

WEEK 5 Day

Writing and Drawing: Capstone Studio 1

The Writing and Drawing Center is transformed into the Capstone Studio for the rest of the Unit. Children consider and create a space where they will continually work on the Capstone Project. Children share initial ideas for the project.

Note: This work will occur in conjunction with Writing. During Writing, children will write an argument piece related to the topic. In the Capstone Studio, children will express their ideas through a different modality. Make connections to the Writing and allow these two components to build upon each other.

Big Ideas	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
Guiding Questions	What are sustainable systems, and how do people make responsible decisions for our earth?
Vocabulary	persuade: to convince
Materials and Preparation	<ul style="list-style-type: none"> ● Entry Point Tool (optional) Consider entry points for children using this tool. ● large piece of cardboard, 2-3 pieces. The cardboard will be used for <ul style="list-style-type: none"> ○ a “Capstone Studio” sign ○ vision boards to hold inspirational pieces ● Capstone Initial Ideas sheet, one ½ sheet per child ● clipboards, 5 Attach a Capstone Initial Ideas sheet to each clipboard. ● chart paper and markers Create the following chart. Pre-fill the chart with ideas that have surfaced so far within the Unit. Consider the ideas that came up during Writing, as well. <div style="border: 1px solid black; padding: 10px; margin-top: 10px; text-align: center;"> <p>Capstone Ideas <i>[the following are examples:]</i></p> </div>

- using less paper
- recycling in all classrooms
- planting trees in our play yard
- composting food and snacks

Ensure the Writing and Drawing Center materials are available and replenished:

- clear workspace
- blank paper
- writing tools
- paint and paintbrushes

Prepare the Design Studio:

- On 1 piece of cardboard, write “Capstone Studio” in large letters using a pencil. Children will paint over the letters to create a sign.
- Create 1-2 vision boards by adhering some documentation to the cardboard. Leave open spaces for children to add more over time. Adhere the vision boards to the walls or shelves.
- On the clipboards, include the Capstone Initial Ideas sheet.

Bring the following to the Intro to Centers meeting: Capstone Ideas chart, clipboard with Capstone Initial Ideas sheet

Intro to Centers

*Over the past month we have been learning a lot about our earth, and why it is important for us to care for it. Just like with Our Boston, we are starting another big project, known as the Capstone Project. Here is a challenge for us. We will make a plan to make our community more sustainable and **persuade** others of our plan.*

You know a lot about how to take care of our earth. I’ve been taking note of your ideas and your work. Here are some of the ideas you have all been particularly interested in. Let’s review these ideas together.

Read the list of ideas about actions to care for the earth. Facilitate a conversation about which of the ideas resonates most with the children. Children might naturally gravitate towards one idea or perhaps a class vote is necessary. Allow children to advocate for their favorite ideas. Repeat this process for deciding which audience your class will persuade (families, next year’s kindergarten class, other students, principal, etc.). The audience may already be clear based on the action step chosen above. As a class community, select one class idea and audience.

We want to take care of the earth by _____ (name action) and have _____ (name audience) help us. We now have to work on how to persuade _____ (audience).

	<p><i>As we did with the Our Town project, we will create a space in our room to work on the Capstone. The Writing and Drawing will become a Design Studio. Remember that our Design Studio will be a place where we can share ideas and inspirations, have discussions, make plans, and work together.</i></p> <p><i>This week in the Design Studio, there are clipboards and paper for us to write down our initial thoughts about the Capstone.</i></p> <p>Show an Initial Ideas sheet.</p> <p><i>How can we communicate our ideas to our audience?</i></p> <p>Allow for 1-2 responses. If children are having trouble, offer a few examples.</p> <p><i>One idea could be that we create a story to act out for _____. Another way we could communicate our idea might be to create large posters that we could hang around our school.</i></p> <p>Model writing and drawing an idea on the Capstone Initial Ideas sheet.</p> <p><i>When you visit the Design Studio today, think about our idea to take care of the earth. You can begin writing or drawing your initial ideas here and I will come help you.</i></p>
During Centers	<p>Children paint the Design Studio sign.</p> <p>When visiting the space, take the time to ask individuals, pairs, or small groups of children about their initial ideas to communicate their sustainable idea. Prompt them to look around at the vision boards. If children are having trouble, help them to make connections to other ideas they've expressed in the past couple of weeks or during Writing. Refer to the Entry Point tool. Listen to their ideas rather than over-prompting them. Support children to either draw or write (or take their dictations) on the Capstone Initial Ideas sheet. Note that it is not important for every child to complete the sheet. Rather, it is critical that every child is given an opportunity to talk with an adult about their ideas and their reasons for them.</p>
Facilitation	<ul style="list-style-type: none"> ● What does sustainability mean to you? ● How can we tell others about our ideas? ● Tell me more about our idea to make the earth a better place. What have you learned so far? ● What is your inspiration? ● What additional materials might we need in this space?

Standards	SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.
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