

WEEK 8 Studios



How are people and animals interconnected?

Children add to, revise, and refine their projects with an emphasis on finalizing and preparing projects for presentation to the selected audience.

Studios time is combined with Vocabulary and Language, Text Talk, and Writing on Day 5 for celebration and presentation of the work from the unit.

Use the sheets to make notes according to and in support of work children are pursuing.

<p>Big Ideas</p>	<p>Animals’ differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival. Animals help their offspring survive in different ways. Humans can play a role in animals’ survival. Animals, including humans, are connected to each other and to their environments.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Sea Turtle Project Plan ● Sea Turtle Project Planning sheets for each group ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets ● all materials identified by small groups for project work <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● materials from science lessons ● science journals ● colored pencils ● Biomimicry Project Studio sheet, 1 copy for each child
<p>Opening</p>	<p><i>We’ve been learning about how humans can use ideas from animal structures, or parts, to solve human problems. During your Science and Engineering Studio this week, you’ll be brainstorming and drawing some helmet designs.</i></p>

	<p><i>These are our last few days to work on our sea turtle projects. When you get together with your group, begin by checking in on your work so far and deciding what you need to do to finish your project and get it ready for our celebration.</i></p> <p>Dismiss children in small groups to continue established project work.</p>
Facilitation	<p>Encourage children to consider any feedback they have received from classmates and adults.</p> <p>Facilitate cross-pollination of ideas by suggesting that groups take a break to look at each other’s work, ask questions, and be inspired by their classmates’ efforts.</p> <p>Support children if they struggle to come to group consensus about next steps.</p> <p>Refer children to the studios prompts to focus their work as they wrap up their projects and plan for presentation.</p>
Closing Studios	<p>Help children bring their projects to completion and prepare for presentation. Each project might have descriptive signs or other related writing, a visual display, and/or a rehearsed presentation.</p>

Art



Project(s):

Current state of the project


Questions to prompt further work


Opportunities for collaboration

Practical support: resources & materials

Overall project support

Ongoing Assessment

<p>Building</p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources & materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

<p>Drama</p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources & materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

Library



Project(s):

Current state of the project

Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support

Ongoing Assessment

Math



Project(s):

Current state of the project

Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support

Ongoing Assessment

Science and Engineering



Designing Helmets

Objective:

I can draw a helmet design using ideas from animal structures.

Introduction:

Your job is to think about a couple of designs that include at least one element of biomimicry. For example, I might design a helmet with something spongy inside, like the bones of a woodpecker.

Process:

1. Write your name on a project paper.
2. Draw 3-4 animal parts that might help you design a safe helmet in the small boxes at the top of the paper.
3. Choose at least 1 of the animal structures to copy, and circle it.
4. Draw 2 different helmet designs that include the animal structures you decided to copy.

Facilitation:

- *What will your helmet look like?*
- *What animal parts are you going to copy? Why?*
- *How do your designs use biomimicry?*
- *What do you think will be the best part of your design?*
- *Are there any parts of your design that you're worried about? How could we test or improve that part?*

Ongoing Assessment:

Consider the following questions while making notes of misconceptions or confusions.

- Do children understand that they should be copying the animal parts that serve a function related to protection for a helmet?
- Do the designs include elements of biomimicry?

Thinking and Feedback Possibilities:

Allow children to share their designs with others to gather feedback and improve designs.

Standards

Science and Engineering:

Practice 8. Obtaining, evaluating, and communicating information

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.