WEEK 2 Studios

What do people need? What do people want?

Activities continue from the previous week, with opportunities for extension.
Children write book reviews of the new, Unit 3 books.
At the Science and Engineering Studio children observe and make predictions about the growth of plant cuttings.

Big Ideas	People make exchanges to obtain the goods and services they need and want. People make choices as consumers.
Materials and Preparation	• Studios prompts, cut apart and added to each bin • Studios Planner • observation sheets <u>For the Drama Studio:</u> • Playing Store Scripts, Week 2 • Beautiful Stuff and other materials for props <u>For the Library Studio:</u> • a variety of books, including all Unit 3 books • Book Review sheets, as used in Units 1 and 2 • clipboards • writing tools <u>For the Math Studio:</u> • coin manipulatives or real coins (pennies, quarters, nickels, and dimes) • bags or containers to hold the coins • Coin Mats

	<u>For the Science and Engineering Studio:</u> ● potato cuttings from lessons ● science journals ● colored pencils Decide which studios to (re)introduce explicitly. Prepare the Opening basket and materials accordingly. Bring to the whole group any examples of children's works in progress that can support other children's new and ongoing attempts.
Opening	*This week we are continuing a lot of the same work in all of our Studios, except at the Library and the Science and Engineering Studios.* *At the Math Studio, you will sort coins into different categories.* Describe each studio's process and materials only as useful for children to continue or begin work. *Turn and tell your partner your plan and your backup plan.* Ask a couple of children to share their plans, and dismiss all children to begin working.
Facilitation	As children work, circulate and engage children in conversation about their endeavors. Exploit opportunities to highlight children's connections to the Weekly Question and the unit's Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers. Listen in, observe, and take notes about children's interests, experiences in different kinds of markets and with money. Use these notes to plan for upcoming Studios sessions. While children work, consider which piece of work to bring to a Thinking and Feedback meeting.
Closing Studios	Support smooth clean up of studios materials and organization of works in progress. At least once during the week, facilitate a short, whole group meeting after Studios to discuss children's activities, discoveries, and questions.

Art	**Making Containers** *Continues from previous week*

	Objective: I can create three-dimensional containers. Extension: Children label and decorate their containers, considering what potential consumers might need to know about the contents.
Building 	**Building Markets and Parts of Markets** *Continues from previous week* Objective: I can represent important parts of markets through building. Extensions: ● Children join structures for more complete, collaborative representations. ● Children make signs and labels for their structures. ● Children draw plans based on images and then build according to those plans, moving from two dimensions to three. ● Children make drawings of their structures after building, moving from three dimensions to two.
Drama 	**Playing Store** *Continues from previous week* Objective: I can practice effective language used for making exchanges in a market. Extensions: ● Children use new conversation prompts to talk about their wants and needs. ● Children use money created in the Writing and Drawing Studio to make exchanges. ● Children add to the collection of goods the shop offers by using Beautiful Stuff or other materials. ● Children arrange shelving and/or furniture, inspired by work in the Building Studio, to build out the shop environment.
Library	**Book Reviews** Objective: I can make recommendations about books for others to read. Introduction:

	*You wrote book reviews for many of the books from our first two units of study about communities and animals. Now that we are starting a new study, Resources in Our Communities, we have some new books! You already know how to write reviews as book critics. We'll use the same form for our new reviews of books about how people get what they need and want.* Refresh children's memory of the Book Review sheet and the system for making them available to other readers. <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. <u>Facilitation:</u> *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?* <u>Ongoing Assessment:</u> Review children's Book Reviews to understand their approach to text and illustration, their comprehension, their drawing and writing, and their interests. Compare these observations to those made earlier, in Units 1 and 2. <u>Thinking and Feedback Possibilities:</u> 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?
Math	**Sorting Coins** <u>Objective:</u> I can sort pennies, nickels, dimes, and quarters by the fronts and backs of the coin. <u>Introduction:</u> *This week, we will sort coins. You will have a bag of mixed coins and coin mats to sort coins into pennies, nickels, dimes, and quarters. You can do this independently or with a partner.* <u>Process:</u>

	Children work independently or with a partner to sort coins onto the mats. Facilitation: *What is different/same about the coins?* *How can you tell them apart?* *How can a partner help you?* Ongoing Assessment: Watch to ensure children are putting the correct coins on the corresponding mat and clear up misconceptions about coins as they come up.
Science and Engineering 	**Predicting Plant Growth** Note: This activity follows the Science and Engineering Lesson, in which children set up potato cuttings. Objective: I can make a prediction about plant growth. Introduction: *We've just prepared some potato cuttings. What do you think will happen next? How long do you think it will take? What are the right conditions for these plants to grow?* *In the Science and Engineering Studio, make a prediction—a good guess, based on what you already know—about what will happen next with your plant cutting. First, make an observational drawing of the plant cutting right now. Then talk with a classmate to share your thinking. When you are ready with a strong prediction, draw a picture and write some words. Include some information about what the plant needs to thrive. Finally, think about a question you'd like to answer as the plant grows, and write that at the bottom of your page.* Process: Children make an observational drawing of the potato cutting. Then they talk, draw, and write about their predictions for the growth of the cutting.. Facilitation: Encourage children to talk together before committing their observations and predictions to paper. Prompt them to write a question on the page, along with their observations and predictions.

	What do you predict will happen with the potato cuttings? *What makes you think that?* *How long do you think it will take to see some change in the plant?* *What conditions does the plant need in order to thrive? What makes you think that?* *What are you wondering?* <u>Ongoing Assessment:</u> Review children's journals. Ask children about their ideas and note how realistic or how fantastical they are. What evidence or prior experience do children cite to back up their thinking? How do children represent their ideas in drawings and in words? What science journal habits have children solidified to date? Do they take their time to create accurate, detailed drawings? Do they include a question? Do they write in date and weather information?
Writing and Drawing 	**Making Money, Working in Sketchbooks** *Continues from previous week* <u>Objectives:</u> I can make money to use for market exchanges. I can write and draw a story about characters getting the resources they need and want.
Standards	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. <u>Art</u>: **Visual Arts 1.2.** Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction. <u>Drama</u>: **Economics 23.** Give examples of products (goods) that people buy and use. **Economics 25.** Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for

	entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two). <u>Library</u>: **Standard R12:** Read with sufficient accuracy and fluency to support comprehension **Standard W.2:** Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. <u>Math:</u> **1.MD.D.5:** Identify the coins and each corresponding value. (e.g. penny, nickel, dime, and quarter) <u>Science and Engineering:</u> **1-LS1-1.** Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant. **1-LS3-1.** Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.

Notes