

WEEK 5 Studios



How do resources get from where they come from to the people who use them?

The Our Markets Project is introduced in the whole group; children choose goods and services to provide, build background knowledge, and begin work in small groups across studios. A class Project Plan is developed, as well as plans for each market stall. All studio spaces and materials are available for children to use toward their market projects. Additional activities are suggested for some studios to continue building knowledge and support market building. Connect these to Project work. At the Science and Engineering Studio children explore seeds through sorting and making patterns, or they follow directions for Making a Seed Tape for planting.

<p>Big Ideas</p>	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</p> <p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>The consumer choices people make can contribute to our communities.</p>
<p>Materials and Preparation</p>	<p>Read the Our Markets Project introduction.</p> <p>Read through the possibilities of this week’s Studios lesson and determine the best way to proceed, given several options.</p> <p>Note: The plan suggests that the class will create six market stalls. This is a good, even number for having half the stalls open on market days, with plenty of children shopping and keeping shop. The number of groups will depend on how small groups work best in a particular classroom community and how the market days are planned.</p>

- Studios prompts, cut apart and added to each bin
- observation sheets

For starting the project:

- *Consumers & Producers*, Ellen K. Mitten, for reference
- survey sheets, one for each child

On the whiteboard, write Goods and Services Ideas.

- chart paper

Create the following Our Markets Project Plan.

Our Markets Project Plan			
Market	Purpose	Names	Next steps
___ take surveys	___ make money	___ class market name	___ make invitations

- Our Markets Project Business Plans, one for each group

For the Building Studio (additional activity):

- building materials, all kinds
- world map, for reference
- paper, clipboards, and writing tools

For the Drama Studio (additional activity):

- Supply Chain Tags
Cut the tags apart and place each on a string long enough to wear around a child's neck.
- *From Cocoa Bean to Chocolate*, Robin Nelson
- *From Sheep to Sweater*, Robin Nelson

	<p><u>For the Library Studio (additional activity):</u></p> <ul style="list-style-type: none"> ● “How Bananas Are Grown” video, cued to 2:10 (https://www.bananalink.org.uk/all-about-bananas/) ● “How People Make Sneakers 1991” video (https://www.youtube.com/watch?v=RnRX7oYCwHI) ● <i>From Cocoa Bean to Chocolate</i>, Robin Nelson ● <i>From Sheep to Sweater</i>, Robin Nelson ● any other resource-to-consumer books, videos, or visuals <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> ● connecting cubes ● various objects to measure from around the classroom (e.g., items from other Studios such as money from Writing and Drawing, paper clips, pencils, markers, books, popsicle sticks, pipecleaners, etc.) Label each object. ● paper bag, to hold the objects ● Recording Sheet ● Comparing Objects prompts ● writing tools <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● a mix of six or more kinds of seeds, such as a bag of 15-bean soup mix ● tablespoon or soup spoon ● sorting sheet, several copies, in sheet protectors ● science journals ● colored pencils <p>Alternately:</p> <ul style="list-style-type: none"> ● “Make a Seed Tape” end page from <i>Before We Eat: From Farm to Table</i>, Pat Brisson, directions and materials listed <p><u>For the Writing & Drawing Studio (additional activity):</u></p> <ul style="list-style-type: none"> ● blank white paper, cut to half-sheets ● writing and drawing tools
<p>Opening Discussions</p> <p><i>These whole group meetings will set the stage for various parts of the project</i></p>	<p><i>You have been thinking a lot about different kinds of markets and how they work. This week you will begin building your own markets! Then, at the end of our study, you will be able to run your market stall and shop in other market stalls.</i></p> <p><i>This week we will develop our business plans.</i></p>

<p><i>and can roll out over multiple days.</i></p> <p>Introducing the project</p>	<p><i>First, we need to think about what industries are most important to our community. Turn and talk to your partner: What ideas do you have for goods and services that our classroom community or school community might need and want? Think about the kinds of goods you and your family buy, and the kinds of services you use—like getting a haircut, going to the library, visiting the health clinic, or getting your car fixed.</i></p> <p>Give children a minute to exchange ideas.</p> <p><i>Let’s write a list of your ideas.</i></p> <p>On the Goods and Services Ideas chart (on the whiteboard), list all of the children’s ideas. If children repeat an idea, mark it with a check to note the initial popularity of each idea.</p> <p><i>Let’s read this list together. As we do, think about which goods and services you think are most interesting to you and most important for our community.</i></p>
<p>Taking surveys</p>	<p><i>We will have six different market stalls, and you will work in groups to plan and build your businesses. To find out the most popular ideas and decide which market stalls we’ll have, you will survey each other.</i></p> <p>Distribute surveys, clipboards, and writing tools. Send children to survey their classmates.</p>
<p>Establishing businesses and groups, Completing the Project Plan</p>	<p>Review the surveys ahead of a small group meeting to anticipate likely businesses. Consider an ideal number of businesses for the class to pursue, a balance of goods and services, most achievable and satisfying outcomes, and how many children will participate in each.</p> <p>Note: Constrain each business to remain very simple. Children should not try to create a corner store, for example, with a great variety of goods; instead, a stall that sells bracelets or cold drinks will be achievable and satisfying and will allow children to attend to all parts of the business.</p> <p>At a whole group meeting, review the results of the surveys. Determine businesses and which children will work in each group.</p> <p><i>We have a lot of data to help us decide which businesses our market should have! We’ll list our businesses here, along with the names of children who will work in each group.</i></p> <p>Complete the Our Markets Project Plan chart.</p>

<p>Writing Business Plans</p>	<p><i>Before you get started creating your goods and services, your group will write a business plan.</i></p> <p>Show and walk through the Business Plan sheet.</p> <p><i>Once you have done this, you will need approval from the Market Manager (that's me!). And then you will begin collecting materials and getting to work producing your goods and setting up your services.</i></p>
<p>Establishing money</p>	<p>Decide what currencies the children will most successfully use, and present this to children. Invite children to participate in making money that will be used throughout the market stalls on open market days in Week 8.</p>
<p>Introducing additional activities</p>	<p><i>There are also activities in the studios to help you think carefully about what your markets will need to work well.</i></p> <p><i>Our Weekly Question is about how goods get from where they are first produced to us, the shoppers—the supply chain. This helps us think about what happens along the way, and about the different kinds of jobs people do.</i></p> <p>Briefly describe each studio's activity and how it connects to the project.</p>
<p>Facilitation</p>	<p>Each stage of the project work will need support. Circulate as children work and challenge their thinking.</p> <p>Listen in, observe, and take notes about children's ideas. Use these notes to plan for the development of the project.</p>
<p>Closing Studios</p>	<p>Use Thinking and Feedback sessions to review Business Plans.</p> <p>Check in with each group about their progress and materials needed for ongoing work.</p> <p>Check off any whole group tasks that have been completed on the bottom of the class Project Plan.</p>

Art



Our Markets Project Development

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Notes:

Building



Our Markets Project Development

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Building and Mapping Transportation Systems

Objectives:

I can build a system for getting goods from one place to another.

I can draw a map to describe the transportation routes I have built.

Introduction:

You've been building towns with markets, and then making maps. This week you can do something similar, but think about a bigger space—getting a good from where it comes from to where it is sold. If it travels a short way, what kind of transportation might you use? What if it has to travel very far—from Vietnam to Maine, for example?

Talk through a couple of scenarios, whereby children might build roads for trucks; or railroad stations, airports, and shipping ports. Consider the possibility that a good might require more than one kind of transportation system to get from source to seller.

Do you think you could draw a map that includes this good's entire journey from where it starts to the person who sells it?

Process:

As in previous weeks but working on a larger scale, children build transportation systems and then create maps.

Facilitation:

Complicate children's thinking about the various parts of a good's journey. Help them reference the world map to consider distances, landforms, and bodies of water.

Where does this good begin, and where is it going?

How will it travel?

What can you build to show the kind of transportation and the path it will take?

How many stops will it make along the way?

Ongoing Assessment:

Use the observation sheet to record how children approach this challenge.

Take photographs of the transportation systems. Print and attach a photo to the children's corresponding map(s).

Consider how children reference maps and what information they draw from them in order to produce their own.

Notes:

Drama



Our Markets Project Development

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Acting Out a Supply Chain

Objective:

I can describe and act out the steps of a supply chain from producer to consumer.

Introduction:

We are reading books about how things we use are produced and how they get to us. There are lots of steps along the way. In the Drama Studio, you can act out these steps.

Show the Supply Chain Tags. With the children, describe each step. Show the books (and other resources) children can use to reference the steps and sequence of a supply chain.

Process:

Children choose a good of interest and act out the steps from initial production to consumer. They reference texts and other resources as useful.

Facilitation:

Support children to think about each aspect of the supply chain and to try out different roles.

Reinforce relevant vocabulary.

What is this step of the supply chain about? Why is it important?

What might this person's job be like?

What resources are needed to produce this good?

What is the connection between a resource and the place it comes from? [In an area with lots of trees, people harvest lumber. In an area with lots of fish, people eat more seafood. In an area with space for big factories, many people work in manufacturing jobs.]

Ongoing Assessment:

Observe children as they take on various roles and grapple with the supply chain process. Take note of their understandings and plan opportunities for further exploration, explanation, and group discussion.

Notes:

Library



Our Markets Project Development

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Understanding a Supply Chain

Objectives:

I can read to learn about a supply chain.

I can read to learn about people who produce goods in places around the world.

Introduction:

Supply chains are a bit different depending on the goods being produced. The resources used, the places those resources come from, the specific jobs people do along the way... all of these

make a kind of road leading to us getting the goods we need and want.

You can find out about different supply chains using these resources.

Indicate texts and videos and how to access them.

This information will be useful in understanding how supply chains work, and also for acting out and writing about supply chains in the Drama Studio and the Writing and Drawing Studio.

Process:

Children browse books and watch videos independently and with classmates. They talk about what they find. They may carry this information to other studios.

Facilitation:

What are you finding out about a supply chain?

What are you finding out about the people who work in each part of the supply chain?

What questions do you have?

Ongoing Assessment:

Sit in on children's conversations. Listen for vocabulary use and developing understandings. Make notes about concepts to revisit with individuals, small groups, or the whole class.

Notes:

Math



Our Markets Project Development

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Measuring Objects

Objective:

I can measure then order different objects from longest to shortest. I can answer questions about my measurements.

Introduction:

We will put objects in order today, from longest to shortest. First pick out 3-5 different objects from this bag. Next, put the objects from the longest object to the shortest object. After, use the cubes to measure how many cubes long each object is. Fill out the recording sheet and answer the questions. You can do this by yourself or with a partner.

Process:

Children select objects from the bag and order them from the longest to the shortest. They measure the objects with the cubes and record their findings on the recording sheet. Remind children where to start lining up the cubes as they measure. Children discuss their findings with a partner.

Facilitation:

*How did you measure this object?
How do you know which object is the longest?
How do you know which object is the shortest?
Why is it important to not have gaps between your cubes when measuring?*

Studios U3 W5

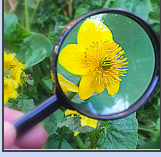
How does this measurement compare with this one?

Ongoing Assessment:

Watch to ensure children are lining cubes correctly when measuring.
Check for understanding when writing the measurements and answering the questions.

Notes:

Science and Engineering



Sorting Seeds, Making Patterns

Alternately: **Make a Seed Tape** (follow directions from *Before We Eat: From Farm to Table*)

Objective:

I can sort seeds by different properties. I can make and describe patterns.

Introduction:

We have been looking at, planting, and wondering about seeds. Here are some seeds you can sort. What properties can we look at to sort these seeds? [size, shape, color, texture]

Refer to the sorting sheet. Model placing one spoonful of seeds in the center and using the outer circle to sort seeds in more than one way.

After you sort your seeds, record your sort in your science journal.

Model drawing one seed from each of a couple of categories and labeling each one by its significant properties.

You can also make a pattern with the seeds, and then draw your pattern in your science journal.

Model as needed.

Process:

Children work in pairs to sort the seeds by different properties. Once they have sorted seeds, they draw one representative of each group in their science journals. They label the groups according to the properties that define them.

Children can also create patterns with the seeds and describe them to their partners.

Once all children have had an opportunity to work with the seeds, they can be planted, or made into something to eat.

Facilitation:

What properties are you using to sort the seeds?

What do you notice about them?

How can you describe the pattern you have made?

Ongoing Assessment:

Watch as children sort seeds. What do they understand about properties? Note their use of specific vocabulary.

How complex are children's patterns?

Review their journals for care in representation.

Writing and Drawing



Our Markets Project Development

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Group:

Anticipated materials needs:

Tasks:

Feedback and next steps:

Representing a Supply Chain

Objective:

I can represent a supply chain with writing and drawing, in sequence.

Introduction:

Once you have spent some time researching and acting out supply chains, you will be ready to represent a supply chain yourself. Choose a good you are interested in. Think about its supply chain. Use one piece of paper to write some words and draw a picture for each step along that product's supply chain. You'll have several pieces of paper. Work with a partner to

arrange the steps in order. If you find you have forgotten a step, you can add a piece of paper where it belongs.

Process:

Connected to their work in the Drama and Library Studios, children collect information about the supply chain for a particular good. They use as many separate pieces of paper as needed to represent each step, and then arrange them in order.

Facilitation:

Describe the steps of your supply chain.

Does this sequence make sense? How do you know?

Do your drawing and words describe what is important about each step?

Ongoing Assessment:

Have the children affix the steps to a long sheet of paper or staple them into a book. Review children's use of drawings and writing to describe the sequence and important steps in the supply chain. Note their use of writing conventions, spelling, and connections between drawings and words.

Notes:

<p>Standards</p>	<p>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 specific standards.</p> <p><u>Building:</u> Geography 11. Explain that a map represents spaces and helps one identify locations and features. Geography 14. Locate and explain physical features (e.g., continents, oceans, rivers, lakes, mountains) on maps and construct maps and other representations of local places.</p> <p><u>Math:</u> 1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.A.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p><u>Drama, Library, Writing and Drawing:</u> History 19. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing). R.12.1.a Read various on-level text with purpose and understanding. R.12.1.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Our Markets Project</u> Civics 1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group’s rules, limits, responsibilities and expectations, and explain reasons for rules to others. Civics 2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal. Economics 22. Explain what it means to be employed and define the terms <i>income</i>, <i>wages</i>, and <i>salary</i>. Economics 23. Give examples of products (goods) that people buy and use. Economics 24. Give examples of services people do for each other. SA 4.3. Identify interests, motivators and aspirations. Demonstrate</p>
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	<p>self-efficacy and confidence.</p> <p>SA 5.1. Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p> <p>SM 3.1. Demonstrate ability in preventing, managing, and resolving conflicts in constructive ways.</p> <p>SR 2.1. Develop rewarding positive relationships and work collaboratively with others.</p> <p>SR 4.1. Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p> <p>Math 1.MD.D.5 Identify the value of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to five pennies). Use appropriate notation (e.g., 69c). Use the values of coins in the solutions of problems (up to 100c).</p>
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