

WEEK 6 Studios



What dangers do animals encounter?

Children continue activities from previous weeks until the project is introduced (after reading *Sea Turtles* on Day 3). Tissue Paper Collage is introduced in the Art Studio.

Day 3: Planning the Sea Turtle Project

Children plan how to communicate their ideas about protecting sea turtles and about what other animals need to survive and thrive. Specific work in the studios will depend on projects taken on by each small group.

<p>Big Idea</p>	<p>Humans can play a role in animals’ survival.</p>
<p>Materials and Preparation</p>	<p>Tissue paper collage 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"> ● Tissue Paper Collage procedure ● heavy drawing paper or cardstock ● tissue paper, various colors and especially blues, purples, and greens, cut into pieces approximately 4 inches square ● paintbrushes, preferably with broad brushes ● liquid glue ● plastic or glass cups <p>Dilute the glue to a mixture of about two thirds glue to one third water, stirring with a paintbrush. Provide one cup of glue mixture for each workspace, for each child or pair of children.</p> <p>Make a collage before introducing it to the children to understand challenges children might face and to produce an example for children to see.</p>

Read the Sea Turtle Project Introduction (Unit 2 Introduction documents). Consider the variety of activities that might be proposed by and to the children and the implications of realizing each one.

- Sea Turtle Project Introduction slides
- chart paper

Prepare the following Sea Turtle Project Plan.

Sea Turtle Project Plan		
Names	Project Idea	Studio and Materials

- Sea Turtle 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, including Beautiful Stuff.

Opening and Text

Slides 1 and 2

This morning during Text Talk we learned about dangers that sea turtles face.

Show and read the first two Sea Turtles Project Introduction slides. Pause on slide 2 to allow children to consider the sign.

What do you notice? What are these signs communicating to people?

Slides 3 and 4

This question is a challenge to us: What actions can we take to help protect sea turtles?

	<p><i>During our Writing lessons, you will be writing letters to convince your families to use reusable bags instead of plastic bags. What else might we do?</i></p>
<p>Project Planning</p>	<p>Refer to the Project Plan chart. <i>Just like we did for the Book Access Project, we'll organize ourselves with a plan for the different projects you would like to work on in each studio to help protect sea turtles.</i></p> <p>Think, Pair, Share. <i>Take a moment to think: What do I want to do to help protect sea turtles? What would I like to communicate to others, and how could I do that?</i> <i>Turn and talk to a partner about what you would like to do.</i></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, with adequate space and materials.</p> <p><i>When you get to your work space with your group, you'll begin by filling out this Project Planning sheet.</i></p>
<p>Facilitation</p>	<p>Help children get settled into groups and studios. Distribute a Sea Turtle 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>
<p>Closing Studios</p>	<p>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



Representing an Underwater Habitat

Objective:

I can create a work of art using a new material to represent an underwater habitat.

Process:

Working individually or in pairs, or in a small group on large paper, children use the Tissue Paper Collage procedure to represent water.

Facilitation:

How will you show water?

What do you notice about how these materials work?

Ongoing Assessment:

How do children approach the material?

What are their sensory responses, and what might help them use the material more comfortably?

What qualities of water do they capture?

What vocabulary do they use to describe their work in reference to the process?

Thinking and Feedback Possibilities:

Children might gather feedback on how effectively they used tissue paper collage to represent water.

Alternatively, they can share strategies or frustrations in using the medium.

Math



Title: Sea Turtle Eggs

Objective:


I can use what I know about addition and subtraction to record information about sea turtle eggs and hatchlings.



Introduction:



We have learned about sea turtles and the dangers they face. In the Math Studio, you will think of how many sea turtle eggs are laid and how many hatchlings survive. You will think about ways to add or subtract to figure out how many turtles survive. We will display our findings using pictures, expressions, etc. You may work by yourself or with a partner.



Process:


Children will use text talk resources and class discussions about sea turtles to explain how few sea turtle hatchlings survive. This

	<p>information may be written on posters, displayed with blocks or legos, created with the art studio, etc. The goal for children is to use addition or subtraction to emphasize the number of eggs laid in comparison to how many turtles survive.</p> <p><u>Facilitation:</u></p> <p><i>What questions can you ask about the information that you collected?</i></p> <p><i>How can you compare these expressions?</i></p> <p><i>How could you inform people about this problem?</i></p> <p><i>How could you use addition or subtraction to display this information?</i></p> <p><u>Ongoing Assessment:</u></p> <p>Use an observation sheet to make note of any confusions or Are the questions children are asking related to the information about hatchlings?</p>
<p>Science and Engineering</p> 	<p>Designing Habitats (Beautiful Stuff)</p> <p><i>Continues from the previous week</i></p> <p><u>Objective:</u> I can design an animal habitat that includes everything it needs to survive and thrive, including water, food, and shelter.</p>

<p style="text-align: center;">Art</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 style="text-align: center;">Building</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>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> 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Practical support: resources, materials, collaboration		
<p>Science and Engineering</p> 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Practical support: resources, materials, collaboration		

<p>Writing and Drawing</p> 		
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		