

## Unit 2: Animals Surviving and Thriving

### WEEK 5 Studios



#### How do baby animals survive?

Many activities from Week 4 continue, with some additional materials and prompts.





<b>Big Ideas</b>	<p>Animals' differing body parts help them meet their needs in specific ways.</p> <p>Where an animal lives impacts its behavior and its survival.</p> <p>Animals help their offspring survive in different ways.</p>
<b>Materials and Preparation</b>	<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>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"><li>● existing and additional works of art images, in sheet protectors</li><li>● oil pastels</li><li>● tempera paint</li><li>● paintbrushes</li><li>● water dishes</li><li>● paper towels</li><li>● Beautiful Stuff</li><li>● glue or other adhesive, if desired</li><li>● drawing paper, various sizes</li><li>● trays, bases, or other way to delineate and save works in progress</li></ul>


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	<p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> <li>● Beautiful Stuff</li> <li>● adhesives (optional)</li> <li>● unit texts and other resources showing animal habitats</li> </ul> <p>Review Studios descriptions below. Considering the new materials and activities, decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly.</p>
<b>Opening</b>	<p><i>Most of our studios activities are continuing from last week, so you can keep working on the projects you have started, or you can try something new.</i></p> <p>Describe and model each studio to the extent needed for children to begin their work.</p> <p>Hold up the Studios Planner for children to reference.</p> <p><i>Take a moment to think about which studio you might want to start working in today. Then think about which studio you'll work in if your first choice is too crowded.</i></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, knowledge, and misconceptions about specific animals and about animals and habitats in general. 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. The Art and Drama Studios will need particular attention during clean up.</p>

Check in with children individually, in small groups, and as a class to hear their perspectives about how Studios is going.

<p><b>Art</b></p> 	<p><b>Talking about Works of Art</b> <i>Continues from previous week</i></p> <p><u>Objectives:</u> I can look carefully at works of art featuring animals and share my observations and questions. I can create works of art inspired by those I view.</p> <p><u>Addition:</u> Children may create a drawing, painting, or sculpture inspired by the artwork they choose. Paint and Beautiful Stuff are added to the available materials, along with additional images to view and discuss. Clay might also be added, if any is remaining from animal sculpting.</p>
<p><b>Building</b></p> 	<p><b>Building from Works of Art</b> <i>Continues from previous week</i></p> <p><u>Objective:</u> I can build a habitat inspired by a work of art.</p>
<p><b>Drama</b></p> 	<p><b>Creating Stories from Works of Art</b> <i>Continues from previous week</i></p> <p><u>Objective:</u> I can imagine and act out a story based on a work of art. I can include what baby animals would need to survive in my scenarios.</p> <p><u>Addition:</u> <i>If there were baby animals in your scene, what would you need to add to make sure they could survive?</i></p>
<p><b>Library</b></p>	<p><b>Researching Habitats</b> <i>Continues from previous week</i></p> <p><u>Objective:</u> I can find out real information about the habitats represented in works</p>

	<p>of art.</p>
<p><b>Library</b></p>  <p>and</p> <p><b>Writing and Drawing</b></p> 	<p><b>Writing Animal Riddles</b> <i>Continues from previous weeks</i></p> <p><u>Objectives:</u> I can find out important information to include in an animal riddle. I can write an animal riddle and write and draw its answer.</p>
<p><b>Science and Engineering</b></p> 	<p><b>Designing Habitats (Beautiful Stuff)</b> <u>Objective:</u> I can design an animal habitat that includes everything it needs to survive and thrive, including water, food, and shelter.</p> <p><u>Process:</u> Extending from their experiences building habitats in the Building Studio, viewing artworks showing various habitats, and referring to unit texts, children use a diversity of recycled and natural materials to build habitats that meet animals' needs. Adhesives may be used to make the habitats permanent.</p> <p><u>Facilitation:</u> <i>What are the most important things to include in the habitat to make sure this animal can survive and thrive?</i> <i>What other animals might live in this habitat?</i> <i>What materials will you use, and why?</i></p> <p><u>Ongoing Assessment:</u> What are children considering in designing their habitats? Are they including the animal's basic needs for food, water, shelter, and protection?</p> <p><u>Thinking and Feedback Possibilities:</u></p>

	<p>Invite children to share their habitats and talk about the decisions they made. Classmates might suggest additions or revisions to clarify how the habitat meets the animal’s needs.</p>
<p><b>Writing and Drawing</b></p> 	<p><b>Sketching Animals</b>  <i>Continues from previous weeks</i></p> <p><u>Objective:</u>  I can draw and make notes about an animal that interests me, using my sketchbook with care.</p>
<p><b>Standards</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>Art:</u> (BOSTON STANDARDS)  <b>Visual Arts 3.1.</b> Create 2D and 3D artwork from direct observation.</p> <p><u>Art, Building, and Drama:</u> (BOSTON STANDARDS)  <b>Visual Arts 5.1.</b> In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work.</p> <p><b>Visual Arts 5.3.</b> Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.</p> <p><u>Drama:</u> (BOSTON STANDARDS)  <b>SR 1.2.</b> Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p><u>Library and Writing and Drawing:</u>  <b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><u>Science and Engineering:</u>  <b>1-LS1-1.</b> Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air...  <b>1-LS1-2.</b> Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>

**Notes**



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