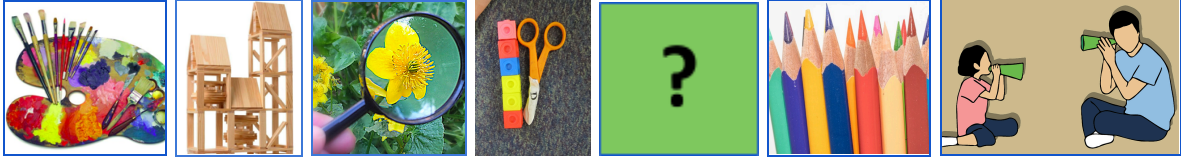


Unit 4: The Power of Pollinators

WEEK 7 Studios



Pollinator/Pollination Projects

In all studios, children continue work contributing to the Pollinator Project, according to the class Project Plan.

In the Research Studio, children may look more closely at a class resource to find examples of how pollinators impact food production and supply.



<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 ● children’s Planning sheets ● studios prompts from Week 6 ● Unit 4 Observation Sheet <p><u>For the Research Studio:</u></p> <ul style="list-style-type: none"> ● Consider adding additional resources for children to conduct further research on the impact of pollinators. <p>Review the Project Plan. Review the work in progress of individuals and small groups along with their Planning sheets, and add needed next steps to the Progress Notes column of the chart. Make notes in the boxes on the following pages about how to support the work in each studio. Consider conversations that have arisen out of Text Talks that are relevant to specific work children are undertaking, and make those connections. Be prepared to suggest a small group project the children have not yet identified in the Project Plan, in order to extend the ways of communicating about the importance of pollinators and to enhance children’s advocacy for convincing community gardeners to plant for pollinators.</p>



	<p>Ensure that as many unit resources as possible are available at the Research Studio and accessible throughout the classroom.</p> <p>Plan to facilitate a Thinking and Feedback session one day this week to:</p> <ul style="list-style-type: none"> ● provide encouragement to a struggling child or group; ● provide group analysis and suggestion for work that needs strengthening; ● coordinate efforts among children and groups and minimize duplication of effort; or ● highlight an aspect of work that might positively inspire others' work.
<p>Opening</p>	<p><i>Last week you planned, set up, and began work on projects that communicate about the importance of pollinators to community gardeners and others. You'll continue that work this week.</i></p> <p>[if there are additional resources to research]</p> <p><i>Here are a few other resources for us to look at the Research Studio. If you read carefully, you will find additional information here about how pollinators impact our food supply. This information could be important in your projects.</i></p> <p><i>Sometimes when we start working, we go off in a different direction than we originally planned. That might be okay, if the work is still connected to our original idea. But we also might need to get back on track.</i></p> <p>Distribute or have children access their Planning sheets.</p> <p><i>Before you get started, take a moment to check in with the other children you have been working with and answer these questions: how is our work going? Is this what we planned? Would it be helpful to get some feedback? What are our next steps?</i></p> <p>Circulate to listen in to these conversations, and offer suggestions where useful, without too heavily directing the course of children's work.</p> <p>If ideas or reminders that would be helpful for all children emerge from small group conversations, bring the group back together for just a moment to share these. Otherwise, disperse children to work.</p>
<p>Facilitation</p>	<p>Encourage children to follow, revise, and add to their plans, as appropriate for effective communication of their ideas.</p>



	<p>Assist children in gathering needed materials, and suggest potentially useful resources.</p> <p>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>Facilitate careful, intentional work by asking children questions about their plans, processes, discoveries, changes in course, collaborations, and successes. Insist that children articulate their work orally, artistically, or in written form in order to hold them accountable to the purpose of the work.</p> <p>Encourage children to review and refer to notes to make sure they attend to plans they have made and feedback they have received.</p> <p>Support children if they struggle to come to group consensus about next steps.</p>
--	--

Standards	<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>Research:</u> RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key factors or information in a text efficiently.</p>
------------------	--

<p>Research</p> <div style="border: 1px solid #000; background-color: #8bc34a; color: white; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> ? </div>	<p>Gathering More Information</p> <p><u>Content Objective:</u> I can gather important information from different kinds of texts.</p> <p><u>Process:</u> Children read and interpret text(s). They determine whether this information can be meaningfully added to their work in progress. Ask children to share information with classmates as relevant.</p> <p><u>Facilitation:</u> <i>What do you find here?</i> <i>How can you figure out what that means?</i> <i>Why is it important?</i></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>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>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>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>	