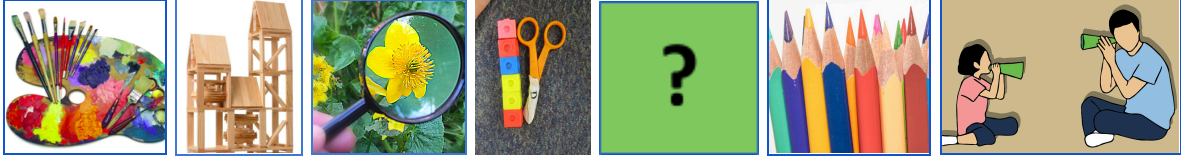


Unit 4: The Power of Pollinators

WEEK 5 Studios



Exploring Pollination and Pollinators (continued)
 Studios work continues from Week 4:
 Children choose familiar media to explore diverse pollinators.

Big Ideas	<p>The parts of an organism have specific functions.</p> <p>Pollination is a result of animal behavior.</p> <p>Animals, including humans, benefit from and depend on pollination.</p>
Weekly Question	<p>What makes a plant and a pollinator a good match?</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Parts of a Flower poster ● new studios prompts Cut apart and replace studios prompts. ● Unit 4 Observation Sheet <p><u>For all studios:</u></p> <ul style="list-style-type: none"> ● Replenish materials from Week 4, as needed. Add additional materials children have identified. <p><u>New for Discovery Studio:</u></p> <ul style="list-style-type: none"> ● all materials from Science Lessons for flower observation and dissection <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● Number cards 0–10 Make multiple copies. Remove the cards that show 10. ● How Close? Recording Sheet ● base 10 blocks, optional, for modeling numbers <p>Select samples of work from Week 4 to use in a brief Opening meeting.</p> <p>Decide which studios need particular attention in the opening, and</p>

prepare those studios bins for the meeting, along with the Opening Basket. Note that introduction of the Art Studio (Printmaking) may take extra time.

Have sufficient copies of the Observation Sheet on clipboards.

Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.

Opening

All of our Studios activities are continuing from last week. Let's take a look at some of the work you did last week.

Share a few examples of children's finished work and works in progress.

Now, take a moment to reflect on last week's work: will you continue something you started? Will you do something new or work with a new classmate? Or will you try something new?

Make a note in your Planning and Reflection Notebooks, share your plan with a friend, and then we'll get right to work!

Facilitation


Observe children's use of space and materials.

Observe children's interactions with each other and their habits of asking for and offering help and feedback.

Use the Studios Guiding Questions and refer to the Weekly Question to understand and extend children's thinking.

Collect samples of children's work for use during Thinking and Feedback and/or for planning purposes.




Art

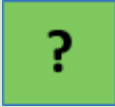



Prints Inspired by *The Little Hummingbird*
Continues from Week 4

Content Objective:
 I can follow a procedure to create prints.

Ongoing Assessment:
 Pay attention to how children are using resources for inspiration and how they are following the procedure. Notice their care in use of tools and in execution of the process. Note whether they draw on the unit content in creating images.

<p>Building</p> 	<p>Building Pollinators <i>Continues from Week 4</i> <u>Content Objective:</u> I can represent pollinators and include body parts that are important for pollination.</p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.</p> <p>How do children understand the form and function of various pollinators? How do they move between a two-dimensional representation and the three-dimensional representation they are building?</p>
<p>Discovery</p> 	<p>Observational Recordings of Flowers Ongoing Observations and Observational Recordings of Plants <u>Content Objective:</u> I can make close observations, ask questions, and write notes about flowers and about plants as they grow and develop.</p> <p><u>Ongoing Assessment:</u> Observe children as they work and engage them in conversation about what they notice and wonder.</p> <p>What descriptive language are children using? What understandings about flower parts and functions are they generalizing? do they have questions or misconceptions about? What connections are they making between what they see happening and what they understand about growing conditions? Are children looking at all parts of the seeds and plants? What is the quality of their drawings? Do they record all relevant information with each Notebook entry?</p>
<p>Math</p> 	<p>How Close? I can add and subtract numbers within 1,000. I can make decisions about how to find the lowest sums.</p> <p><u>Process/Directions:</u></p> <ul style="list-style-type: none"> ● Children play in partnerships. ● Partner A picks 8 cards and chooses 6 of those cards to create 2 three-digit numbers. ● Partner A adds the three-digit numbers. Then, finds the difference between the sum and 1000. This is the score

	<p>for the round. Encourage children to use base 10 blocks to show thinking.</p> <ul style="list-style-type: none"> ● Repeat for Partner B. ● For each round, each player chooses 6 new cards and has 8 cards in hand. ● In the end, the player with the lowest score wins. <p><u>Facilitation:</u></p> <p><i>How are you making decisions about your addends?</i></p> <p><i>How will you approach the next round?</i></p> <p><i>How can you ensure the lowest score?</i></p>
<p>Research</p> 	<p>Researching Pollinators</p> <p><i>Continues from Week 4</i></p> <p><u>Content Objective:</u></p> <p>I can read to find out more about pollinators and record what I learn.</p> <p><u>Ongoing Assessment:</u></p> <p>Observe children as they work and engage them in conversation about what they notice and wonder.</p> <p>How do children approach the task of researching?</p> <p>What new information do they find?</p> <p>How do children record information?</p> <p>How do they generate questions?</p>
<p>Writing and Storytelling</p> 	<p>Pollination Puppet Plays and Pollinator Poetry</p> <p><i>Continues from Week 4</i></p> <p><u>Content Objective:</u></p> <p>I can draw on information about pollination to develop a story using puppets.</p> <p>I can draw on information about pollinators to write a poem.</p> <p><u>Ongoing Assessment:</u></p> <p>Consider ways children use information from Text Talks, discussions, and Science Lessons in their stories and poems. Notice how they use language and precise vocabulary related to the topic of pollination and to provide descriptions.</p>
<p>Standards</p>	<p>Some standards addressed will depend on the studios in which children work. Some possibilities include work towards those listed in the Studios Introduction (Part 1) and the following studio-specific standards.</p> <p><u>Building:</u></p> <p>2-LSS2-3(MA). Develop and use models to compare how plants and</p>

	<p>animals depend on their surroundings and other living things to meet their needs in the places they live.</p> <p><u>Discovery:</u> W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</p> <p><u>Math:</u> QR.C.6 Use place value understanding and properties of operations to add and subtract. 2.NBT.B.7</p> <p><u>Research:</u> W.1.2.a Investigate questions by participating in shared research and writing projects. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions. W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Writing and Storytelling:</u> SL.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
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<p>Notes</p>
