

## WEEK 6 Studios



### How can we create positive change in our communities?

Children continue activities from previous weeks until the project is introduced during Text Talk on Day 3. Paint is introduced in the Art Studio.

#### Day 3: Planning the Book Access Project

Children plan how to communicate their ideas about expanding access to books to more people in local communities. Specific work in the studios will depend on projects taken on by each small group.

<b>Big Idea</b>	When people in communities talk, work, play and learn together, they can create positive change.
<b>Materials and Preparation</b>	<p>Paint may be introduced for exploration in the Art Studio during a Studios session preceding Day 3:</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"><li>● tempera paints</li><li>● paint brushes</li><li>● cups for water</li><li>● large paper</li></ul> <p>Set up an easel or other large surface for painting, as children will encounter mural painting in <i>Maybe Something Beautiful</i> in Week 7.</p> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"><li>● colored pencils, markers or crayons</li><li>● strips of white construction paper or cardstock, 4 ¼" x 11", one per child</li><li>● strips of tissue paper or party streamers, cut to 12" in length and around 4" wide, of any color</li><li>● single hole punch, single hole</li><li>● tape or glue</li></ul>

- string 10" in length, one per child
- Wind Sock Directions, at least 2 copies for the Studio

Read the Book Access Project Introduction (Unit 1 Introduction documents). Consider the variety of activities that might be proposed by and to the children and implications of realizing each one.

- chart from Text Talk, Day 3, with responses to the question, How can we increase access to books for children and families in all towns/areas?
- chart paper

Prepare the following Book Access Project Plan.

Book Access Project Plan		
Names	Project Idea	Studio and Materials

- Book Access Project Planning sheets, one for each group
- writing tools
- Studios prompts
- observation sheets

Refresh each studio's bin with all materials introduced so far. If children are continuing previous work in addition to project work, make sure they have those needed tools and materials.

Identify a space such as a table or group of shelves where children can save and revisit their work over the course of the three weeks.

Make sure tools and materials in all studios are accessible, especially Beautiful Stuff.



**Opening**



*At the Science and Engineering Studio, you will build a windsock. Windsocks are another tool used to measure wind speed. You will often see windsocks at airports or used as decoration in yards.*

Refer to the chart from Text Talk.

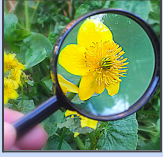
	<p><i>We made this list during Text Talk this morning. These are all ideas for making books more accessible to children and families in our towns/areas/neighborhoods. Let's read it through again.</i></p> <p><i>You've had a chance to think about which of these ideas you would like to work on and which materials you might use.</i></p> <p>If paint has not been introduced previously:  <i>Before we organize our project ideas, I want to let you know about one more material we have available in the Art Studio.</i></p> <p><i>Next week we will meet book characters who make a big difference in their communities by using paint. Paint is another medium artists use. Thumbs up if you have used paint before.</i></p> <p><i>You may want to use paint at some point in your project for increasing access to books for all members of our community.</i></p> <p>Refer to the Project Plan chart.  <i>Now we'll organize ourselves with a plan so we know who is working on what in each studio.</i></p> <p>Think, Pair, Share.  <i>Take a moment to think: What idea am I hoping to work on, and how?</i>  <i>Turn and talk to a partner about what you would like to do. You might still have the same idea from this morning, or you might have changed your mind since then.</i></p> <p>To prompt children's thinking, restate ideas shared during the Text Talk discussion.</p> <p><i>Let's write down what you are thinking about the project on our class Project Plan.</i></p> <p>Gather ideas from the children and record them in an organized way on the Project Plan chart. Note that more than one project may be undertaken in a given studio, space and materials allowing.</p> <p><i>When you get to your work space with your group, you'll begin by filling out this Project Planning sheet.</i></p>
<b>Facilitation</b>	<p>Help children get settled into groups and studios. Distribute a Book Access Project Planning sheet to each group.</p>

	<p>As children work, support their thinking, writing, and collection of materials. The first session is likely to be primarily planning, organizing, and gathering in order to begin hands on work in successive sessions.</p> <p>Use the following boxes to record the kinds of work children are pursuing, in order to assess work and plan for subsequent sessions in the studios.</p> <p>Facilitate careful, intentional work by asking children questions about their plans, processes, collaborations, changes in course, and successes.</p>
<b>Closing Studios</b>	<p>Throughout the span of these three project weeks, occasionally hold short, whole group meetings to describe work unfolding in each studio and to make any needed adjustments. Hold Thinking and Feedback meetings often enough so that each group benefits from peer suggestions, as well.</p>

<p style="text-align: center;"><b>Art</b></p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		
<p style="text-align: center;"><b>Building</b></p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		

<p><b>Drama</b></p>  <p>Current state of the project</p> <p>Questions to prompt further work</p> <p>Practical support: resources, materials, collaboration</p>	<p>Group 1:</p>	<p>Group 2:</p>
<p><b>Library</b></p>  <p>Current state of the project</p> <p>Questions to prompt further work</p> <p>Practical support: resources, materials, collaboration</p>	<p>Group 1:</p>	<p>Group 2:</p>

## Science and Engineering



### Measuring Wind

#### Objective:

I can use tools to measure wind speed.

#### Introduction:

Reintroduce materials and processes, as needed, from the week's Science and Engineering lessons.

#### Process:


Children will create wind socks, using the Wind Sock Directions as guidance.

#### Facilitation:

*How can this windsock be used to measure wind speed?  
What else could this measure?*

#### Ongoing Assessment:

Review children's journals. Look for evidence of understanding that air is matter. For example; air can move things, air can fill a balloon or a bag; when air moves we can feel it.

<p><b>Writing and Drawing</b></p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		
<p><b>Standards</b></p>	<p>Standards addressed will depend upon the studios in which children work.</p> <p><u>Science and Engineering:</u>  <b>Practice 1.</b> Asking questions and defining problems  <b>Practice 2.</b> Developing and using models</p>	

<p><b>Notes</b></p>
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# Book Access Project Planning

Names: \_\_\_\_\_  
\_\_\_\_\_

Our plan:

Studio: \_\_\_\_\_

Materials needed:

_____	_____
_____	_____
_____	_____
_____	_____

1. Decorate the paper



2. Fold the paper into a tube. Bring the short sides together.



3. Tape the edges.



4. Add glue to one end of the streamer.



5. Press the streamer down on the inside of the paper tube.



6. Use the hole punch to make 2 holes on each side of the tube.



7. Put the piece of string through the holes and tie the two ends together.

