

**WEEK 3 Studios**




**Where do our resources come from?**


The Drama and Library Studios are combined, as children extend their thinking about suppliers and consumers. At the Science and Engineering Studio children compare leaves. Activities also continue and extend from previous weeks.

<p><b>Big Ideas</b></p>	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>Places have different resources.</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Studios prompts, cut apart and added to each bin</li> <li>● Studios Planner</li> <li>● observation sheets</li> </ul> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> <li>● Market Signs images, two copies, in sheet protectors</li> <li>● Painting with Tempera Cakes procedure, in a sheet protector</li> <li>● stiff paper, such as cardstock or heavy drawing paper</li> <li>● pencils and erasers</li> <li>● paints</li> <li>● paint brushes</li> <li>● cups for water</li> <li>● paper towels</li> </ul> <p>Experiment intentionally with the paints. Use these trials and observations of children’s previous use of paints to (re)introduce the paints during the Studios opening meeting.</p> <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> <li>● building materials</li> <li>● clipboards with white paper and/or large paper, such as chart paper</li> </ul>

	<ul style="list-style-type: none"> <li>● writing tools</li> <li>● <i>Me on the Map</i>, Joan Sweeney</li> </ul> <p>Flag the pages that read, “This is my street. This is a map of my street...” and “This is my town. This is a map of my town.”</p> <p><u>For the Drama and Library Studios:</u></p> <ul style="list-style-type: none"> <li>● Order Form, multiple copies</li> <li>● Unit 3 texts</li> <li>● clipboards</li> <li>● writing tools</li> </ul> <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Grab and Graph</a> recording sheet</li> <li>● <a href="#">Grab and Graph</a> children’s poster</li> <li>● coin manipulatives or real coins (pennies, quarters, nickels, and dimes), enough so that children can grab handfuls at a time</li> <li>● bag or container to hold all of the coins</li> <li>● coloring tools</li> </ul> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> <li>● collection of leaves from the schoolyard</li> <li>● <i>Peterson First Guide to Urban Wildlife</i>, Sarah B. Landry</li> <li>● leaf images, cut apart</li> <li>● real leaves as available</li> <li>● trays, paper plates, or other ways to indicate groups</li> </ul> <p>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.</p>
<b>Opening</b>	<p><i>This week we have some new studios activities to build on what you are learning about resources and where they come from.</i></p> <p>Describe each studio’s process and materials only as useful for children to continue or begin work.</p> <p><i>Turn and tell your partner your plan and your backup plan.</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
<b>Facilitation</b>	<p>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</p>

	<p>support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>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.</p> <p>While children work, consider which piece of work to bring to a Thinking and Feedback meeting.</p>
<b>Closing Studios</b>	<p>Support smooth clean up of studios materials and organization of works in progress.</p> <p>At least once during the week, facilitate a short, whole group meeting after Studios to discuss children’s activities, discoveries, and questions.</p>

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Art</p> 	<p><b>Making Signs and Displays</b></p> <p><u>Objective:</u> I can create signs to effectively draw customers to products.</p> <p><u>Introduction:</u> <i>In a market, signs draw customers to buy certain products. At the Art Studio, you can make signs that tell about goods that are important to you, goods in our classroom store, or goods you think the community needs.</i></p> <p>Show examples of market signs. <i>You probably have seen signs like these. What do you notice?</i> Invite children to point out graphics, words, prices, and other salient features.</p> <p><i>We have used tempera paints before. This procedure can help you use the paints even more carefully, since you might be working in a more detailed way.</i></p> <p>If useful, talk through or demonstrate each step of the procedure. Include reminders for cleaning up the work space when children have finished painting.</p> <p><u>Process:</u> Children look at examples of market signs, sketch, and then paint signs. These signs might make their way to the Drama Studio to enhance exploration there.</p>
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	<p><b>Facilitation:</b> Encourage children to consider products, audience, and the paint medium in producing effective signs. Children might ask classmates what products they think are important to advertise for the classroom shop (Drama Studio).</p> <p><b>Thinking and Feedback Possibilities:</b> Invite a child to share her sign and talk about why she chose this good to advertise. Classmates might offer feedback about the effectiveness of the sign: Is it eye-catching? Does it contain sufficient information for consumers? Invite a child to present a challenge with using paint to satisfying result.</p>
<p><b>Building</b></p> 	<p><b>Building and Mapping Neighborhood Markets</b></p> <p><b>Objectives:</b> I can build a neighborhood that includes markets.  I can draw a map to show where the markets are in my neighborhood.</p> <p><b>Introduction:</b> <i>You’ve been building markets and parts of markets. This week, think about a neighborhood or town where you could find markets. Can you build the whole town? You will probably want to collaborate with others to do this! Your town or neighborhood will need to include not only the markets, but also streets, bus stops, parks, and other features of a neighborhood. What is around the market or markets you are building? Maybe you will want to draw a sketch before you begin building.</i></p> <p><i>Once you build, use the clipboards and paper—or use a large piece of paper—to draw a map of your neighborhood. On this map, show where the markets are found. Label them, along with other parts of your neighborhood.</i></p> <p><i>Drawing a map is tricky. This book, Me on the Map, might be a good resource for you to use.</i></p> <p>Show the flagged pages.</p> <p><b>Process:</b> Children might first sketch, and then build, a neighborhood. Alternately, they might begin with building and then draw a map to represent their construction. They may build, map, return to building, revise the map, and so on. In any case, children are moving between</p>

	<p>two and three dimensions. The maps they create serve as documentation of their building and thus should be as accurate and detailed as possible.</p> <p><u>Facilitation:</u> Encourage children to think about various elements of a busy commercial neighborhood or, more simply, a corner store in their own neighborhood. Ask questions to help them consider how a market is part of a neighborhood.</p> <p>Offer children ideas about how to solve problems they encounter as they move between two and three dimensions.</p> <p><i>What kinds of markets are you including in this town? Why? Is this the only market in your town?</i> <i>What other kinds of buildings are around the market?</i> <i>What other features can you include around this market?</i> <i>Is there a bus stop so people can get there easily? A lamp outside to light up the store at nighttime? Parking spaces?</i> <i>What is important to include on your map?</i> <i>How can you make sure that the map represents your building accurately?</i></p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record how children approach this challenge. Take photographs of the built towns. Print and attach a photo to the children’s corresponding map(s). Consider how children move between two and three dimensions, reflecting on previous work (Unit 1) and extending from exposure to and experiences with maps.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a child or small group of children to share their maps, with or without corresponding photos. Ask builders/mappers to share their thinking about the elements they included in their town/neighborhood. Classmates can offer feedback about the effectiveness of the map, neighborhood features, and the relationship between the two.</p>
<p><b>Drama</b></p>	<p><b>Researching Where Goods Come From and Placing Orders</b></p> <p><u>Objectives:</u> I can use writing and drawing to request goods from suppliers.</p>



## Library



I can find out where goods come from.

### Introduction:

*What do we need in our classroom store? As people buy goods in any kind of market, the seller needs to restock, or get more of, those goods to sell. Sometimes customers tell a shopkeeper about goods they would like. The shopkeeper places an order to the supplier, the people and companies that provide those goods. This keeps the supply chain moving from producer to consumer!*

Show the Order Form.

*Here is a form you can use to record goods that the store needs.*

*One thing that will be interesting to find out is where the goods come from. Use our unit books and other texts to see if you can find this information. For example, if I want to order more sneakers for our store, where will they come from?*

### Process:

Children determine which goods to order, based on community requests, interests, and needs.

Children look through classroom texts to find out where goods come from. They add this information to their orders.

### Facilitation:

The supply chain for a single good is complicated, often involving materials from multiple places. Help children discern, where possible, the origin of goods they are interested in.

Support children in filling out each part of the Order Form with words and/or drawings.

*Why do you want to order this good? Why is it important to have in our store?*

*How can we find out where it comes from?*

*What information does the producer need—how many, what sizes or colors?*



### Ongoing Assessment:


Note how children approach research.

Review Order Forms to see how children are representing their ideas.

### Thinking and Feedback Possibilities:

Invite children to respond to decisions made about goods to order, and to the clarity of the information included on the Order Forms.

	<p>Have the group think about what happens next, once an Order Form is completed, and to develop a system for the store to submit orders to suppliers. What parts of the supply chain can be added to the classroom store at this point?</p>
<p><b>Math</b></p> 	<p><b>Grab and Graph</b>  <u>Objective:</u>  I can graph pennies, dimes, and nickels.</p> <p><u>Introduction:</u>  <i>We will graph coins and answer questions about our graph after we are done. You will first take a handful of coins out of the bag. Then you will graph the coins by pennies, nickels, and dimes. You will repeat this one more time and then you can answer questions about your graph. You can work independently or with a partner.</i></p> <p><u>Process:</u>  Children can work independently or with a partner. Each child will grab one handful of coins out of the bag and then graph the pennies, nickels, and dimes. They will repeat this process.. Last, children answer the questions about their graph.</p> <p><u>Facilitation:</u>  <i>How will you graph your handful of coins?  What does your graph tell you?  What other questions could you ask about the graph?</i></p> <p><u>Ongoing Assessment:</u>  Watch to ensure children are graphing the correct coins they pulled. Listen to children’s responses to the questions. Clear up misconceptions.</p>
<p><b>Science and Engineering</b></p> 	<p><b>Comparing Leaves</b>  <u>Objective:</u>  I can compare leaves and sort them in various ways.</p> <p><u>Introduction:</u>  <i>We have a collection of images of leaves. It will be interesting to look at them carefully, talk about them, and put them into groups or categories. Will everyone sort them in the same ways?</i></p> <p><i>Here’s our field guide—the Peterson First Guide to Urban</i></p>

	<p><i>Wildlife. I wonder if you can find any leaves that might belong to plants included in the book. The plants are near the end of the field guide.</i></p> <p><i>Once you've spent some time looking and categorizing the leaves, choose just two leaves that interest you. In your journal, draw them as carefully as you can. Maybe you will choose two leaves that are quite similar, or maybe you'll choose two that are very different. I wonder what questions you will have as you look at the leaves!</i></p> <p><u>Process:</u> By looking carefully and talking about what they notice, children organize and categorize leaves according to different features. They may sort and re-sort in different ways. Children may refer to <i>Peterson First Guide to Urban Wildlife</i> to see if they can match any leaves to those plant varieties. They choose two leaves to draw in their science journals.</p> <p><u>Facilitation:</u> This activity should be quite open-ended, to allow children to re-examine leaves and rethink the ways they classify them. Encourage them to choose just two leaves to draw with great care and detail in their journals.</p> <p><i>What do you notice about the leaves?</i> <i>What is similar and what is different among them?</i> <i>What do you wonder?</i></p> <p><u>Ongoing Assessment:</u> Observe how children approach observation and classification. Listen for their questions. Pay attention to the descriptive vocabulary they use.</p>
<p><b>Writing and Drawing</b></p> 	<p><b>Making Money, Working in Sketchbooks</b> <i>Continues from previous weeks</i></p> <p><u>Objectives:</u> I can make money to use for market exchanges.</p> <p>I can write and draw a story about characters getting the resources they need and want.</p>
<p><b>Standards (Boston)</b></p>	<p>Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part</p>

	<p>2: Components) and the following studio-specific standards.</p> <p><u>Building:</u> <b>Geography 11.</b> Explain that a map represents spaces and helps one identify locations and features.</p> <p><u>Drama and Library:</u> <b>Economics 23.</b> Give examples of products (goods) that people buy and use. <b>Standard R12</b> Read with sufficient accuracy and fluency to support comprehension <b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><u>Math:</u> <b>1.MD.D.5:</b> Identify the coins and each corresponding value. (e.g. penny, nickel, dime, and quarter) <b>1.MD.C.4:</b> 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.</p> <p><u>Science and Engineering:</u> <b>1-LS3-1.</b> Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind. Clarification Statements: • Examples of observations could include that leaves from the same kind of plant are the same shape but can differ in size. • Inheritance, animals that undergo metamorphosis, or hybrids are not expected.</p>
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<p><b>Notes</b></p>
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