

WEEK 4 Day 2

Writing and Drawing: Capstone Studio 2

Small Groups are introduced. The planning group creates a master plan.

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	plan: to think about what you are going to do (verb); a guide of what to do (noun)
Materials and Preparation	<ul style="list-style-type: none"> ● Our Capstone Initial Ideas sheets, from Week 3 ● Small Group Planning Sheet Create groups. ● chart paper and marker Recreate the small group assignments on chart paper so it is visible to the children. <p>Before the Intro to Centers, take a look at these sheets. Note emerging trends in children’s ideas. Group similar sheets together.</p> <p>Bring the following to the Intro to Centers meeting: a few Initial Ideas sheets, Small Groups chart</p>
Intro to Centers	<i>Last week during Writing, we decided on our Capstone topic. We decided that we would convince _____ [audience] of _____ [sustainable topic]. During Centers, we will decide on how we will communicate this idea in a different way, other than writing. We will use a different modality to convince _____ [audience] of why</i>

	<p>_____ is important for our earth.</p> <p><i>When we worked on our Our Town Project, we worked in small groups. For the Capstone, we will also work in small groups.</i></p> <p>Share the small groupings. Allow time for reactions.</p> <p><i>As a class community, let's decide on how we will help to communicate our Capstone Project. Last week, many of you wrote and drew about your initial ideas.</i></p> <p>Share a few of The Capstone Initial Ideas sheets. Read some ideas aloud. Allow time for reactions. Facilitate a discussion to narrow down the idea to just one.</p> <ul style="list-style-type: none"> ● Encourage children to listen to other's ideas. ● Encourage Sentence Frames for Discussion language such as "I agree with you about _____ and I also think _____" and "I have a different idea." ● Depending on the group and range of ideas, voting might be an option. <p><i>In the Capstone Studio, the planning group will make a plan for how to _____.</i></p>
During Centers	<p>Meet the Planning Group in The Capstone Studio. Facilitate a discussion between the children on the best way to _____. As a small group, the children individually draw and write their plan for _____. Remind children to look around at the vision boards for ideas.</p>
Facilitation	<ul style="list-style-type: none"> ● Tell me about your ideas. ● Why do you think that _____ will work as a way to communicate our idea? ● How will your plan help us to communicate our idea? ● Tell me more about this part. ● What is your inspiration?
Thinking and Feedback	<p>During this meeting, revisit the class idea for persuading _____ to _____. Show the Planning Group's idea for how to communicate their ideas. Does this format still represent the children's vision? Is more refinement needed?</p>
Standards	<p>SL.K.1b. Continue a conversation through multiple exchanges.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p>SEL Competencies and Skills. Social Awareness. Showing Empathy</p> <p>SEL Competencies and Skills. Recognizing issues of inequity. Effectively communicating</p> <p>SEL Competencies and Skills. Decision Making. Identifying values,</p>

	choices and decisions
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Notes: