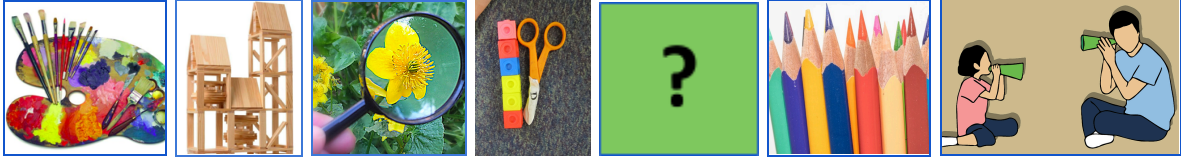


Unit 4: The Power of Pollinators

WEEK 6 Studios



Pollinator/Pollination Projects

In all studios, children continue exploring unit themes and begin contributing to the Pollinator Project, according to the class Project Plan.



In these last weeks of the school year, studios are flexible and open in order for children to access and productively use any materials and processes explored thus far, for work of their own design, as well as for the Pollinator Project.


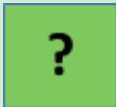
Studios run for two days this week to allow for three Engineering Lessons.



<p>Big Ideas</p>	<p>Organisms in an ecosystem are interdependent.</p> <p>Animals, including humans, benefit from and depend on pollination.</p>
<p>Weekly Question</p>	<p>Why is pollination important to people and other animals?</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Pollinator Project Plan, from Text Talk, Day 1 ● crayons, for Matching Crayons routine ● Planning Prompts, one for each pair of children ● Planning sheet, one for each child or small group ● new studios prompts <p>Cut apart and replace studios prompts. Note that these prompts are for Weeks 6 and 7.</p> <ul style="list-style-type: none"> ● Unit 4 Observation Sheet <p>Ensure that as many unit resources as possible are available at the Research Studio and accessible throughout the classroom.</p> <p>Review the Project Plan, and consider how the project might take shape in various ways, with various materials. Prepare materials that will support a variety of ideas. Some ideas include:</p> <ul style="list-style-type: none"> ● drawing plans for gardens that include pollinator-friendly plants and other practices that support pollination ● writing procedures for how their hand pollinators work ● writing poems about pollinators and/or flowers

	<ul style="list-style-type: none"> ● acting out garden scenes from the perspectives of gardener, pollinator, and plants ● writing and performing a play about the process of pollination, the loss of pollinators, or interactions among pollinators or gardeners ● creating collages or other multimedia artwork using seed catalogs and other art techniques explored through the year ● drawing maps of pollinator routes from home to plants ● representing cycles of growth and change of plants and/or pollinators ● composing music that evokes pollinators’ activities ● painting a mural to share as a design proposal for the community garden
<p>Opening</p>	<p><i>This week we’re beginning our Pollinator Project. We have started outlining our Project Plan, so you might refer to this when you plan your work in Studios.</i></p> <p><i>Let’s take a few minutes to plan how we will use Studios time. There are lots of possibilities to think about, and we have just two days this week to get started on our ideas.</i></p> <p>Supply some ideas about how children might pursue Studios work (above). Demonstrate, to the extent that is useful, materials and tools available in each studio. Distribute crayons.</p> <p><i>First, find your crayon partner, and talk together about your ideas for using your time well during Studios to communicate your ideas about the importance of pollinators. Today you’ll mostly have time to plan, gather materials, and set up your work. You can continue your work tomorrow and next week.</i></p> <p><i>Here are some questions to help you plan your work.</i></p> <p>Distribute Planning Prompts to each pair of children.</p> <p>Allow time for children to exchange ideas about work that interests them. Encourage them to identify a partner or small group to work with. As children are ready, distribute Planning Sheets to individuals and/or pairs/small groups to record their emerging plans. Have a few children share their plans aloud to the group. Support any children who are still unsure of how to proceed, perhaps suggesting classmates to work with, an area to work in, materials to start with, or specific ideas to pursue.</p>

	<p><i>Even though your project may use materials from more than one studio, each project will be based in one studio so that things don't get confusing. Think about which studio you think you'll spend the most time in.</i></p> <p>Dismiss children to begin to organize their work according to their plans.</p>
<p>Facilitation</p>	<p>Assist the children in planning, setting up, and getting started with their self-defined projects.</p> <p>Encourage children to situate themselves in one studio, to support organization within and among projects, even as they may use materials and resources from—and collaborate with children in—other studios.</p> <p>As work proceeds, facilitate and foster cross-pollination of ideas by suggesting that groups take a break to look at each other's work, ask questions, and be inspired by their classmates' efforts.</p> <p>Support children if they struggle to come to group consensus about next steps. Refer them to the Planning Prompts, to the Weeks 6 and 7 Studios Prompts, and to their Planning sheets.</p> <p>Have children keep their Planning sheets with materials they collect and any work they have begun.</p> <p>Use the boxes below to record the work children are pursuing, and use these to plan for subsequent sessions in studios.</p>

<p style="text-align: center;">Art</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p style="text-align: center;">Building</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	

<p>Discovery</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p>Research</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	

<p>Math</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p>Writing and Storytelling</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	

Standards	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.
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Additional Notes
