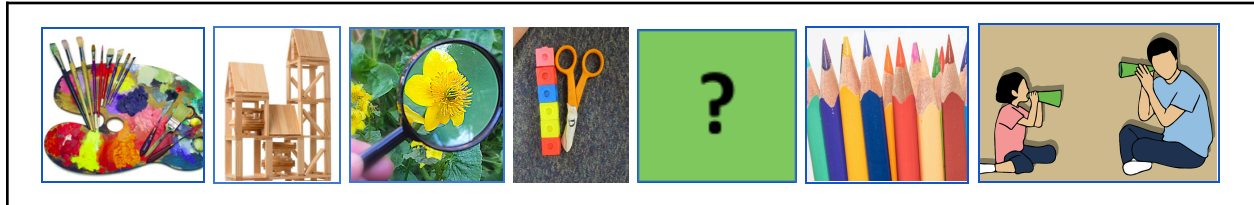


Unit 4: The Power of Pollinators

WEEK 8 Studios



Finishing our Pollinator/Pollination Projects

With just two days of Studios this week, children complete and prepare for a presentation. If a year-end celebration of learning is planned, Day 5 might be used to rehearse children’s presentations.

<p>Big Ideas</p>	<p>Organisms in an ecosystem are interdependent. Pollination is a result of animal behavior. Animals, including humans, benefit from and depend on pollination.</p>
<p>Weekly Question</p>	<p>How do I and how do we contribute to our community?</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Pollinator Project Plan, from Text Talk, Day 1 ● children’s Planning sheets ● new studios prompts Cut apart and replace studios prompts. ● Unit 4 Observation Sheet <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.</p> <p>Ensure that each group has any needed resources for completing their work.</p>
<p>Opening</p>	<p>Note: Minimize whole group time so children can complete and set up their work for presentation. Briefly review the Project Plan, if needed.</p> <p><i>This is our last week of Unit 4: The Power of Pollinators! It’s also our last project of the school year. You have been working on</i></p>

many different projects about pollinators, and you have some important ideas to share. We have just two days to finish your projects and get them ready to present. The questions on the board and the Studios Prompts might help you think about how to approach your work.

Facilitation



Encourage children to review and refer to their Planning sheets to make sure they attend to plans they have made and feedback they have received.



Support children’s thinking about incorporating feedback, attending to their intended audience, and polishing their work for presentation. Have them support each other to rehearse presentations, as appropriate.



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.

Notes

<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>	