

**WEEK 7 Studios**



**How do people impact animals' survival?**

Work on the Sea Turtle Project continues. Children make reusable bags. In addition, children continue collage-making, respond to a child's actions to protect sea turtles, and design helmets the Science and Engineering Studio.

<p><b>Big Ideas</b></p>	<p>Where an animal lives impacts its behavior and its survival.          Humans can play a role in animals' survival.          Animals, including humans, are connected to each other and to their environments.</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Sea Turtle Project Plan and small group Planning Sheets</li> <li>● Studios prompts, cut apart and added to each bin</li> <li>● Studios Planner</li> <li>● observation sheets</li> <li>● all materials identified by small groups for project work</li> </ul> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> <li>● T-Shirt Bag procedure, 2 copies</li> <li>● t-shirts</li> <li>● scissors</li> <li>● permanent marker, for adult use</li> <li>● permanent or fabric markers, optional</li> </ul> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> <li>● Additional optional media:             <ul style="list-style-type: none"> <li>○ liquid glue (not diluted)</li> <li>○ construction paper</li> <li>○ Beautiful Stuff, flat objects</li> <li>○ oil pastels</li> <li>○ markers</li> </ul> </li> </ul> <p><u>For the Library Studio:</u></p>

	<ul style="list-style-type: none"> <li>● website: <a href="https://www.neaq.org/blog/n-h-girl-visits-turtles-after-raising-money-for-them/">N.H. Girl Visits Turtles After Raising Money for Them</a> (https://www.neaq.org/blog/n-h-girl-visits-turtles-after-raising-money-for-them/)</li> <li>● technology to support online reading</li> <li>● children’s copy of web article, several copies</li> <li>● Raising Money for Turtles response sheet</li> </ul>
<b>Opening</b>	<p><i>This week we’ll continue working on our projects to communicate important ideas about sea turtles and how people can impact their survival.</i></p> <p><i>We have a couple of new activities, as well.</i></p> <p>Introduce the Library materials. Allow children a few minutes to plan their work.</p> <p>Dismiss children in small groups to continue established project work and/or to explore new activities.</p>
<b>Facilitation</b>	<p>Facilitate careful, intentional work by asking children about their plans, processes, collaborations, changes in course, and successes. Push children to consider the implications of weather conditions on their plans.</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>
<b>Closing Studios</b>	<p>At the close of each session, prompt children to organize for next steps.</p> <p>Choose work from one or two groups to present at Thinking and Feedback sessions.</p>

## Art



### **Making Reusable Bags**

#### Objective:

I can make a reusable bag to replace plastic ones and reduce trash.

#### Introduction:

*We have been talking a lot about how harmful plastic can be for animals. One way to have less plastic trash in the environment is to use less plastic to begin with. We know that Boston has a ban on plastic bags that only get used one time, and we know that we can, instead, bring our own bags to the store.*

*One way you can help convince your families to not use plastic bags is to give them a reusable one! This is why I asked you all to bring in a t-shirt.*

Demonstrate how to make a t-shirt bag, referring to the T-Shirt Bag procedure. This may not be necessary if an adult can dedicate time during Studios to assist children in making them.

#### Process:

With adult support and referring to the procedure, children make t-shirt bags. Use a permanent marker to label the bags. Children may use permanent or fabric markers to decorate finished bags.

#### Facilitation:

*Why are you making this bag?*

*How might using this bag help animals survive and thrive?*

*How might bringing this bag home strengthen your argument?*

#### Ongoing Assessment:

Engage children in conversation as they make bags. Assess whether they are making connections between these bags, unit ideas, and their argument writing.

### **Representing an Underwater Habitat**

*Continues from the previous week*


#### Objective:


I can create a work of art using a new material to represent an underwater habitat.


#### Addition:

Once the water collages have dried, children might add representations of additional habitat features (rocks, plants) and animals, by continuing the collage with opaque (construction) paper,

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	flat objects from Beautiful Stuff, or using oil pastels or markers.
<p><b>Library</b></p> 	<p><b>Raising Money for Sea Turtles</b></p> <p><u>Objective:</u> I can read to learn about how a child is helping to save sea turtles.</p> <p><u>Introduction:</u> <i>This short website and article are about a ten-year old child who believes that it is really important to help sea turtles. See what you can find out about her by looking at the website and reading the text. Then, talk and write about what you learned.</i></p> <p>Walk through the Raising Money for Turtles response sheet.</p> <p><u>Process:</u> Children look at the website and/or read the related short article. They talk about what they have learned. Then they complete the response sheet.</p> <p><u>Facilitation:</u> <i>What have you found out about Heidi and what she has done?</i> <i>What does that make you think? How does it make you feel?</i></p> <p>Support children to record their responses.</p> <p><u>Ongoing Assessment:</u> Observe as children read the text. How are they making sense of the information on the page? Review children’s writing.</p> <p><u>Thinking and Feedback Possibilities:</u> Children might share the process of reading and taking notes. What is tricky about this? What strategies did they use? What strategies do others suggest? Children might also describe ways that reading about Heidi inspires them to take action and elicit ideas about how to begin working toward that action.</p>

<p style="text-align: center;"><b>Art</b></p> 	<p><b>Project(s):</b></p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources &amp; materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

<p><b>Building</b></p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources &amp; materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

## Drama



Project(s):

Current state of the project

Questions to prompt further work


Opportunities for collaboration

Practical support: resources & materials


Overall project support

Ongoing Assessment

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<p><b>Library</b></p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources &amp; materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	



<p><b>Writing and Drawing</b></p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources &amp; materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	