

WEEK 5 Studios



What are the qualities of a good leader?

Many activities from Week 4 continue.
For Weeks 5 and 6, the Art and Building Studios are combined.

Big Ideas	<p>People benefit from being part of a community.</p> <p>Leaders help guide and support their communities.</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Procedure paper, from Writing lessons, several copies for each studio ● Add any procedures written so far to appropriate bins. ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets <p>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the combined Art and Building Studio:</u></p> <ul style="list-style-type: none"> ● class-generated list of important gathering places, from Building Studio, Week 4 ● a variety of cardboard pieces and boxes, plastic boxes, and other containers such as cylindrical boxes ● paper towel/toilet paper rolls ● felt squares ● construction paper in various colors <p>Identify a large space, such as the classroom rug, for use of these materials.</p> <p>In addition, existing materials may be made available in different areas for children's continued exploration of the Week 4 activities.</p> <p><u>Art:</u></p>

	<ul style="list-style-type: none"> ● crayons ● colored pencils ● white drawing paper <p><u>Building:</u></p> <ul style="list-style-type: none"> ● Kapla blocks ● clipboards with white paper ● writing tools <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> ● fabric squares ● clothespins ● a selection of Unit 1 and other books <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> ● a variety of books, including all Unit 1 books ● Book Review sheets ● clipboards ● writing tools ● Folder or binder, labeled, in which to store completed Book Reviews <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> ● Math Story Pictures ● Math Story Recording Sheet <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● Kinds of Clouds poster ● blue and/or black construction paper ● pencils ● gray and white crayons ● gray and white colored pencils ● erasers ● cotton balls ● Beautiful Stuff materials such as tissue paper, cellophane, bubble wrap, waxed paper, packing peanuts ● scissors ● glue <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none"> ● blank small books children have already made ● construction paper and white paper for making books ● stapler ● writing and illustrating tools such as pencils and colored pencils ● books and images featuring community places
--	---

Opening	<p><i>We have some new and some familiar activities in our studios this week. Let's see what's going on in each studio.</i></p> <p>Offer a brief overview of the studios and introduce particular studios more comprehensively as needed.</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>Remember, you can still go to any studio to write a procedure for using the tools and materials there.</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.</p>
Facilitation	<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>While children work, consider which piece of work to bring to the Thinking and Feedback meeting.</p>
Closing Studios	<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>
Art	<p>Building with Recycled Materials</p> <p><u>Objectives:</u></p> <p>I can use recycled materials to build a community with connected places.</p>



and Building



I can draw a map that identifies places in the community we built.

Introduction:

We've been collecting recycled materials, and this week we'll begin using them in a combined Art and Building Studio! Your job will be to use these materials to build a model of a community. You'll probably want to work with a few classmates to do this. Think about some of the places you want to include in your community, and use these materials to represent them.

Think about what you want to include—you might want to look back at the list of important places we made last week. As you build, think about where each part would go to organize your community in a way that makes sense. Think about how people would get from one part of the community to another. Do you need bike paths? streets? bus stops or a train station?

When you have built your community, draw a map of it!

Process:

Note: This activity will work best by identifying one group of children to build together at a time and through to completion, rather than having multiple communities being constructed simultaneously.

Children build with recycled materials to represent many different places in an interconnected community. They then create a map of that community.

Facilitation:

Tell me about the community you built.

Tell me about how you made this map.

How did you decide what to include on the map?




Ongoing Assessment:



Use the observation sheet to record how children use materials, represent a three-dimensional model on a map, and interact. Assess children's understanding of how maps are used to represent spaces and help people identify locations.

Thinking and Feedback Possibilities:

Using a photo or photos of the built community (projected), ask presenting children to talk about their challenges and successes in building the community together.

Alternately, ask children to present their map.

	<p>If presenting both the built community and the map, help the group focus its feedback on one element or the other, or to reflect specifically on how the two interact (giving feedback on both the community and the map as separate pieces of work will take too long).</p>
<p>Drama</p> 	<p>Acting from Books <i>Continues from previous week</i></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>Library</p> 	<p>Book Reviews <i>Continues from previous week</i></p> <p><u>Objective:</u> I can make recommendations about books for others to read.</p>
<p>Math</p> 	<p>Math Stories <u>Objective:</u> I can use pictures to create math stories with a partner.</p> <p><u>Introduction:</u> <i>We have a new activity at the Math Studio. You will look at pictures and tell addition or subtraction math stories about the pictures. After you tell the story, write an equation to match the story.</i></p> <p><u>Process:</u> Children work with a partner or alone. Children pick a picture and look closely at the objects in the picture. They create either an addition or subtraction story. They tell the math story out loud and record the matching equation on the recording sheet.</p> <p><u>Facilitation:</u> <i>How does your equation match your story?</i> <i>How could you use this same picture to make a story/equation using the opposite operation?</i> <i>What feedback can you offer your friend about their story?</i></p> <p><u>Ongoing Assessment:</u> Use an observation sheet to note any confusion or misconceptions when finding the missing number.</p>

	<p>Check for understanding on which operation to use when finding the missing number. Are they adding and subtracting correctly? Are they using the objects in the picture? Does their equation match their picture?</p> <p><u>Thinking and Feedback Possibilities:</u> Children could draw their own picture and tell a corresponding math story. Children share their math story during thinking and feedback.</p>
<p>Science and Engineering</p> 	<p>Representing Clouds <u>Objective:</u> I can create representations of clouds with different media.</p> <p><u>Introduction:</u> <i>We've been looking at clouds. How might you use art materials to represent some of the kinds of clouds we have seen? We know that there are different kinds of clouds, so you might want to use different materials to represent them.</i></p> <p>Show the materials collected, and allow a moment for children to suggest other materials they might use to represent clouds.</p> <p><u>Process:</u> Children refer to their science journals, look out the windows, refer to the Clouds poster, and use various materials to represent clouds on paper.</p> <p><u>Facilitation:</u> <i>What kinds of clouds are you showing here?</i> <i>What else might you add to your picture to show what's happening on this cloudy day?</i></p> <p><u>Ongoing Assessment:</u> Observe as children make choices about which materials to use. Listen to their language. Are children using resources to identify and describe the kinds of clouds they represent?</p>
<p>Writing and Drawing</p> 	<p>Important Places, Important People <i>Continues from previous week</i></p> <p><u>Objective:</u> I can write and draw about places and people that are important in my community.</p>

Standards	<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>Combined Art and Building:</u></p> <p>Geography 1: Students understand the nature and basic ideas of geography by gathering information about their immediate neighborhood and community, including maps, photographs, charts and graphs, then create visual representations of their findings. *</p> <p>Geography 2: Students understand the influence of geography on communities by identifying the impacts of geographic features on communities.</p> <p><u>Library:</u></p> <p>Standard W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose</p> <p><u>Math:</u></p> <p>1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p><u>Writing and Drawing:</u></p> <p>Standard R.1 Demonstrate understanding of the organization and basic features of print.</p> <p>Standard W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose</p>
------------------	---