

## WEEK 2 Studios



### How do we benefit from being part of communities?

Studios are introduced explicitly, with input from children informed by their exploration of materials in Week 1 and connected to the unit topic. In these introductions, suggest specific activities (see following studios descriptions); at other studios, children will continue to explore in more open-ended ways.

<b>Big Idea</b>	People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Materials Suggestion sheets, several copies for each bin</li> <li>● completed Inventory Sheets and Using Materials sheets, from Week 1, for children's reference</li> <li>● Studios prompts, cut apart and added to each bin</li> <li>● Studios Planner</li> <li>● observation sheets</li> </ul> <p>Decide which two studios to introduce during each of the week's three sessions.</p> <p>For continuing exploration, refresh bins with materials from Week 1.</p> <p>For introducing new activities, prepare bins with the following materials.</p> <p>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> <li>● Crayon Techniques resource Read through the resource and decide which technique to model during the introduction.</li> <li>● construction paper, cut into various sizes</li> <li>● white drawing paper, cut into various sizes</li> <li>● crayons, some with the labels removed, perhaps broken in half</li> <li>● manual sharpener (to sharpen crayons)</li> </ul>

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	<ul style="list-style-type: none"> <li>● items or surfaces with texture for crayon rubbing (e.g., leaves, shells, netting, sandpaper, wood, screens, etc.)</li> <li>● rudimentary tools for etching (e.g., cocktail sticks, coffee stirrers, toothpicks, plastic forks, etc.)</li> </ul> <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> <li>● Kapla blocks</li> <li>● clipboards with white paper</li> <li>● writing tools</li> </ul> <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> <li>● fabric squares</li> <li>● clothespins</li> <li>● white paper, cut into quarters</li> <li>● markers</li> <li>● any books or other texts with family and community members</li> </ul> <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> <li>● Unit 1 books and other texts about families and communities</li> <li>● sticky notes</li> <li>● writing tools</li> </ul> <p>For introducing the studio, select one book with an illustration that shows how someone benefits from being part of a community, such as <i>Chik Chak Shabbat</i>.</p> <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> <li>● various books from weeks one and two <ul style="list-style-type: none"> <li>○ <i>All Are Welcome</i>, Alexandra Penfold</li> <li>○ <i>Last Stop on Market Street</i>, Matt De La Pena</li> <li>○ <i>Chik Chak Shabbat</i>, Mara Rockliff</li> </ul> </li> <li>● sticky notes</li> <li>● pencils</li> <li>● two colored circle counters (or type of another counting manipulative)</li> </ul> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> <li>● materials from Science lessons</li> <li>● science journals</li> <li>● colored pencils</li> <li>● globe (Earth)</li> <li>● flashlight (Sun)</li> <li>● small ball (smaller than globe) to represent the Moon</li> </ul> <p><u>For the Writing and Drawing Studio:</u></p>
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	<ul style="list-style-type: none"> <li>• white paper, cut into half sheets, for pages</li> <li>• colored construction paper, cut into half sheets, for covers</li> <li>• stapler</li> <li>• writing and illustrating tools, such as pencils and colored pencils</li> <li>• unit books and other favorite classroom books, for inspiration</li> </ul>
<b>Opening</b>	<p><i>In a community, we can help each other take care of the things we use and the space we work in. This is one benefit of being part of a community—we all have responsibilities, but we don't have to do things all by ourselves. Studios is a time for working together, for sure!</i></p> <p><i>This week we'll look carefully at each studio. Before you begin working, I want to tell you a little more about two studios: _____ and _____. [Name the studios that will be introduced; show the bins or indicate their locations in the classroom.]</i></p> <p>Briefly, according to the descriptions below, show materials and describe activities in the two identified studios. Read the accompanying prompts. Respond to children's questions.</p> <p><i>At the Science and Engineering Studio, you can continue learning about why the moon seems to change shape!</i></p> <p><i>We spent some time making inventories in each of our Studios. You found some interesting materials and thought about how we can best take care of them as we use them all year. You might have ideas about other materials that would be good to have in a particular studio. If you do, please fill out this suggestion sheet.</i></p> <p>Briefly walk through the Materials Suggestions sheet.</p> <p>Hold up the Studios Planner for children to reference.</p> <p><i>All of the studios are open today: these two, plus ... [name all other studios]. Take a moment to think about which studios you might want to start working in today. Think about which studio you'll work in if your first choice is too crowded.</i></p> <p><i>Turn and tell your partner your plan and your backup plan. You might say, "My first plan is to go to the Writing and Drawing Studio. If it's too crowded there, my backup plan is to go to the Art Studio."</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working. Sending them to work in groups or all at once—rather</p>

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	<p>than calling children one at a time to state a choice—maximizes their time in studios. For example:</p> <p><i>If you would like to begin work in the Art Studio, get to work!</i></p> <p>Alternately, to determine and manage how many children might go to a particular studio:</p> <p><i>If you would like to begin work in the Art Studio, raise your hand. Okay, Building? Drama? [etc.]</i></p> <p><i>It seems like the Library will be crowded today. Who can be flexible about their first choice?</i></p> <p>Thank a child who moves her choice in order to leave room for others, and make a note to be sure this child gets her first choice at the next Studios time.</p>
<b>Facilitation</b>	<p>As children work, take observational notes about children’s exploration and use of materials.</p> <p>Which materials are familiar to children? How do they use them?</p> <p>What language do children use in conversation about using materials?</p> <p>How do children choose studios?</p> <p>What special supports might be useful to build positive Studios habits?</p> <p>Children will naturally encounter limits of how many people each studio can accommodate. To the extent possible, allow the children to work this out together and to make suggestions for establishing capacity for each studio, if needed.</p>
<b>Closing Studios</b>	<p>Once or twice during the week, hold a short whole group meeting after Studios to reinforce Studio habits of work. Choose work to share that will help all of the children think about the materials, tools, processes, and possibilities of one Studio at a time.</p> <ul style="list-style-type: none"> <li>• Continue to chart “Studio Agreements,” or rules that the classroom community identifies for how to care for materials, what routines to follow, and how to work collaboratively.</li> <li>• As a group, identify and talk through any challenges that occurred during Studio time.</li> <li>• Invite one child, pair, or small group of children to share what they discovered or created with materials during Studios.</li> </ul>

<b>Art</b>	<p><b>Introducing the Art Studio, Experimenting with Crayons</b></p> <p><u>Objective:</u></p> <p>I can experiment with a familiar artistic medium and talk about my discoveries.</p>
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### Introduction:

*You have explored the Art Studio. What do you already know about using crayons?*

Allow for children's response.

*I want to show you how this art medium, or material—crayons—might be used in different ways.*

Show the Crayon Techniques resource.

*Here is a resource that can help us as we continue to experiment with this medium; it lists some crayon techniques. Look it over and choose a technique that you would like to try.*

### Process:

Children explore crayon techniques and learn more about the properties of crayons. Allow children to experiment with these new strategies and formulate their own ideas. As children show interest in particular techniques, support them with the tools they may need. Some children may want to write a procedure for class use. Children may also discover and describe some other ways to use crayons.

Some helpful definitions and steps:

- *Sgraffito*: layering two or more colors thickly over each other and then etching away the top layer to reveal the color underneath.
- *Batik* (Resist): using materials that resist each other to create layers of color and design. Depending upon how thick the watercolor/paint is and the color of the drawing beneath, different effects can be created. If using a white crayon and watery paint, the effect is light and delicate. If using a bright crayon with denser black paint, the effect may be more rich and dramatic.

### Facilitation:

*What is interesting to you about this technique?*

*What else might you try?*

*What other tools could you use?*


*How might this look with different colors? with different paper?*

### 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.

*What have children discovered about this medium?*

*How do they articulate their understanding of line, texture, and*

	color?
<p><b>Building</b></p> 	<p><b>Introducing the Building Studio, Making a Plan</b></p> <p><u>Content Objective:</u> I can draw and label plans for a building and then follow my plan.</p> <p><u>Introduction:</u> <i>Many builders make a plan before they build. They first think carefully about an idea, then draw or sketch a plan before building anything. For example, I might want to build a school. First, I have to think about what I want this school to look like. It might include a classroom like ours, a cafeteria, and a playground outside.</i></p> <p>Model thinking aloud about a detailed plan, then drawing the plan. Invite the children to help sound out labels for the parts of the plan. <i>When you visit the Building Studio today, you will find paper, clipboards, and writing tools. Before building, first make a plan on paper. If you decide to build with a classmate, you can talk about and create a plan together.</i></p> <p><u>Process:</u> Children decide what to build, and then sketch a plan prior to building. Allow children to approach this written plan in various ways: children may sketch a plan that resembles a blueprint (aerial view), sketch what their structures might look like from the ground, or create a map.</p> <p>Children reference their plans while building with the Kapla blocks. It is not critical that the building looks exactly like the drawing; rather, the building should include elements that can be identified in the plan. After building, children may choose to revise their drawings to reflect what they built.</p> <p><u>Facilitation:</u> <i>Tell me about your building. What inspired you to build this? How does your building match your plan? Are there details in your plan you might add to your structure? Are you working by yourself or with a friend?</i></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. How do children move from 2D to 3D? What challenges do they encounter, and how do they respond to these challenges?</p>

## Drama



### Introducing the Drama Studio, Acting out Family Roles

#### Content Objective:

I can tell and act out stories about community relationships.

#### Introduction:

*The Drama Studio is a place where you can pretend to be anyone or even anything. Many of you have discovered the fabric and clothespins there.*

Show the Drama basket and pull out a piece of paper and marker.

*If you visit this studio today, you might act out a story that takes place in a family or other community. You can use a piece of fabric as any kind of costume.*

Model how to use fabric and clothespins to fasten the fabric.

*You will need to decide with your classmates who will play which character in your story. You can make name tags so everyone remembers who is who.*

With paper and marker, model making a nametag and attaching it with a clothespin.

#### Process:

Children act out various family and community roles. Naturally, children may default to exploring traditional roles such as “parents” or “baby.” Support these stories, and also encourage them to think broadly about different roles and perspectives.

#### Facilitation:

*Who are the characters or roles in your scene? Do you have a narrator?*

*How can you act as a \_\_\_\_\_? How might you move your body?*

*What will you say?*

*How will you create your costume?*

#### 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.

What roles do children adopt? What do they know about different family and community roles?

How do children relate to each other? Do they assume authority? Follow along? Make or accept suggestions?

## Library



### Introducing the Library Studio, Flagging Pages

#### Content Objective:

I can browse books and flag pages that are connected to the topic of community.

#### Introduction:

*We are fortunate to have so many books in our Library Studio! Here are a few of them. How many of you have already found a book you enjoy in the Library?*

*When you visit the Library Studio, you will now find some sticky notes there. Today, as you are reading or browsing books, you can flag a page when you find something particularly inspiring or interesting related to the topic of community. You might especially look for an example of how people benefit from belonging to communities.*

Think aloud while you model selecting and looking at a book, then flagging a page.

*Whenever you flag a page, write your name on the sticky note so that other people can come talk to you about that page. Your classmates might also be inspired by a page you choose—maybe it will give them an idea for something to act out in the Drama Studio or something to draw or build about!*

#### Process:

Children browse books independently or together, flagging pages that illustrate ideas about community. Encourage children in other studios to reference books with flagged pages, for inspiration.

#### Facilitation:

*What does this make you think about?*

*Do you have a question about something you see on this page?*

*Does this page make you feel inspired to find out more or to do something in another studio?*


#### Ongoing Assessment:

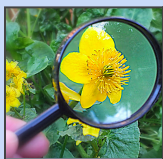
Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.

What kinds of connections do children make to the topic?

How do children understand the concept of benefitting from being part of a community?

How do children handle books?

<p><b>Math</b></p> 	<p><b>Counting Objects in Books</b></p> <p><u>Objective:</u> I can use manipulatives to count objects in book illustrations.</p> <p><u>Introduction:</u> <i>Here is the Math Studio. We've read this story during text talk and I noticed a lot of different objects on the pages. Do you remember some of the objects?</i> Invite children's responses. <i>I wonder how high we can count when we are counting objects on each page in this book.</i> Show children the book. <i>As you count you will place a sticky note on the page and write the number of objects you counted.</i> Show the sticky notes and model.</p> <p><u>Process:</u> Children explore various books and count objects/people they see on each page. They can use counters by placing a counter on each object. After they count, children place a sticky note on the page and write the number of objects/people that they counted. Children may count in various categories (e.g., first count the people, then the number of objects).</p> <p><u>Facilitation:</u> <i>How many objects/people did you count on this page?</i> <i>How did you organize the objects you counted?</i> <i>What is a different way you could sort what you're counting on this page?</i></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. Are they counting correctly? Do they have organized counting?</p>
<p><b>Science and Engineering</b></p>	<p><b>Exploring Why the Moon Changes Shape</b></p> <p><u>Objective:</u> I can use a model to explore why the Moon seems to change shape.</p> <p><u>Introduction:</u> Reintroduce the globe and flashlight from the week's first lesson and remind children that the globe represents the Earth and the flashlight</p>



represents the Sun. Then introduce the small ball as representing the Moon.

*In our first lesson this week, we used the flashlight to represent the Sun and the globe to represent the Earth. We're going to add a third object, a small ball, to represent the Moon. Today, you'll use these tools to explore why the Moon seems to change shape.*

**Process:**

*First, find a spot to put your flashlight and the globe. Be sure the flashlight is shining toward the middle of the globe. For this exploration, you'll keep the flashlight and the globe in one spot, and only move the small ball because we want to learn about why the Moon seems to change shape.*

*Once the flashlight and globe are set up, you may begin moving the small ball (Moon) around the Earth, just like it does in real life. Watch how the Sun hits the Moon in different ways, and pay close attention to what parts of the Moon look like they are lit up when looking from Earth.*

*As you make observations, be sure to record them in your science journal!*

**Facilitation:**

*What have you discovered about why the Moon looks like it's changing shape?*

*Did anything surprise you?*

*What more do you want to find out?*

**Ongoing Assessment:**

Observe as children work and review their science journal entries. Make note of emerging understandings, questions, and misconceptions.

**Thinking and Feedback Possibilities:**

Children will engage in Science Circles during Science and Engineering lessons to extend their thinking and work.

## Writing and Drawing



### **Introducing the Writing and Drawing Studio, Book Making**

**Content Objective:**

I can write and illustrate my own books.

**Introduction:**

	<p><i>In the Writing and Drawing Studio, we can construct our own small books. I want to show you a new tool that will help us make our books: a stapler. What are staplers used for? What do we need to remember in order to use a stapler safely?</i></p> <p>Model making a book with a few pages.</p> <p><i>Now we have a small book! The staples hold the pages together.</i></p> <p><i>Our small book is empty! What kinds of things might we write about? Turn to a partner, and share one idea you have for a book. You could say, "My book might be about _____. What about yours?"</i></p> <p><u>Process:</u></p> <p>Children construct, write, and illustrate their own small books.</p> <p>Encourage children to talk to one another about their writing and drawing and to elaborate on their ideas. Encourage children to collaborate in spelling, writing new words, and exchanging ideas about illustrations. Remind children that most books include a title, the author's name, and illustrations that match the text.</p> <p><u>Facilitation:</u></p> <p><i>What kind of book are you writing?</i></p> <p><i>How can you show what the book is about on the cover?</i></p> <p><i>Are there parts of your illustration that you would like to label?</i></p> <p><i>Where can you find help to spell that word?</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>What do children's books communicate about their writing experience?</p> <p>What do children's books communicate about their life experiences?</p> <p>What narrative structures do children use?</p>
<p><b>Standards</b></p>	<p>Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.</p> <p><u>Art:</u></p> <p><b>Visual Arts 1.1.</b> Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and</p>

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	<p>yarns, and understand how to use them to produce different visual effects</p> <p><b>Visual Arts 1.4.</b> Learn to take care of materials and tools and to use them safely</p> <p><u>Building:</u></p> <p><b>L.1.2e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Drama:</u></p> <p><b>SL.1.1b.</b> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SR 1.2.</b> Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p><u>Library:</u></p> <p><b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><u>Math:</u></p> <p><u>QR.C.4 Extend the counting sequence. 1.NBT.A.1</u></p> <p><b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><u>Science and Engineering:</u></p> <p><b>Practice 1.</b> Asking questions and defining problems</p> <p><b>Practice 2.</b> Developing and using models</p> <p><b>1-ESS1-1</b> Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p><u>Writing and Drawing:</u></p> <p><b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>W.1.4.</b> Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p>
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## Notes