

## WEEK 7 Studios



### How do inventors and innovators make a difference?

#### More Look and Listen! Ideas

In addition to continuing to build their communication tools for PreK students, children plan and begin related projects, individually, in their established small groups, or with new partners. Specific work in the studios will depend on projects taken on by each small group.

<p><b>Big Ideas</b></p>	<p>Humans and other animals communicate with light and sound.</p> <p>People innovate and invent to solve problems.</p>															
<p><b>Materials and Preparation</b></p>	<p>Read the Look and Listen! Project Introduction (Unit 4 Introduction documents), and consider the variety of activities that might be proposed to and by the children, and the implications of realizing each one.</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> <li>● children’s Look and Listen! Project Planning sheets</li> <li>● children’s Evaluating Our Design sheets</li> <li>● chart paper and markers</li> </ul> <p>Prepare the chart, More Look and Listen! Ideas.</p> <table border="1" data-bbox="591 1482 1333 1831" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">More Look and Listen! Ideas</th> </tr> <tr> <th>Names</th> <th>Project Idea</th> <th>Studio and Materials</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	More Look and Listen! Ideas			Names	Project Idea	Studio and Materials									
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	<table border="1" data-bbox="591 149 1333 296"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Refresh each studio’s bin with all materials introduced so far. Make sure tools and materials in all studios are accessible.</p>						
<p><b>Opening</b></p>	<p><i>This week you will continue to design and build message-sending tools using sound and light for children in PreK. That is your most important work, because next week we will present those tools to the younger children!</i></p> <p><i>You might also want to work on other projects related to your communication tools. You can work with your tool-making small group, on your own, or with another partner.</i></p> <p>Propose some ideas (see the Project Overview), and elicit others from the children. As they land on work they might like to pursue, write it on the More Look and Listen! Ideas chart. This does not commit children to a particular endeavor but serves as a brainstorm.</p> <p>Distribute children’s project planning sheets.</p> <p><i>Turn and tell a partner what you would like to work on, alongside building your communication tool.</i></p> <p>Ask a couple of children to share their plans. Make notations on the chart. Encourage children doing similar work to situate themselves in proximity to each other to allow for easy collaboration, even if they choose to create individual products.</p> <p>Remind children to continue to refer to their Project Planning and Evaluating Our Design sheets as a way to stay on track with creating their communication tools.</p>						
<p><b>Facilitation</b></p>	<p>Refer children to the Engineering Design Process as they proceed. Remind them of the qualities of characters in Unit texts (<i>Rosie Revere, Engineer</i>, “Lewis Latimer and the Long-Lasting Light Bulb,” <i>Marvelous Mattie</i>) to encourage them to write and draw their ideas, to complete successive trials, to persevere, and to collaborate.</p> <p>Engage children in conversation about their endeavors, surfacing and reinforcing relevant vocabulary. Exploit opportunities to highlight 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>Use the boxes below to record the work children are taking up in relation to their tools. Encourage children to participate in documenting the process of developing their tools and related work.</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>Facilitate a short, whole group meeting after Studios to discuss children’s activities, discoveries, and questions.</p>
<b>Ongoing Assessment</b>	<p>Review children’s Look and Listen! Projects in process.</p> <p>Does the central idea of the design draw upon learning about light and sound?</p> <p>Is the plan realistic? Does it use available materials? Can the children build it so that it works in a satisfying way?</p> <p>Will four year olds be able to use the tool? What suggestions will help the group (re)consider this audience?</p> <p>Are all the children in each group working toward the same end? Would any children or groups benefit from reassignment?</p> <p>Review any additional work children have taken up. Make notes, considering what kinds of support will help them move toward satisfying projects.</p>

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

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**Additional Notes**