

Unit 2: Animals Surviving and Thriving

WEEK 1 Studios



What do animals do?

Sketchbooks, plasticine clay, and LEGOs are introduced; children use these and familiar materials to explore the new topic. The Science and Engineering Studio offers two activities.

Big Ideas	Animals' differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival.
Materials and Preparation	• Studios prompts, cut apart and added to each bin • Studios Planner • observation sheets Bring to the whole group meeting only those bins needed for introductions. <u>For the Art Studio:</u> • plasticine clay (Plastilina) • clay working tools, such as toothpicks, popsicle sticks, paper clips • wire clay cutter • small trays, such as cardboard breakfast trays or lunch containers, boards, or pieces of canvas, to delineate work spaces and save works in progress) • Clay Animals from Around the World images, in a sheet protector • Unit 2 and other books with photographs of various animals Explore a piece of clay ahead of time. Notice the qualities of this clay—the odor, texture, effects of various tools. Decide which tools to make available.

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	Cut the clay into approximate two-inch blocks. Place them on a shared tray or on separate work spaces, and place tools in a container within children's easy reach. Note: The clay may be quite stiff at first, especially if it is cool. Body temperature will soften the clay (and working it will strengthen children's fingers). Hands may feel oily. To clean hands, wipe them first with a paper towel, and then wash with soap and warm water. <u>For the Building Studio:</u> ● LEGO bricks ● Unit 2 and other books with images of animals <u>For the Drama Studio:</u> ● fabric squares ● clothespins ● a selection of Unit 2 and other books For the introduction, choose one or two illustrations from a Unit 2 book showing animals in action. <u>For the Library Studio:</u> ● a variety of books, including all Unit 2 books ● Book Review sheets ● clipboards ● writing tools <u>For the Math Studio:</u> ● 10 frame ● two colored counters Each pair of children will need 10. Hold in ziplock baggies ● cups, Each pair of children will need 1 ● Shake and Spill, Cover Recording sheet <u>For the Science and Engineering Studio, Activity 1:</u> ● <i>Peterson First Guide to Urban Wildlife</i>, Sarah B. Landry ● Talking about Animals conversation prompts, 2 copies <u>For the Writing and Drawing Studio:</u> ● sketchbooks, 1 for each child ● writing and illustrating tools, such as pencils, colored pencils, crayons, black pens, and erasers Note: markers will bleed through the paper so are not the best media for sketchbooks.
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	books, images, and other resources about a variety of animals Review Studios descriptions below. Considering the new materials and activities, decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly.
Opening	<i>We are starting a new study, about animals, so we have some new activities in Studios this week!</i> Describe and model each studio to the extent needed for children to begin their work. Hold up the Studios Planner for children to reference. <i>Take a moment to think about which studio you might want to start working in today. Then think about which studio you'll work in if your first choice is too crowded.</i> <i>Turn and tell your partner your plan and your backup plan.</i> 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, knowledge, and misconceptions about specific animals and about animals and habitats in general. 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 studio materials and organization of works in progress. The Art Studio will need particular attention during clean up. Facilitate a short, whole group meeting after Studios to surface experiences using the new material, clay. Ask children to share discoveries, frustrations, and strategies to inform other children as they approach the use of clay in successive Studios sessions. Check in with children individually, in small groups, and as a class to hear their perspectives about how Studios is going.

Art



Working with Clay

Objective:

I can experiment with a new material, clay, to represent animals' body structures.

Introduction:

Here is a new material, or medium, for expressing your ideas: clay! What do you already know about clay?

This clay is pretty stiff. You'll need to use your hand and finger muscles to soften it. See if you can form a small piece of clay into an animal.

You will find different ways to shape the clay: pinching, squeezing, rolling, twisting... You can use your fingers and these tools. [Demonstrate or have children demonstrate as is useful for the group.]

Indicate how to label and where to store works in progress, making agreements for not touching each other's work without permission.

Process:

Children choose an animal and represent it in clay, grappling with the medium's challenges to achieve stability and to create desired shapes, detailed body structures, and textures.

Children will be able to label and save works in progress according to the supply of clay. It may be useful to limit how much each child may save (such as one animal). Children may also preserve their ideas through drawing or by taking photographs.

Facilitation:

What are you discovering about the clay?

Can your clay animal stand on its own?

Does your animal have all the body structures it needs to survive and thrive?

What's challenging? How might you address that? What strategies are your classmates using?

Ongoing Assessment:

Use the observation sheet to record how children approach using clay.

Thinking and Feedback Possibilities:

	Bring two different attempts to create the same or similar animals (e.g., two-legged animals, animals with long necks or tails, four-legged animals in motion). Explore how the same animal or structure can be shown in different ways or from different perspectives. Highlight a common problem children are having (such as legs falling off) in order to gather strategies for solving it. Compare this process to creating animals with inflexible materials, such as Kapla blocks and LEGOs, naming challenges and opportunities for each medium.
Building 	Building with LEGOs: Animals <u>Objective:</u> I can represent animals using LEGOs. <u>Introduction:</u> <i>What animals interest you the most right now, and how could you build them? We're going to set aside the Kapla blocks you've been using, and instead use LEGOs! Think about an animal you would like to build, and how you might do that.</i> <u>Process:</u> Children build animals of their choice, referencing books and other images. <u>Facilitation:</u> <i>I see a detail here; what is this part of the body called? How does that structure help the animal survive?</i> <u>Ongoing Assessment:</u> Notice children's use of specific vocabulary in naming body structures and features of their habitats. <u>Thinking and Feedback Possibilities:</u> Project photographs of children's work. Invite a builder or group of builders who are developing innovative strategies for creating animals with these inflexible materials. Compare this process to creating animals with clay, naming challenges and opportunities for each medium. Invite feedback about how to make representations most convincing. Note that it is tricky, with these materials, to differentiate between, for

	example, one four-legged animal and another; have children identify the most salient body structures.
Drama 	Acting from Animal Books <u>Objective:</u> Through acting with my classmates, I can bring to life a scene in a text that features animals in their habitat. <u>Introduction:</u> <i>Here is an illustration from a new Unit 2 book. What's happening here? What sounds do you imagine? See if you can make this moment come alive in the Drama Studio!</i> <u>Process:</u> Children choose an illustration and act it out using familiar materials and other props they may identify and add to the studio. <u>Facilitation:</u> <i>What is happening in this scene?</i> <i>Can you act it out silently and still show what is going on?</i> <i>What sounds could you add to this scene?</i> <i>What is important to show in this animal's habitat?</i> <i>What other animal might you introduce in this scene?</i> <i>What happens next in the book, or what else might happen next?</i> <u>Ongoing Assessment:</u> Observe and record children's choice of scene, language, and interactions. <u>Thinking and Feedback Possibilities:</u> Make space for a small group to act out their scene for the whole group. Show the illustration that inspired the drama. Ask the presenting children to share what they wanted to communicate and any challenges they encountered. Ask classmates to reflect on the effectiveness of the drama: Did it communicate what the actors intended? What might make the action or relationships among characters clearer or more engaging?
Library	Book Reviews <u>Objective:</u> I can make recommendations about books for others to read. <u>Introduction:</u>



You wrote book reviews for many of the books from our first unit of study, Building Strong Communities. Now that we are starting a new study, 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 animals.

Refresh children's memory of the Book Review sheet and the system for making them available to other readers.

Process:

Children browse books independently and with classmates. They talk about what they find. Then they write book reviews to recommend texts to others.

Facilitation:

*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?*

Ongoing Assessment:

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 Unit 1.

Thinking and Feedback Possibilities:

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



Shake, Spill, Cover

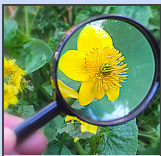
Objective:

Children will solve: put together/take apart equations in a way that makes sense to them.

Introduction:

We will play a game called Shake and Spill, Cover. Let's play one round together first.

Pick a child to model the game. Show a bag of 10 two colored counters, a cup, and the recording sheet. 10-frames will also be at the studio for support, as needed.

	<i>I will shake and spill the counters. After I spill the counters, I will cover up the yellow counters with my cup before my partner sees them.</i> <i>Close your eyes. Keep them closed until I tell you.</i> Shake the counters in the cup, spill the counters, and cover only the yellow counters with the cup. <i>Open your eyes. How many yellow counters are under the cup? How do you know?</i> <u>Process:</u> Children find a partner and gather their materials: a pre-made bag with 10 two colored counters, a cup, and a recording sheet. Partner A closes their eyes. Partner B shakes the counters in the cup, spills them out, and covers the yellow counters. Partner A counts how many red counters they see and then says how many yellow counters are under the cup, based on making an equation that equals 10. Then the partners record their equation on the recording sheet. Partners take turns back and forth until the recording sheet is full. A 10-frame is available if needed. <u>Facilitation:</u> <i>How are you taking turns with your partner?</i> <i>How are you finding out the missing number?</i> <i>What strategies are you using?</i> <i>How many equations did you find that make 10?</i> <u>Ongoing Assessment:</u> Use an observation sheet to make note of any confusions or misconceptions when finding the missing number. Check for understanding on which operation to use when finding the missing number. Are they adding and subtracting correctly? Are they using their tools when needed to get the correct answer? Are they checking their work by using the opposite operation?
Science and Engineering 	Talking about Animals Around Us <u>Objective:</u> I can read, think, and talk about animals in our urban environment. <u>Introduction:</u> <i>This week we are beginning to observe animals in our school yard. In the Science and Engineering Studio, you can begin to learn about some of the animals that live around us by looking</i>

	<i>at this resource, the Peterson First Guide to Urban Wildlife. With a partner or in a small group, take a look through this book. It has illustrations and information about animals that live in urban, or city, areas. We have other books and resources about animals. You can look at and talk about those together, as well.</i> <i>These questions will help you talk together about what you see in this book and connect to what you already know.</i> Review the Animal Resources conversation prompts. Model choosing an animal and having a conversation with one child. <u>Process:</u> Children look at the available resources and talk about what they see, know, and wonder. They can be invited to write and draw about these animals, as well, in their science journals. <u>Facilitation:</u> <i>What experiences have you had with animals that live around us?</i> <i>What do you wonder?</i> <u>Ongoing Assessment:</u> Listen in to children’s conversations. Note their use of discussion prompts and their conversational habits. Note their use of unit-specific vocabulary. If children write or draw during their conversations, review these for hints about their initial understandings about animals and habitats.
Writing and Drawing 	Sketching Animals <u>Objective:</u> I can draw and make notes about an animal that interests me, using my sketchbook with care. <u>Introduction:</u> <i>We have new sketchbooks! In these books, you can draw and make notes about the things that interest you! You may use pencils, colored pencils, black pens, and crayons. Let’s start using these sketchbooks by drawing animals that interest you.</i> Indicate where children should write their names, and demonstrate opening to the first page and making a quick sketch. Show how children might reference resources, make notes, and write the date on the page.

	<i>You will have only this one sketchbook for the rest of first grade, so make sure you use only one page at a time.</i> <u>Process:</u> Children take ownership of their sketchbooks and make an initial drawing about an animal of interest. Encourage children to refer to resources such as books, images, and online resources, and to date the page so they may see how their sketching develops over the course of the year. <u>Facilitation:</u> <i>How did you choose this animal to sketch?</i> <i>Have you added all the details that you think are important?</i> <i>What else do you want to remember about this animal? You can write a note on the side.</i> <i>Could you label the different structures of this animal?</i> <u>Ongoing Assessment:</u> Regularly review children’s sketchbooks. <u>Thinking and Feedback Possibilities:</u> Children may share sketchbook entries with which they feel particularly successful, with which they struggled, or those in process which they are still thinking about.
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> (BOSTON STANDARDS) 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. Visual Arts 1.4. Learn to take care of materials and tools and to use them safely. <u>Building:</u> 1-LS1-1. Use evidence to explain that 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. <u>Drama:</u> (BOSTON STANDARDS) SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.

	<u>Library:</u> W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <u>Math:</u> 1.NBT.A.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). <u>Science and Engineering:</u> SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1-LS1-1. Use evidence to explain that 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. Practice 2. Developing and using models
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