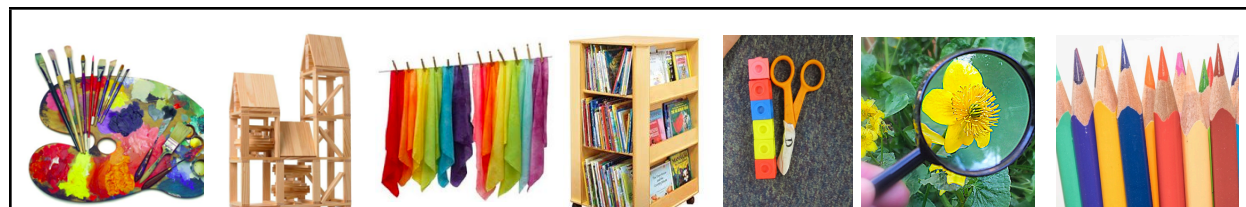


## WEEK 4 Studios



### How do people become leaders?

Children use works of art as inspiration for work in various media and across studios. Oil pastels are introduced in the Art Studio. Children play an animal habitat matching game.

<b>Big Ideas</b>	<p>People benefit from being part of a community.</p> <p>Leaders help guide and support their communities.</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Procedure paper, from Writing lessons, several copies for each studio</li><li>● Studios prompts, cut apart and added to each bin</li><li>● Studios Planner</li><li>● observation sheets</li></ul> <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>● crayons</li><li>● colored pencils</li><li>● white drawing paper</li></ul> <p><u>In preparation for Week 5,</u> collect a variety of cardboard pieces and boxes, plastic boxes, other containers such as cylindrical boxes, and empty paper towel/toilet paper rolls for use in the Art and Building Studios.</p> <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"><li>● Kapla blocks</li><li>● clipboards with white paper</li></ul>

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	<ul style="list-style-type: none"> <li>● large drawing paper</li> <li>● writing tools</li> <li>● props to represent people, such as cubes</li> </ul> <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> <li>● fabric squares</li> <li>● clothespins</li> <li>● a selection of Unit 1 and other books</li> </ul> <p>From a unit or other text, choose an illustration of a community-based experience to use as an example in introducing the studio. Examples are a page from <i>Chik Chak Shabbat</i> (Week 2) and Slide 7 from Electing Leaders (Week 4, Day 2).</p> <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> <li>● a variety of books, including all Unit 1 books</li> <li>● Book Review sheets</li> <li>● clipboards</li> <li>● writing tools</li> <li>● folder or binder, labeled, in which to store completed Book Reviews</li> </ul> <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> <li>● 10-frames</li> <li>● connecting cubes</li> <li>● 4 bags (ziplock or small plastic) Place 10 connecting cubes in each bag.</li> <li>● two-color counters</li> <li>● <a href="#">Recording Sheet</a></li> <li>● <a href="#">10's Fact Triangles</a></li> </ul> <p>Offer paper copies and laminated copies so they can be reusable.</p> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> <li>● Air Bags from lesson 1</li> <li>● objects from around the classroom to experiment with (e.g., a marker, a small piece of paper, a book, a block, etc)</li> <li>● science journals</li> <li>● colored pencils</li> </ul> <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none"> <li>● blank small books children have already made</li> <li>● construction paper and white paper for making books</li> <li>● stapler</li> </ul>
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	<ul style="list-style-type: none"> <li>• writing and illustrating tools, such as pencils and colored pencils</li> <li>• books and images featuring community places</li> </ul> <p>Review Studios descriptions below. Considering the new materials and activities and children’s work to date, decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly. Include an example of children’s work where possible.</p> <p>Note: Again, send home the Beautiful Stuff letter for families or a similar reminder to collect materials for use in studios.</p>
<b>Opening</b>	<p><i>We have some new activities in Studios this week!</i></p> <p>Describe and model each studio to the extent needed for children to begin their work, considering which activities will be introduced as new at each of the week’s sessions.</p> <p><i>One more thing you can do in any studio is to write procedures for how to use the materials there! [Show procedure template pages from Writing lessons.] Your classmates can use these procedures when they go to new studios. That’s something you can do as leaders in our school community!</i></p> <p>These procedures might also be shared with kindergarten classrooms in the school, thus amplifying the first graders’ role as leaders in their immediate community.</p> <p><i>At the Science and Engineering Studio, you can continue your investigations of different materials and how air interacts with them.</i></p> <p>Hold up the Studios Planner for children to reference.</p> <p><i>All of the studios are open today. 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><i>Remember that you can go to any studio to write a procedure, even if there isn’t a big work space available there.</i></p>


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	Ask a couple of children to share their plans, and dismiss all children to begin working.
<b>Facilitation</b>	<p>As children work, circulate and engage children in conversation about their endeavors. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Take observational notes about children’s interests, interactions, approach to materials, use of unit-related and studio-specific vocabulary, encounters with frustration, and questions. Use these notes to plan for upcoming Studios sessions.</p> <p>In notes and in conversation with children, look for opportunities to highlight children’s connections to the Weekly Question and the unit’s Big Ideas.</p> <p>While children work, consider which piece of work to bring to the Thinking and Feedback meeting.</p>
<b>Closing Studios</b>	<p>Support smooth clean up of studios materials and organization of works in progress.</p> <p>Facilitate short, whole group meetings after Studios as needed to reinforce habits of work, to identify and celebrate successes and new strategies, and to talk through any challenges that occurred during Studios time.</p>

<p><b>Art</b></p> 	<p><b>Comparing Media</b>  <b>Objective:</b>  I can compare the effects of different drawing media on paper.</p> <p><b>Introduction:</b>  <i>You’ve been experimenting with crayons in the Art Studio, and you’ve been using colored pencils for writing and drawing and in the Science Literacy Station. Artists call these <b>media</b>—different kinds of tools and materials they might use for different kinds of projects.</i></p> <p><i>At the Art Studio this week, there are both crayons and colored pencils. Think about a picture you’d like to make. Get two pieces of paper, and make the same drawing two times: once with crayons and once with colored pencils. As you do this, notice the different effects of these media: What kinds of lines can you make? How do the colors look? What textures do you notice?</i></p>
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	<p><b><u>Process:</u></b> Children make two drawings of the same (or a similar) image, using first one medium and then the other. As they work, they compare both the experience of using these different media and the effects they produce.</p> <p><b><u>Facilitation:</u></b>  <i>What kinds of effects can you achieve with the crayons and with the colored pencils?</i>  <i>How are crayons and colored pencils the same, and how are they different?</i>  <i>What do you notice about the lines you are creating?</i>  <i>You used blue pencil here and blue crayon here; what do you notice about these colors?</i>  <i>How do your pictures look the same or different from a close up perspective? What about if you stand at a distance?</i></p> <p><b><u>Ongoing Assessment:</u></b> Use the observation sheet to record how children approach and talk about their experiences. What vocabulary do they use? What interests them? What conclusions do they arrive at?</p> <p><b><u>Thinking and Feedback Possibilities:</u></b> Bring a pair of drawings to the whole group meeting. Ask the presenting child to talk about what she noticed as she was working with the two different media. Ask other children to share observations and offer feedback about what makes a drawing very successful in either medium. Ask the children in the whole group what ideas for their own artwork they have gleaned from the presented work.</p>
<p><b>Building</b></p> 	<p><b>Places We Gather</b> <b><u>Objective:</u></b> I can represent on paper and with blocks places where people in a community can gather.</p> <p><b><u>Introduction:</u></b>  <i>Let's make a quick list of the kinds of places people gather in communities.</i>  As a group, brainstorm a list of community gathering places, such as a bus stop, library, park, concert hall, sports arena, city hall, community center, school.</p>

*You can build some of these places! First, draw a plan of the community gathering place you'd like to build. Remember that you can work on your own or with a classmate or two. It can be challenging to draw with other people, but it's interesting, too, to see their perspectives and get their ideas. Using a larger piece of paper might help you do this.*

*Once you have a plan, start building! Think about the inside and the outside of your building and all the parts it needs.*

*Your community place might need some signs to let people know what the building is, where the entrances are... You can use these small pieces of paper for making any signs that would be helpful to people who would go to this place.*

*Finally, you can use these cubes to represent the people who gather in this place. That might help you think about whether your building is the right size for the people who would like to go there.*

Process:

Children choose a place from the group list or think of another community gathering place, draw a plan, and build.

Especially if children work together, they will grapple with perspective, scale, and details.

Once they have a plan, they move from two-dimensional to three-dimensional representation, from paper to blocks. Imagining the people who would gather in this place, they make informational signs.

Adding cubes or other props encourages children to consider scale and movement of people in the space.

Facilitation:


*How is this building important in a community?*


*Why would people gather here?*


*How will visitors know what kind of building this is, or how to get in and around it?*


*Is it the right size?*

*Do the signs give me the information I would need if I were to visit this place?*

	<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><u>Thinking and Feedback Possibilities:</u> Using a photo of a built structure alongside its drawn plan, ask presenting children to talk about the challenges and successes of their design and build. Ask classmates to offer feedback about the structure as a good place for community members to gather. Ask classmates to offer observations about the effectiveness of any signage, suggestions for any problems the builders encountered, and ideas about design elements that might be added in follow up buildings. Ask the group in the whole group what ideas for their own building they have gleaned from the presented work.</p>
<p><b>Drama</b></p> 	<p><b>Acting from Books</b></p> <p><u>Objective:</u> I can make a community scene in a text come alive through acting it out with my classmates.</p> <p><u>Introduction:</u> <i>Here is an illustration we have seen before. What's happening here?</i></p> <p><i>In this illustration, we see a moment that is standing still. The words on the page give us an idea of the action around this moment, but you can make it really come alive in the Drama Studio!</i></p> <p><u>Process:</u> Children choose an illustration and act it out using familiar materials and other props they may identify and add to the studio.</p> <p><u>Facilitation:</u> <i>What is happening in this scene?</i> <i>Can you act it out silently and still show what is going on?</i> <i>What words could you add to this scene?</i> <i>What other characters could you introduce?</i> <i>What happens next in the books, or what else might happen next?</i></p>

	<p><u>Ongoing Assessment:</u> Observe and record children’s choice of scene, language, and interactions.</p> <p><u>Thinking and Feedback Possibilities:</u> Make space for a small group to act out their scene for the whole group. Show the illustration that inspired the drama. Ask the presenting children to share what they wanted to communicate and any challenges they encountered. Ask classmates to reflect on the effectiveness of the drama: did it communicate what the actors intended? What might make the action or relationships among characters clearer or more engaging?</p>
<p><b>Library</b></p> 	<p><b>Book Reviews</b></p> <p><u>Objective:</u> I can make recommendations about books for others to read.</p> <p><u>Introduction:</u> <i>When we read books, we often want to share what we think about them. When a person writes about a book she has read and tells her ideas about the book, that person is called a book critic. Book critics write book reviews.</i></p> <p><i>This week in the Library Studio, you can be book critics and write reviews. First, you’ll choose a book to read and look at, by yourself or with a friend. After you spend time with the book, think about your opinion, or ideas and feelings, about the book. You might ask yourself, “Did I like this book? What did I like about it? Who else might like it?”</i></p> <p><i>Then, when others go to the library, they might first take a look at the book reviews to get information about books to look at and read.</i></p> <p>Show and walk through the Book Review sheet. Show children where completed reviews will be stored so that they will be accessible to others.</p> <p><u>Process:</u> Children browse books independently and with classmates. They talk about what they find. Then they write book reviews to recommend texts to others.</p>

	<p><b><u>Facilitation:</u></b>  <i>I notice you stopped here. What interests you on this page?  What do you think about this book? What do you like about it?  What do you want to tell others about this book? How will you communicate that in your Book Review?</i></p> <p><b><u>Ongoing Assessment:</u></b>  Review children’s Book Reviews to understand their approach to text and illustration, their comprehension, their drawing and writing, and their interests.</p> <p><b><u>Thinking and Feedback Possibilities:</u></b>  Invite a reviewer to share a book and elaborate on the information included in their Book Review. Generate feedback about the clarity of the review: Was there some information that was not easily understood, and how could that be made more clear?</p>
<p><b>Math</b></p> 	<p><b>What’s Behind My Back</b></p> <p><b><u>Objective:</u></b>  I can add and subtract within 10.</p> <p><b><u>Introduction:</u></b>  <i>We will play a game called What’s Behind My Back.</i>  Identify one child to help model the game. Show one bag of 10-cubes and put them in a stack.  <i>Each group will start with a tower of ten cubes. Then one partner will break the tower into two parts and hide one of the parts behind their back.</i>  Break the tower into two parts and hide one part behind your back. Show the other part to the class.  <i>The other partner will write an equation leaving a blank box for the missing number. Then they will figure out how many cubes are hidden behind their partner’s back. You may use 10-frames and two-color counters if they are helpful. How many cubes are behind my back?</i></p> <p><i>When you agree on how many are hiding, you can complete the equation.</i></p> <p><b><u>Process:</u></b>  Children find a partner, get one bag, and put the 10 cubes in a stack. One child puts the stack of 10 behind their back, breaks it, and shows the other child one of the broken sections. The other child will count</p>


	<p>how many cubes are shown and use addition to try and figure out how many are behind their partner's back. Offer the two-colored counters and 10 frames to help with addition, if needed. After children have figured out the missing section they will record it onto their recording sheet.</p> <p><u>Facilitation:</u></p> <p><i>How are you taking turns with your partner?</i>  <i>What strategies are you using to find the missing number?</i>  <i>Are you adding or subtracting?</i>  <i>How many equations did you find that make 10?</i></p> <p><u>Ongoing Assessment:</u></p> <p>Use an observation sheet to make note of any confusions or misconceptions when finding the missing number.  Check for understanding on which operation to use when finding the missing number.  Are they adding and subtracting correctly?  Are they using their tools when needed to get the correct answer?  Are they checking their work by using the opposite operation?</p>
<p><b>Science and Engineering</b></p> 	<p><b>Exploring Air</b></p> <p><u>Objective:</u></p> <p>I can collect and compare data about how air moves different objects.</p> <p><u>Introduction:</u></p> <p>Reintroduce materials and processes, as needed, from the week's Science and Engineering lessons.</p> <p><u>Process:</u></p> <p>Children use their air bags (from lesson 1) and found classroom materials to explore how air moves objects. They will use materials from the room (a marker, a small piece of paper, a book, a block, etc), the zipper bag, and the straw introduced in the science lesson to answer the questions:</p> <p><i>What is making this object move?</i>  <i>Can you trap air?</i>  <i>Can you feel air?</i>  <i>Can you see air?</i>  <i>Can you hear air?</i></p> <p>In their science journals, children record the date, weather condition, and temperature; they add a new question strip and answer the question, "What can air do?"</p>

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	<p><u>Facilitation:</u></p> <p><i>What is making this object move?</i>  <i>Can you trap air?</i>  <i>Can you feel air?</i>  <i>Can you see air?</i>  <i>Can you hear air?</i></p> <p><u>Ongoing Assessment:</u>  Review children's journals. Look for evidence of understanding that air is matter. For example; air can move things, air can fill a balloon or a bag; when air moves we can feel it.</p>
<p><b>Writing and Drawing</b></p> 	<p><b>Important Places, Important People</b></p> <p><u>Objective:</u>  I can write and draw about places and people that are important in my community.</p> <p><u>Introduction:</u>  <i>You've been making small books. This week, you might think about places that are especially important in your community—maybe in the community where you live, or in our school community. Or you might think about leaders in a community you belong to. Then you can draw and write in details about that place or person.</i>  <i>You could also make a book that names several different important places or people, more like a list.</i></p> <p><u>Process:</u>  Children use books they make to communicate in drawing and writing about important places and people in the communities they know.</p> <p><u>Facilitation:</u>  <i>What or who is this book about?</i>  <i>Why did you decide to write about this place/person?</i>  <i>How is this person a leader?</i>  <i>Why did you decide to include these particular places/people in your book?</i></p> <p><u>Ongoing Assessment:</u>  Look closely at children's books. Assess developing writing skills. Note who and what children identify as important in the communities they belong to.</p>

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	<p><u>Thinking and Feedback Possibilities:</u>  Bring a book to the whole group.  Ask the author to read or narrate the book and then to say what inspired her to write it.  Encourage classmates to ask questions about the book’s content and to suggest what other information they would find helpful to know.</p>
<b>Standards</b>	<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>  <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 yarns, and understand how to use them to produce different visual effects</p> <p><u>Building:</u>  <b>L.1.2e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Drama:</u>  <b>SR 1.2.</b> Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p><u>Library:</u>  <b>W.1.4.</b> Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><u>Math:</u>  <b>1.OA.B.4:</b> Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.  <b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><u>Science and Engineering:</u>  <b>Practice 1.</b> Asking questions and defining problems  <b>Practice 2.</b> Developing and using models</p> <p><u>Writing and Drawing:</u>  <b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.  <b>W.1.4.</b> Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p>