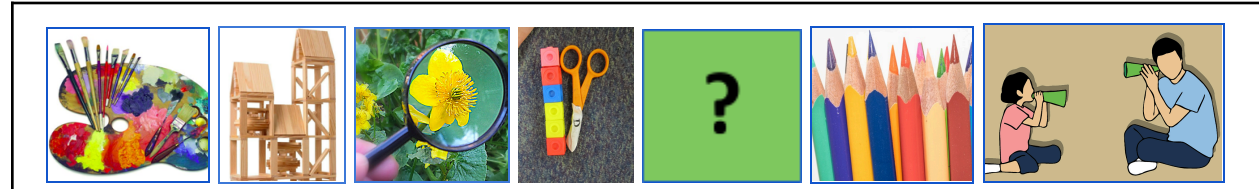


Unit 4: The Power of Pollinators

WEEK 2 Studios







**Exploring Seeds and Plants (continued)**

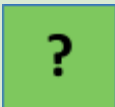

Most activities continue from Week 1: Children interact with ideas about seeds and plants, drawing on their own experiences, emerging ideas, and content vocabulary. In the Discovery Studio, children continue observations.

<p><b>Big Ideas</b></p>	<p>Organisms in an ecosystem are interdependent.          Pollination is a result of animal behavior.          The parts of an organism have specific functions.</p>
<p><b>Weekly Question</b></p>	<p>What do plants need to reproduce?</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Parts of a Flower poster</li> <li>● new studios prompts Cut apart and replace studios prompts.</li> <li>● Unit 4 Observation Sheet</li> </ul> <p><u>For the Art, Building, Research, and Writing &amp; Storytelling Studios:</u></p> <ul style="list-style-type: none"> <li>● Replenish materials from Week 1, as needed. Add additional materials children have identified.</li> </ul> <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> <li>● paper clips Each partnership needs 2 paper clips.</li> <li>● two-color counters Each partnership needs 25 counters.</li> <li>● <a href="#">Five in a Row Addition and Subtraction</a> gameboard</li> <li>● white board</li> <li>● white board markers</li> </ul> <p><u>For the Discovery Studio:</u></p> <ul style="list-style-type: none"> <li>● Science and Engineering packets</li> <li>● pencils and colored pencils</li> </ul>

	<ul style="list-style-type: none"> <li>● erasers</li> <li>● magnifiers</li> <li>● additional planting containers</li> <li>● soil</li> <li>● craft sticks and marker, for labeling plants</li> </ul> <p>Select samples of work from Week 1 to use in a brief Opening meeting.</p> <p>Decide which studios need particular attention in the opening, and prepare those studios bins for the meeting, along with the Opening Basket.</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>
<b>Opening</b>	<p><i>This week we will continue the work you started last week in Studios. Here are some examples of what your classmates have been up to...</i></p> <p>Share selected examples of children’s work.</p> <p><i>In the Discovery Studio you’ll continue your careful observations and observational drawings.</i></p>
<b>Facilitation</b>	<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>

<p style="text-align: center;"><b>Art</b></p> 	<p><b>Collage inspired by <i>Cuckoo</i> and Mexican folk art</b>  <i>Continues from Week 1</i></p> <p><u>Content Objective:</u>  I can create artwork inspired by the text <i>Cuckoo</i>, by Lois Ehlert.</p> <p><u>Ongoing Assessment:</u>  How do children use the materials?  What connections do they make to emerging topic understandings?</p>
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<p><b>Building</b></p> 	<p><b>Building Flowers</b>  <i>Continues from Week 1</i>  <u>Content Objective:</u>  I can represent the parts of a flower.</p> <p><u>Ongoing Assessment:</u>  How are children understanding the parts of a flower?  How do they move between a two-dimensional representation and the three-dimensional representations they are building?</p>
<p><b>Discovery</b></p> 	<p><b>Ongoing Observations and Observational Recordings of Plants</b>  <i>Continues from Week 1 and throughout the unit</i>  <u>Content Objective:</u>  I can make close observations, ask questions, and write notes about seeds as they begin to germinate.</p> <p><u>Process:</u>  Children continue from Science Lessons to observe the seeds growing in plastic bags and in containers. Children might bring seeds from home to start in the classroom.</p> <p><u>Facilitation:</u>  Encourage children to make very careful observations and precise, detailed drawings. Encourage them to compare what they notice from plant to plant.  <i>What's happening here?</i>  <i>Do all seeds germinate and grow in the same ways?</i>  <i>What are you wondering about these plants or about other kinds of plants and seeds?</i>  <i>How can you best represent what you observe?</i></p> <p><u>Ongoing Assessment:</u>  Continually review children's entries in their packets. Use this information to fuel conversations with individual children, small groups, and the whole class.</p>
<p><b>Math</b></p> 	<p><b>Five in a Row</b>  <u>Objective:</u>  I can make strategic choices about numbers to add/subtract to reach numbers that will create 5 in a row on a gameboard.</p> <p><u>Process/Directions:</u></p> <ul style="list-style-type: none"> <li>• Children will play in partnerships. Each needs 25 counters, 2 paper clips, and a gameboard.</li> <li>• Partner A chooses two numbers from the grey rows and</li> </ul>

	<p>places a paper clip on each number. Partner A adds the numbers and places a counter on the sum.</p> <ul style="list-style-type: none"> <li>● Partner B moves one of the paper clips to a different number in the grey rows, adds the numbers, and places a counter on the sum.</li> <li>● The partners take turns moving one paper clip, finding the sum, and covering it with a counter.</li> <li>● Children might use white boards/markers to show or write out their thinking process.</li> <li>● The partner who covers 5 squares in a row wins.</li> </ul> <p><u>Facilitation:</u>  <i>How are you making decisions about which numbers to add?  What will be your next move? Why?  How can you hit this number?</i></p>
<p><b>Research</b></p> 	<p><b>Continuing Report Research</b>  <i>Continues from Week 1 and from Writing lessons</i></p> <p><u>Content Objective:</u>  I can paraphrase information found in texts to answer research questions.</p> <p><u>Process:</u>  Children choose another plant to research, using research materials provided in the previous week.</p> <p><u>Facilitation:</u>  Support children’s ongoing research, and encourage them to support each other.</p> <p><u>Ongoing Assessment:</u>  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><b>Writing and Storytelling</b></p> 	<p><b>Telling Stories Inspired by <i>Cuckoo</i></b>  <i>Continues from Week 1</i></p> <p><u>Content Objective:</u>  I can tell, act out, and write and draw stories about real or imagined events, based on a text.</p> <p><u>Ongoing Assessment:</u>  What kinds of stories do children tell?  How do children represent elements of the book?</p>

What narrative structures do children use?

<b>Standards</b>	<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> <b>R.5.2.a</b> Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p><u>Building:</u> <b>2-LS2-3(MA).</b> 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>Discovery:</u> <b>W.3</b> Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to the task, audience, and purpose.</p> <p><u>Math:</u> <b>QR.C.6</b> Use place value understanding and properties of operations to add and subtract. <a href="#">2.NBT.B.7</a></p> <p><u>Research:</u> <b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>W.1.2.a</b> Investigate questions by participating in shared research and writing projects. <b>W.1.2.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p><u>Writing and Storytelling:</u> <b>R.5.2.a</b> Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme. <b>SL.3.2.a</b> 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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