

## WEEK 6 Studios



### What services do people provide and use?

All studio spaces and materials are open for children to use as needed toward their market projects. Additional activities might be continued to support market building; connect these to project work. The Science and Engineering Studio is also dedicated to developing and realizing the Our Markets Project for Weeks 6-8, while children can continue to make, discuss, and record observations of plant growth and of the sky (weather).

<p><b>Big Ideas</b></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><b>Materials and Preparation</b></p>	<p>Continue to refer to the Our Markets Project introduction.</p> <ul style="list-style-type: none"> <li>● Business Plans for each group, from Week 5</li> <li>● Business Plans Page 2, one copy for each group</li> <li>● Our Markets Project Plan, from Week 5</li> <li>● trays, baskets, bins, boxes, or shelves to keep each group’s materials organized</li> </ul> <p>Note: For Weeks 6-8, children will be using Business Plans (in place of the Studios Planner and Studios prompts), and teachers can take notes in the spaces below (rather than on Studios observation sheets).</p> <p>Review each group’s business plan and children’s work from the previous week; plan to support each group with needed feedback, guidance, and materials.</p>

	<p>Consider which whole group conversations need to be revisited from Week 5 in order to gird the project work going forward (Introducing the project, Taking surveys, Establishing businesses and groups and Completing the Project Plan, Writing Business Plans, and Establishing money).</p>
<b>Opening</b>	<p><i>This week we are continuing to develop our market stalls! You have a new page to complete for your business plans. This will help you organize your work and make sure you are getting to all the important parts of building your business.</i></p> <p>Walk through the Business Plan, Page 2 and answer questions.</p> <p>With the whole group, look again at the Project Plan. Determine what tasks need to happen collectively (such as creating money) and check off any that are complete. Have each group report on their next steps. Dismiss children to work.</p>
<b>Facilitation</b>	<p>Circulate as children work. Encourage them to refer back to their business plans to guide their efforts. Encourage children to access the materials they need from any studio space and to keep their work organized.</p> <p>Listen in, observe, and take notes about children’s ideas. Use these notes to plan for the development of each market stall and of the whole class project.</p>
<b>Closing Studios</b>	<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>

<p><b>Market Group 1:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p><b>Market Group 2:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p><b>Market Group 3:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p><b>Market Group 4:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p><b>Market Group 5:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p><b>Market Group 6:</b></p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p><b>Standards</b></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 project-specific standards.</p> <p><u>Our Markets Project</u></p> <p><b>Civics 1.</b> 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.</p> <p><b>Civics 2.</b> Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.</p> <p><b>Economics 22.</b> Explain what it means to be employed and define the terms <i>income</i>, <i>wages</i>, and <i>salary</i>.</p> <p><b>Economics 23.</b> Give examples of products (goods) that people buy and use.</p> <p><b>Economics 24.</b> Give examples of services people do for each other.</p> <p><b>SA 4.3.</b> Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence.</p> <p><b>SA 5.1.</b> Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p> <p><b>SM 3.1.</b> Demonstrate ability in preventing, managing, and resolving conflicts in constructive ways.</p> <p><b>SR 2.1.</b> Develop rewarding positive relationships and work collaboratively with others.</p> <p><b>SR 4.1.</b> Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p> <p><b>Math 1.MD.D.5</b> 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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