

WEEK 7 Studios



How do we make choices as consumers?

All studio spaces and materials are open for children to use as needed toward their market projects. The Science and Engineering Studio is also dedicated to developing and realizing the Our Markets Project for Weeks 6-8, while children can continue to make, discuss, and record observations of plant growth and of the sky (weather).

<p>Big Ideas</p>	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</p> <p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>The consumer choices people make can contribute to our communities.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Business Plans for each group, from previous weeks ● Business Plans Page 3, one for each group ● paper and writing tools for making invitations ● small books or long pieces of paper for representing supply chains, optional ● small books or paper for writing autobiographies, optional ● Our Markets Project Plan, from Week 5 <p>Review each group’s business plans and children’s work from the previous week; plan to support each group with needed feedback, guidance, and materials. Consider what whole group work still needs completion, as well.</p>
<p>Opening</p>	<p>With the whole group, look again at the Project Plan.</p>

	<p><i>You each have decided on names for your own market stalls. Now, what might we call the whole market?</i></p> <p>Make a suggestion about who will be visiting the market, if it will be open beyond the classroom itself (families and/or members of the school community). Ask for the children’s input. Indicate expectations and materials available for making invitations to distribute by the end of the week.</p> <p><i>Our market will open next week! This week you will finish preparations for your market stalls.</i></p> <p><i>You have a new page to complete for your business plans. This page is a little more tricky.</i></p> <p>Walk through the Business Plan, Page 3 and answer questions. <i>If you are producing goods, you will write and draw to represent the supply chain of those goods from the producer to your market stall.</i> <i>If you are offering a service, you will write short autobiographies that tell how you became that kind of service worker. Autobiographies are a lot like biographies, except that you tell your own life story, instead of someone else’s.</i></p> <p><i>You can do this work independently or with your group. You can record your ideas on Page 3 of your Business Plan, or you can use these [small books/papers].</i></p> <p>Invite children to report on their immediate next steps. Dismiss children to work.</p>
Facilitation	<p>Circulate as children work. Encourage them to refer back to their business plans to guide their efforts.</p> <p>Provide materials as needed, along with guidance and resources for writing work (supply chains and autobiographies).</p> <p>Identify tasks that need to be completed for the whole market to run well, and invite individual children to contribute to those.</p>
Closing Studios	<p>Check in with each group about their progress and materials needed for ongoing work.</p> <p>Check off any whole group tasks that have been completed on the bottom of the class Project Plan.</p>

<p>Market Group 1:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p>Market Group 2:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p>Market Group 3:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p>Market Group 4:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p>Market Group 5:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p>Market Group 6:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

Notes for completing whole class project:

Standards

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 project-specific standards.

Our Markets Project
(Boston)

Civics 1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.

Civics 2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.

Economics 22. Explain what it means to be employed and define the terms *income, wages, and salary*.

Economics 23. Give examples of products (goods) that people buy and use.

Economics 24. Give examples of services people do for each other.

SA 4.3. Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence.

SA 5.1. Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.

SM 3.1. Demonstrate ability in preventing, managing, and resolving conflicts in constructive ways.

SR 2.1. Develop rewarding positive relationships and work collaboratively with others.

SR 4.1. Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.

Math 1.MD.D.5 Identify the value of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to five pennies). Use appropriate notation (e.g., 69c). Use the values of coins in the solutions of problems (up to 100c).