

WEEK 6 Studios



How can we create positive change in our communities?

Children continue activities from previous weeks until the project is introduced during Text Talk on Day 3. Paint is introduced in the Art Studio.

Day 3: Planning the Book Access Project

Children plan how to communicate their ideas about expanding access to books to more people in local communities. Specific work in the studios will depend on projects taken on by each small group.

Big Idea	When people in communities talk, work, play and learn together, they can create positive change.
Materials and Preparation	<p>Paint may be introduced for exploration in the Art Studio during a Studios session preceding Day 3:</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none">● tempera paints● paint brushes● cups for water● large paper <p>Set up an easel or other large surface for painting, as children will encounter mural painting in <i>Maybe Something Beautiful</i> in Week 7.</p> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none">● colored pencils, markers or crayons● strips of white construction paper or cardstock, 4 ¼" x 11", one per child● strips of tissue paper or party streamers, cut to 12" in length and around 4" wide, of any color● single hole punch, single hole● tape or glue

- string 10" in length, one per child
- Wind Sock Directions, at least 2 copies for the Studio

For the Math Studio:

- [Survey Recording Sheet](#)
- [Line Plot Template](#)
- [Graph paper](#) (optional)
- clipboards

Read the Book Access Project Introduction (Unit 1 Introduction documents). Consider the variety of activities that might be proposed by and to the children and implications of realizing each one.

- chart from Text Talk, Day 3, with responses to the question, How can we increase access to books for children and families in all towns/areas?
- chart paper

Prepare the following Book Access Project Plan.

Book Access Project Plan		
Names	Project Idea	Studio and Materials

- Book Access Project Planning sheets, one for each group
- writing tools
- Studios prompts
- observation sheets



Refresh each studio's bin with all materials introduced so far. If children are continuing previous work in addition to project work, make sure they have those needed tools and materials.



Identify a space such as a table or group of shelves where children can save and revisit their work over the course of the three weeks.


Make sure tools and materials in all studios are accessible, especially Beautiful Stuff.

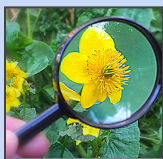
<p>Opening</p>	<p><i>At the Science and Engineering Studio, you will build a windsock. Windsocks are another tool used to measure wind speed. You will often see windsocks at airports or used as decoration in yards.</i></p> <p>Refer to the chart from Text Talk.</p> <p><i>We made this list during Text Talk this morning. These are all ideas for making books more accessible to children and families in our towns/areas/neighborhoods. Let's read it through again.</i></p> <p><i>You've had a chance to think about which of these ideas you would like to work on and which materials you might use.</i></p> <p>If paint has not been introduced previously:</p> <p><i>Before we organize our project ideas, I want to let you know about one more material we have available in the Art Studio.</i></p> <p><i>Next week we will meet book characters who make a big difference in their communities by using paint.</i> <i>Paint is another medium artists use. Thumbs up if you have used paint before.</i></p> <p><i>You may want to use paint at some point in your project for increasing access to books for all members of our community.</i></p> <p>Refer to the Project Plan chart.</p> <p><i>Now we'll organize ourselves with a plan so we know who is working on what in each studio.</i></p> <p>Think, Pair, Share.</p> <p><i>Take a moment to think: What idea am I hoping to work on, and how?</i> <i>Turn and talk to a partner about what you would like to do. You might still have the same idea from this morning, or you might have changed your mind since then.</i></p> <p>To prompt children's thinking, restate ideas shared during the Text Talk discussion.</p> <p><i>Let's write down what you are thinking about the project on our class Project Plan.</i></p> <p>Gather ideas from the children and record them in an organized way on the Project Plan chart. Note that more than one project may be undertaken in a given studio, space and materials allowing.</p>
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	<i>When you get to your work space with your group, you'll begin by filling out this Project Planning sheet.</i>
Facilitation	<p>Help children get settled into groups and studios. Distribute a Book Access Project Planning sheet to each group.</p> <p>As children work, support their thinking, writing, and collection of materials. The first session is likely to be primarily planning, organizing, and gathering in order to begin hands on work in successive sessions.</p> <p>Use the following boxes to record the kinds of work children are pursuing, in order to assess work and plan for subsequent sessions in the studios.</p> <p>Facilitate careful, intentional work by asking children questions about their plans, processes, collaborations, changes in course, and successes.</p>
Closing Studios	Throughout the span of these three project weeks, occasionally hold short, whole group meetings to describe work unfolding in each studio and to make any needed adjustments. Hold Thinking and Feedback meetings often enough so that each group benefits from peer suggestions, as well.

<p>Art</p> 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Practical support: resources, materials, collaboration		
<p>Building</p> 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Practical support: resources, materials, collaboration		

<p>Drama</p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		
<p>Library</p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		

<p>Math</p> 	<p>Survey</p> <p><u>Objective:</u> I can create a survey and analyze the data</p> <p><u>Introduction:</u> <i>In the math Studio this week we will create surveys. You will need to think of a question you want to know about your peers.</i> Encourage children to create the survey question related to the book access project. For example: What project idea do you think will give the most access to books to children? Limit the responses to three choices. <i>Once you have written the survey question, you can administer the survey to your classmates.</i></p> <p><u>Process:</u> Children use the survey template to ask a question of their peers. Encourage children to ask questions related to the book access project. After they have collected the data from their classmates they can plot the data on a graph.</p> <p>After children have graphed their data, prompt children to questions about their graph. For example, if they ask “What book access project is the best?” After graphing the data they might ask, “How many students liked idea 1 and idea 2?”</p> <p>Survey data can be incorporated into the book access project.</p> <p><u>Facilitation:</u> <i>How can you relate this survey to the book access project?</i> <i>What do you want to know more about?</i> <i>What questions can you ask about the data that you collected?</i> <i>How can you compare this data?</i></p> <p><u>Ongoing Assessment:</u> Use an observation sheet to make notes of any confusion or misconceptions, recording the data or graphing the data. Are the recordings accurate? Are they using the line plot the right way? Is the question they are asking related to the data set?</p>
<p>Science and Engineering</p>	<p>Measuring Wind</p> <p><u>Objective:</u> I can use tools to measure wind speed.</p> <p><u>Introduction:</u></p>



Reintroduce materials and processes, as needed, from the week's Science and Engineering lessons.

Process:

Children will create wind socks, using the Wind Sock Directions as guidance.

Facilitation:

*How can this windsock be used to measure wind speed?
What else could this measure?*

Ongoing Assessment:

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.

**Writing and
Drawing**



Group 1:

Group 2:

Current state of the
project

Questions to
prompt further
work

Practical support:
resources,
materials,
collaboration

Standards	<p>Standards addressed will depend upon the studios in which children work.</p> <p><u>Math:</u> 1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. RF.1.1. Demonstrate an understanding of the organization and basic features of print.</p> <p><u>Science and Engineering:</u> Practice 1. Asking questions and defining problems Practice 2. Developing and using models</p>
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