

**WEEK 8 Studios**



**How do new ideas contribute to our community?**

Children complete their communication tools and related projects, individually and in small groups. 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>Make or confirm a plan for sharing communication tools with a PreK class, whether a group gathering, delivery, and/or digital presentation.</p> <ul style="list-style-type: none"> <li>● materials identified in Weeks 6 and 7 for making communication tools and for individual and small group projects</li> <li>● Studios prompts, from Week 7</li> <li>● observation sheets</li> <li>● children’s Look and Listen! Project Planning sheets</li> <li>● More Look and Listen! Ideas chart, from Week 7</li> </ul> <p>Refresh each studio’s bin and area with all needed materials. Make sure tools and materials in all studios are accessible.</p>
<p><b>Opening</b></p>	<p><i>This is our final week of our study of sound and light, and it’s time to finish up our projects! Later this week we’ll present our message-sending tools to the children in PreK.</i></p> <p>Distribute children’s Project Planning sheets.</p> <p><i>Turn and talk to a partner about the project work you are doing. What are you working on? What do you need to finish? What help or materials will you need to do that?</i></p> <p>Refer to the More Look and Listen! Ideas chart, as useful.</p>

	Remind children to continue to refer to their Project Planning and Evaluating Our Design sheets as a way to stay on track with finishing their communication tools.
<b>Facilitation</b>	<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 whether it will be helpful to the group to hold a Thinking and Feedback meeting.</p>
<b>Closing Studios</b>	<p>Support smooth clean up of studio materials and organization of works in progress. Ensure that children know how to label and where to put finished work.</p> <p>Make notes about what children need to do to finish, and support them to do so.</p>
<b>Ongoing Assessment</b>	<p>Review children’s Look and Listen! Projects in process.</p> <ul style="list-style-type: none"> <li>Does the central idea of the design draw upon learning about light and sound?</li> <li>How do children use available materials?</li> <li>Do the tools work in a satisfying way?</li> <li>Will four year olds be able to use the tool?</li> </ul>

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Working on:

Next steps:

Practical support: resources, materials, collaboration:

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Studios U4 W8

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