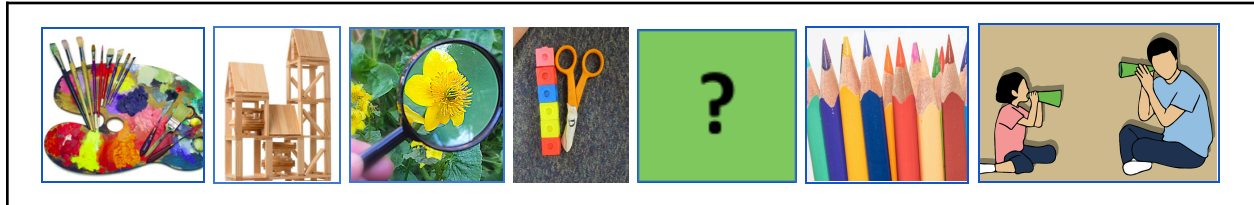


Unit 4: The Power of Pollinators

WEEK 1 Studios



Exploring Seeds and Plants

Children interact with ideas about seeds and plants presented in the opening of the unit, drawing on their own experiences, emerging ideas, and academic vocabulary. Studios run for just two days this week, with most activities continuing in Week 2.

Big Idea	Organisms in an ecosystem are interdependent.
Weekly Question	What is important about seeds?
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 the Art Studio:</u></p> <ul style="list-style-type: none"> ● <i>Cuckoo</i>, Lois Ehlert ● Mexican Folk Art images ● pencils ● colored construction paper, large sheets ● colored construction paper, cut into quarter sheets and arranged for easy access ● scissors ● paper fasteners ● hole punches ● liquid glue and/or glue sticks ● glue brushes ● tray or basket to collect paper scraps for reuse <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> ● K'NEX ● Flowers images ● <i>From Seed to Plant</i>, Gail Gibbons

	<p><u>For the Discovery Studio:</u></p> <ul style="list-style-type: none"> ● a variety of seeds ● seed catalogs (optional) ● small bowls, containers, or egg cartons ● magnifiers ● index cards or other small-sized papers ● “The Beauty of Pollination” video, From Text Talk, Day 3 ● Science and Engineering packets ● pencils and colored pencils <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> ● base-10 blocks ● number cubes <p>Each partnerships needs 3 number cubes.</p> <ul style="list-style-type: none"> ● Target Numbers recording shee <p><u>For the Research Studio:</u></p> <ul style="list-style-type: none"> ● research materials, from Writing Days 4-5 ● children’s writing folders, with report research ● technology for digital research ● writing tools <p><u>For the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> ● <i>Cuckoo</i>, Lois Ehlert ● Writing and Storytelling Books or other notebooks ● fabric, clothespins, and other storytelling props ● writing and drawing tools <p>In the Opening Basket, place the Studios Planner and a few sample materials from each studio. Include prompts, and review them, as needed, as those studios are introduced.</p> <p>Have sufficient copies of the Observation Sheet on clipboards.</p> <p>Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.</p>
<p>Opening</p>	<p><i>This week we have begun a new study: The Power of Pollinators. In Studios, we’ll keep exploring some of the ideas from Science lessons and Text Talks.</i></p> <p><i>At the Art Studio, look again through the book Cuckoo and at these images of Mexican folk art. These might inspire you to make your own images by cutting out shapes in colored paper</i></p>

	<p><i>and putting them together. As Lois Ehlert did in the book, you might include some moving parts by using paper fasteners.</i></p> <p><i>Here’s a challenge: use K’NEX to build flowers! Even with your experience with K’NEX, it will be tricky: include as many important parts of the flower as you can. These images will help you think about shapes and parts of flowers.</i></p> <p><i>Two different things are happening in the Discovery Studio: you can watch the video, “The Beauty of Pollination” again, and you can look closely at seeds. When you are looking at seeds, please make sure to keep the different kinds of seeds separate! Remember to record what you notice and what you wonder in your Science and Engineering packets. What might be a good title for a page about seeds?</i></p> <p>Allow children to make suggestions, and agree on one for the class to use. Write this title on the board or on paper in the studio for children to access.</p> <p><i>The Research Studio is a good place to continue working on your report writing research.</i></p> <p><i>Finally, in the Writing and Storytelling Studio, you might want to act out the story of Cuckoo! Or you might want to tell a new story, inspired by this one. Remember to act, draw, and write so you can save your story. That way we can act your stories out all together at the end of the day.</i></p> <p><i>One more thing: we have just two days to work in Studios this week, so you might just have a chance to begin work that you will continue next week.</i></p>
<p>Facilitation</p>	<p>Circulate through studios and check in with children about what they are pursuing. Refer to the Weekly Question and to studio-specific prompts and resources.</p> <p>Direct children’s attention to each other’s work. Encourage them to ask each other for help and collaboration.</p> <p>Identify a piece of work for use during Thinking and Feedback and/or for planning purposes.</p>

Art



Collage inspired by *Cuckoo* and Mexican folk art

Content Objective:

I can create artwork inspired by the text *Cuckoo*, by Lois Ehlert.

Process:

Children consult the illustrations in *Cuckoo* and images of Mexican folk art. They discuss colors, shapes, and themes and then decide on their own designs. Children may work in pencil sketch first, or go right to cutting. Children might work together to make a larger or more elaborate artwork.

Facilitation:

Before children glue their papers down, encourage them to move pieces around to achieve a most satisfying result.

Where are your ideas coming from? What has inspired you?

Are you imagining a story?

If so, who are the characters?

What do these images of Mexican artwork make you think about Mexico?

Thinking and Feedback Possibilities:

Children can share their collages, tentatively finished or in process, and describe their inspirations, successful strategies, or struggles. If a particular illustration page or image has inspired the work, children might discuss the two together.

Peers might make observations about how the work connects to *Cuckoo* or other provided images, suggest elements to add, or ask questions that propel the artist's or their own work.

Ongoing Assessment:

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.

How do children use the materials?

What connections do they make to emerging topic understandings?

What connections do they make to the Big Ideas of Unit 3?

Building




Building Flowers


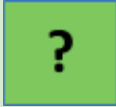
Content Objective:


I can represent the parts of a flower.

Process:

Children work with K'NEX to build flowers, including as many parts as

	<p>possible. They consult images, texts, and the Parts of a Flower poster for support.</p> <p><u>Facilitation:</u> Make sure children can easily reference multiple sources for parts of a flower. Support them in using precise and relevant vocabulary.</p> <p><u>Thinking and Feedback Possibilities:</u> Children can bring their built flowers and the images that they have referenced. In the whole group conversation, model using a reference for building and for naming the parts.</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 style="padding-left: 40px;">How are children understanding the parts of a flower? How do they move between a two-dimensional representation and the three-dimensional representation they are building?</p>
<p>Discovery</p> 	<p>Examining Seeds Reviewing “The Beauty of Pollination” video</p> <p><u>Content Objective:</u> I can make close observations, ask questions, and write notes about seeds.</p> <p><u>Process:</u> Children explore various kinds of seeds by looking at them very closely, comparing real seeds to images found in catalogs or elsewhere, and discussing what they find. They can record their observations and questions in their packets.</p> <p>Children might also have an opportunity to watch and discuss the video shown during Text Talk, Day 3.</p> <p><u>Facilitation:</u></p> <p style="padding-left: 40px;"><i>What do you notice here? Why do you think each kind of seed looks so different? Could you describe the process of this seed growing into this kind of plant? What questions do you have? Are your classmates wondering the same things?</i></p> <p><u>Ongoing Assessment:</u></p>

	<p>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>Review children’s packets.</p> <p>What questions do they have? What observations do they make?</p>
<p>Math</p> 	<p>Target Numbers</p> <p><u>Objective:</u> I can make decisions about what numbers to create and subtract from 100 to end up with the lowest end difference.</p> <p><u>Process/Directions:</u></p> <ul style="list-style-type: none"> • Children play in partnerships. • Partner A starts at 100 and rolls the three number cubes. • Partner A picks one number to represent the tens and one number to represent the ones. Subtract this number from 100. Write an equation to represent the difference. • Partners take turns for 6 rounds. In each round, the difference from the previous equation is the starting number in the new equation. • The partner who gets a difference closest to 0 without going below 0 wins. <p><u>Facilitation:</u></p> <p><i>What math strategies are helpful in this game?</i> <i>How are you making decisions about which number goes in the tens place and the ones place?</i> <i>What is your plan for your next move?</i></p>
<p>Research</p> 	<p>Continuing Report Research</p> <p><u>Content Objective:</u> I can paraphrase information found in texts to answer research questions.</p> <p><u>Process:</u> Children continue research begun during Day 4’s Writing lesson.</p> <p><u>Facilitation:</u> Support children’s ongoing research, and encourage them to support each other.</p> <p><u>Ongoing Assessment:</u></p>

	<p>Review children’s research materials and Report Notes packets. Do they underline important information? Is the information related to the subtopic? Do they write notes in their own words?</p>
<p>Writing and Storytelling</p> 	<p>Telling Stories Inspired by <i>Cuckoo</i> <u>Content Objective:</u> I can tell, act out, and write and draw stories about real or imagined events, inspired by a text.</p> <p><u>Process:</u> Children draw on the text and on their own experiences to tell, enact, write, and illustrate stories.</p> <p><u>Facilitation:</u> <i>What part of the book are you thinking about here?</i> <i>Is your story inspired by something that has really happened to you? by this book? by another story you know?</i> <i>Is there a lesson at the end of your story?</i> <i>What do you want your audience to feel or think about as they watch this story being acted out?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Ask children to act out their stories or to read them aloud to the group. Children can offer feedback about how effective the storytellers are in communicating their story.</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. What kinds of stories do children tell? How do children represent elements of the book? What narrative structures do children use?</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>Art:</u></p> <p>R.5.2.a Retell texts, including details about who, what, when, where,</p>
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	<p>how, and why; demonstrate understanding of the theme.</p> <p><u>Building:</u> 2-LSS2-3(MA). Develop and use models to compare how plants and animals depend on their surroundings and other living things to meet their needs in the places they live.</p> <p><u>Math:</u> QR.C.6 Use place value understanding and properties of operations to add and subtract. 2.NBT.B.5</p> <p><u>Research:</u> SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 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.</p> <p><u>Writing and Storytelling:</u> R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme. 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>
