom market (Drama Studio); consider how it works and what might make for more enriching and fluid exchanges as children develop understandings about how stores work. Consider adding shelving or other spaces to display goods, a counter, a visual cue for entering and exiting (door). Anticipate and prepare for children’s suggestions to expand the market space and props. Provide related materials.</p> <p><u>For the Library Studio:</u></p>


	<ul style="list-style-type: none"> <li>● collection of tags and labels</li> <li>● trays, bowls, or other containers for sorting</li> <li>● scrap paper for labeling categories</li> <li>● writing tools</li> </ul> <p><u>For the Writing &amp; Drawing Studio:</u></p> <ul style="list-style-type: none"> <li>● Resources images</li> <li>● some tags and labels from the collection, representing diverse places of origin</li> <li>● sketchbooks</li> <li>● writing and drawing tools</li> </ul> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> <li>● Food Plants images, cut apart</li> <li>● Parts of Plants labels, 2 sets, cut apart</li> </ul> <p>Decide which studios to (re)introduce explicitly. Prepare the Opening basket and materials accordingly. Bring to the whole group any examples of children’s works in progress that can support other children’s new and ongoing attempts.</p>
<b>Opening</b>	<p><i>This week we are continuing to think about where our resources come from. We have a few new studio activities.</i></p> <p>Briefly describe each studio’s activity and how it connects to unit texts and ideas.</p> <p><i>Turn and tell your partner your plan and your backup plan.</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
<b>Facilitation</b>	<p>As children work, circulate and engage children in conversation about their endeavors. Exploit opportunities to highlight children’s connections to the Weekly Question and the unit’s Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Listen in, observe, and take notes about children’s interests, experiences in different kinds of markets and with money. Use these notes to plan for upcoming Studios sessions.</p> <p>While children work, consider which piece of work to bring to a Thinking and Feedback meeting.</p>


<b>Closing Studios</b>	<p>Support smooth clean up of studios materials and organization of works in progress.</p> <p>At least once during the week, facilitate a short, whole group meeting after Studios to discuss children’s activities, discoveries, and questions.</p>
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<p><b>Art</b></p> 	<p><b>Making Signs and Displays</b> <i>Continues from previous week</i></p> <p><u>Objective:</u> I can create signs to effectively draw customers to products.</p>
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<p><b>Building</b></p> 	<p><b>Building and Mapping Markets</b> <i>Continues from previous week</i></p> <p><u>Objectives:</u> I can build a town/neighborhood that includes markets.  I can draw a map to show where the markets are in my town/neighborhood.</p>
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<p><b>Drama</b></p> 	<p><b>Continuing to Build Our Classroom Market</b></p> <p><u>Objective:</u> I can add important features to our classroom market.</p> <p><u>Introduction:</u> Structure an introduction based on what has already been created in the Drama Studio’s market so far. For example: <i>We have been playing store in our Drama Studio. This week, let’s think about what else our market needs to be a good place for the community to shop. You might think about what the store sells and what else community members might like to be able to buy there; you might think about signs the market needs; you might think the market needs more structures like shelves, or a cooler to keep drinks in... What do you think? Do we need to represent a door? Does the door need a bell? How do we know if the market is open or closed? What can you add to our market?</i></p> <p><u>Process:</u></p>
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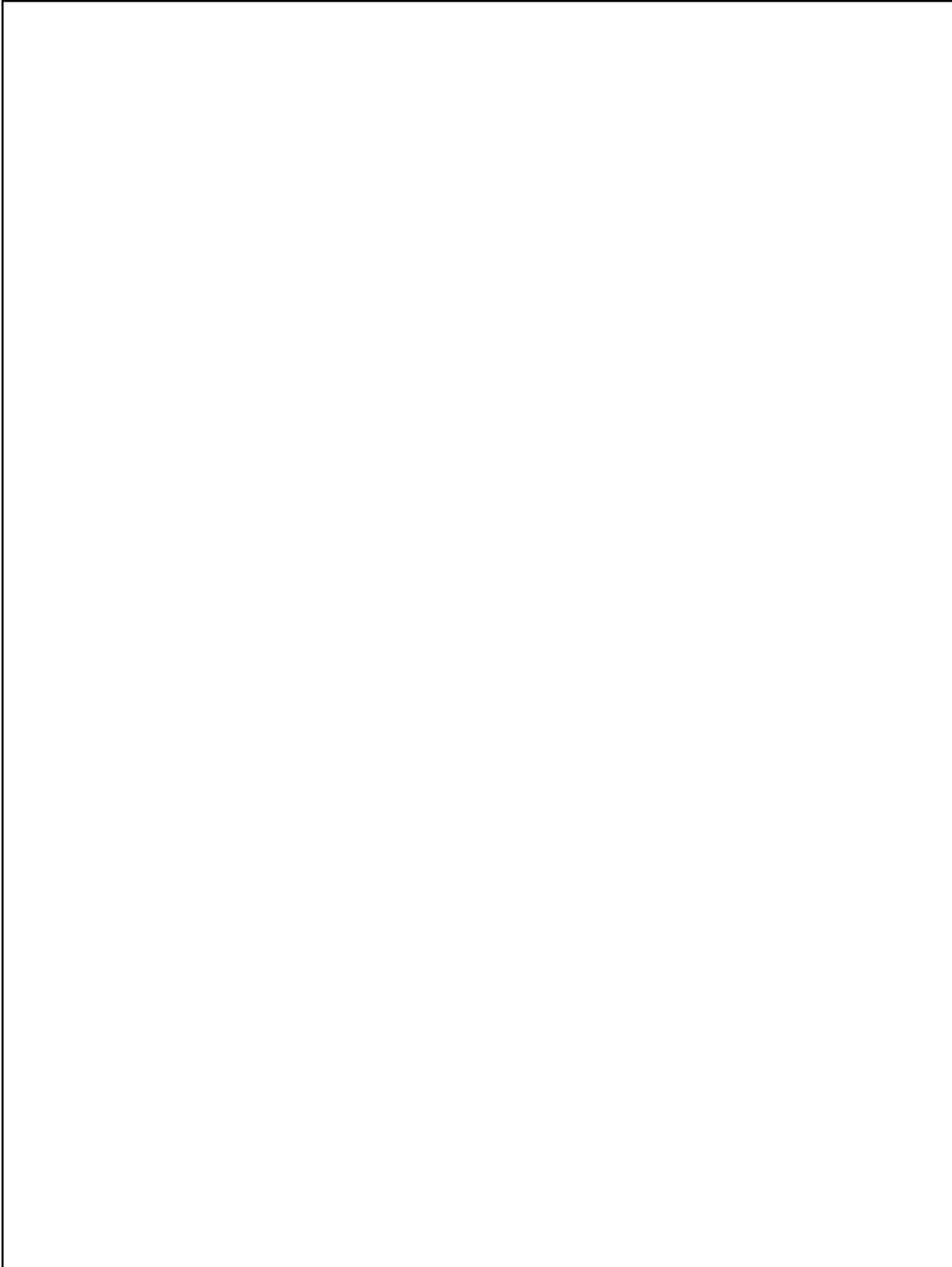
	<p>Using Beautiful Stuff, sign-making materials, and other materials from around the classroom, children work to expand and add important features to the classroom market.</p> <p><u>Facilitation:</u> Encourage children to look at visual resources and to think about what they already know from experience about what happens in a store or other market.</p> <p><i>What happens at a market? Can that happen here? Is this a friendly place to find and buy things the community members need and want? Is our market organized so people can find what they are looking for?</i></p> <p><u>Ongoing Assessment:</u> Participate in store exchanges to push children to think about how the market is working and to encourage use of relevant commerce-related language.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a group of children to share their additions to the classroom market. Do these ideas make sense to the rest of the group?</p>
<p><b>Library</b></p> 	<p><b>Reading Tags and Labels</b></p> <p><u>Objectives:</u> I can read to learn about where goods come from.  I can sort tags and labels into categories.</p> <p><u>Introduction:</u> <i>Most goods we purchase have some kind of label or tag that gives information such as where that good comes from and what it is made of. What can you find out by looking at the tags and labels in our collection? How can you sort the tags and labels into categories?</i></p> <p>Briefly model reading and then sorting a few tags and labels, spreading them out on the rug or posting them. Use scrap paper to name the categories.</p> <p><u>Process:</u> Children look at and read, compare, talk about, and categorize labels and tags. They discuss different ways of categorizing (such as country of origin; raw material; kinds of goods; tag or label material, such as</p>

	<p>cloth or paper).</p> <p><u>Facilitation:</u></p> <p><i>What do you notice on these labels and tags?</i>  <i>What information do they provide? What information do they leave out?</i>  <i>What do you call this category?</i>  <i>Can you guess what kind of good this label came from? Why do you guess that?</i>  <i>Why do you think things we buy have labels?</i></p> <p><u>Ongoing Assessment:</u></p> <p>Sit in on children’s conversations. Listen for vocabulary use and developing understandings. Make notes about concepts to revisit with individuals, small groups, or the whole class.</p>
<p><b>Science and Engineering</b></p> 	<p><b>Eating Plants!</b></p> <p><u>Objective:</u></p> <p>I can sort plants into categories according to which parts people eat.</p> <p><u>Introduction:</u></p> <p><i>Plants are an important natural resource for people. We eat different parts of different plants—sometimes the roots, stems and leaves, fruits, seeds, and sometimes even the flowers!</i>  <i>Plants are a natural resource that is also <b>renewable</b>: we can grow more of them, so they don’t run out.</i></p> <p><i>Look at these pictures of plants, and see if you can sort them into categories, depending on which part of the plant people usually eat. Remember that a plant might fit into more than one category. For example, this is a beet. People eat both the leaves and the roots of this plant.</i></p> <p><i>You can use these labels to make categories.</i></p> <p><u>Process:</u></p> <p>Children will have varying levels of familiarity with the plants. They talk together about the plants to share information and to suggest which categories a plant might fit into.</p> <p><u>Facilitation:</u></p> <p><i>Is this a plant you have eaten before?</i>  <i>Why do you think people would eat that part of the plant?</i></p>

	<p><i>What do you think it might taste like? What makes you think that?</i></p> <p><u>Ongoing Assessment:</u> Observe children’s decisions about categorizing plants. What does this indicate about their knowledge of plants? Do children refer to the various parts of the plants in accurate and consistent ways?</p>
<p><b>Writing and Drawing</b></p> 	<p><b>Traveling for Goods</b></p> <p><u>Objective:</u> I can write and draw about getting goods that come from local places and goods that come from far away.</p> <p><u>Introduction:</u> <i>Some goods we use come from close by and others come from far away [refer to the collection of tags and labels].</i></p> <p><i>Imagine a story about getting a good that comes from close by. What transportation would you use? What would the exchange be like?</i></p> <p><i>Or, imagine a story about traveling far away to get something you need or want. What transportation would you use to get there? What would that exchange be like?</i></p> <p><i>Write and draw your story on paper or in your sketchbooks.</i></p> <p><u>Process:</u> Children review the Resources images and look through tags and labels. From these, or according to their own interests, they choose one good and write and draw about procuring it. Stories might include locations, transportation, jobs in different parts of the supply chain, the passage of time, and emotions related to procuring the good, among other elements. They might build from the personal recount poems children are finishing this week in Writing lessons.</p> <p><u>Facilitation:</u> <i>How will you get this good you are interested in?</i> <i>Tell me about your travel.</i> <i>Who do you meet along the way? What are they doing?</i> <i>Does anything surprising happen in your story?</i> <i>Has anything like this happened in your real life?</i></p> <p><u>Ongoing Assessment:</u> Review children’s writing. Look for evidence that children are drawing on Writing lessons and using foundational writing skills. Use this</p>

	<p>information to plan subsequent whole group lessons, targeted small group lessons, and individual interventions.</p> <p><u>Thinking and Feedback Possibilities:</u>  As children read and show their stories, classmates might interact with any part of the structure, ideas, illustrations, and language.  Invite children to act out a story using the Story Acting routine.</p>
<p><b>Standards (Boston)</b></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>Building:</u>  <b>Geography 11.</b> Explain that a map represents spaces and helps one identify locations and features.</p> <p><u>Drama:</u>  <b>23.</b> Give examples of products (goods) that people buy and use.</p> <p><u>Library:</u>  <b>RI.1.10.</b> With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.</p> <p><b>L.1.5a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><u>Science and Engineering:</u>  <b>Economics 20.</b> Distinguish a renewable resource from a non-renewable resource.</p>

**Notes**



Studios U3 W4