

Unit 2: Animals Surviving and Thriving

WEEK 2 Studios



What animals live in our environment, and what do they do?

Children create animals and their habitats in a variety of media, including clay, building, and making costumes. In Science and Engineering, they continue working with and mapping terrariums. The Library and Writing and Drawing Studios are combined for researching and writing animal riddles.

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> • selected videos of the animals children create, to observe animals in motion, and appropriate technology (optional) • all materials from Week 1 <u>For the Building Studio:</u> • LEGO bricks • Kapla blocks • Beautiful Stuff • Unit 2 and other books with images of animals <u>For the Drama Studio:</u> • large paper, such as butcher paper, and/or paper bags

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	● paper plates or stiff paper, for making masks ● glue ● scissors, hole punches, stapler ● string ● coloring tools, such as markers, crayons, colored pencils ● paint and brushes ● Beautiful Stuff materials ● books and other images of animals Extra space will be needed for children to spread out to work with large materials. Consider having children work on the floor, across a whole table, or in an alternative space, such as the hallway. <u>For the Library and Writing and Drawing Studios (combined):</u> ● a variety of books, including all Unit 2 books ● Animal Riddle Research sheets ● What Am I? riddle sheets ● colored construction or other opaque paper ● stapler or tape ● writing and drawing tools Cut rectangles of construction paper, about 5 x 7.5 inches, to create flaps to cover the riddle answer box on the What Am I? sheets. <u>For the Math Studio:</u> ● Number puzzles: addition and subtraction ● Number puzzle digit cards, 4 copies Separate each set into a zip lock bag. ● two-colored counters <u>For the Science and Engineering Studio:</u> ● materials from science lessons ● science journals ● colored pencils ● Animal Detective ebook Set the book up on ipads and be sure children are able to access Epic. ● Animal Detective Sheet, 1 for each child Make extra copies for those children who work quickly. ● Optional: additional hard copies of books about animals <u>For the Writing and Drawing Studio:</u> ● sketchbooks, 1 for each child ● writing and illustrating tools, such as pencils and colored pencils ● books, images, and other resources about a variety of animals
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	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 have some new activities in Studios this week, and some activities that we're continuing, with some additions.</i> Describe and model each studio to the extent needed for children to begin their work. <i>At the Science and Engineering Studio, you will be an animal parts detective! Your job is to learn as much as you can about how animals use their different parts to eat and drink, grasp (or hold) objects, move from place to place, and protect themselves</i> 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 studios materials and organization of works in progress. The Art and Drama Studios will need particular attention during clean up. 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 <i>Continues from previous week</i> <u>Objective:</u> I can experiment with a new material, clay, to represent animals' body structures and show how they move. <u>Addition:</u> Introduce videos of the animals that children have been sculpting, showing those animals in motion. Challenge children to try to show motion in their sculptures or to refine structures according to what they observe about movement. <u>Facilitation:</u> <i>How could you show that animal in motion?</i> <i>Would this animal's structures allow it to move the way you are observing in the video?</i>
Building 	Building Animals and their Habitats <i>Continues from previous week</i> <u>Objective:</u> I can represent animals and their habitats using LEGOs, Kapla blocks, and other props. <u>Addition:</u> Children build habitats for the animals that they and their classmates have built, referencing books and other resources. Children who build different animals that share a habitat can be encouraged to co-construct the habitat. <u>Facilitation:</u> <i>What do you know or what can you find out about this animal's habitat?</i> <i>How can you show the important features of this habitat?</i> <u>Ongoing Assessment:</u> How do children understand connections between animals and their habitats?
Drama	Making Animal Costumes <u>Objective:</u>



I can make an animal costume that shows important structures of that animal.

Introduction:

You've been acting out stories that feature animals. How about making some animal costumes to make your stories come even more alive?

Show gathered materials, discuss how they may be used, and delineate work spaces.

Process:

Children make costumes of animals they choose. Ideally, each costume adds to a class collection that all children can use to act out stories.

Facilitation:

What are the important structures of your animal? How will you make that part of your costume?

What materials might you use?

How will you attach those parts of the costume?

Can you wear it? What adjustments does it need?

Ongoing Assessment:

Observe and record children's use of materials and problem solving strategies.

Thinking and Feedback Possibilities:

When children show their costumes in progress, classmates can ask questions about why various structures are important and offer suggestions about how to show these most clearly. Other children can try on a costume to see whether it "works."

Library



and Writing and Drawing

Writing Animal Riddles

Objectives:

I can find out important information to include in an animal riddle.

I can write an animal riddle and write and draw its answer.

Introduction:

You each love certain animals. Think about a favorite animal right now. Do you think you could describe it, without saying its name, so someone else could guess what it is? A riddle is a thinking game where you give some information and have someone guess what you mean. In the Writing and Drawing Studio, you can write and draw about a favorite animal in the



form of a riddle! You can use the Library Studio to collect the information you will need to do this.

Process:

Children choose an animal of interest about which to write a riddle. Moving between the Library and Writing & Drawing Studios, they refer to books and other resources, record important information, and then decide which information to include to write and draw a riddle. They try their riddles out on classmates to see if they have an effective balance of information and mystery.

With a child's name written on the back of the page, a riddle won't be immediately solved based on the established interest of a particular author.

Facilitation:

What is a very important piece of information about this animal? Will that give away your riddle? [the very long neck of a giraffe]

What other information could you include? [I eat leaves from trees.]

Ongoing Assessment:

Review children's research notes and riddles to see how they collect, sort, and record information. Do they identify what's important about an animal? Are they aware of their audience?

Thinking and Feedback Possibilities:

In reviewing riddles, invite children to give feedback about the effectiveness of a riddle. Does it give enough information to lead to a correct answer? Does it hold information that would make the riddle too obvious to solve? Can the illustration be strengthened?

Math



Number Puzzles

Objective:

I can add and subtract within 10.

Introduction:

We have a new Math Center called Number Puzzles.

Show a game board and number cards.

I need to place my number cards so that every equation is true. I can only use each number card once. To be true, the numbers need to be added or subtracted and equal the target number. Let's try some together.

	<i>Model with hands.</i> <i>If I said 3 (show three fingers) + 2 (show two fingers) equals 4, would that be true?</i> Invite responses. <i>Look at the first equation. What number cards could I put on the board to make the equation true?</i> Provide 30 seconds of quiet think time. Then invite children to turn and talk. Share responses. Share another example, if necessary. <u>Process:</u> Children select a number puzzle and a set of number puzzle cards. They manipulate the cards into certain spots on the board until each equation is true. They have a partner check their work and then move onto the next puzzle. Two colored counters will be provided as support when necessary. <u>Facilitation:</u> <i>Is each equation on your number puzzle true? How do you know?</i> <i>How can you check your work to ensure you have the correct answers?</i> <i>When subtracting which number needs to go first?</i> <i>What strategies did you use?</i> <u>Ongoing Assessment:</u> Use an observation sheet to note any confusion or misconceptions when solving number puzzles. Are children checking to see what sign is being used? Are children putting the bigger number first when subtracting? Are children only using each card once?
Science and Engineering 	Animal Part Detectives <u>Objective:</u> I can use books, videos, or live cameras to make observations about how animals use their parts to help them survive, grow, and meet their needs. <u>Introduction:</u> <i>We've been learning about how animals use their external, or outside, parts to help them survive. During our Science and Engineering Studio, you are going to become animal part detectives, and just like real scientists, you will use books, live cameras, and videos to make observations about how animals</i>

	<i>use their parts to help them grasp, or hold, objects, move from place to place, find and take in food and water, and protect themselves.</i> <u>Process:</u> <i>When you come to the Science and Engineering Studio, first you're going to write your name on your Animal Detectives sheet. Then, open up the Animal Detectives book on the ipad and choose whether you would like to learn from reading books, watching a video, or watching live animal cameras.</i> <i>Then, you'll click on one of the links in the Animal Detective book to begin learning about how animals use their parts. When you learn about an interesting part, you're going to record it on your Animal Detectives worksheet. First, you'll write the name of the animal, then you'll draw its part and label it. For example, if I learn about a lion, I would write lion in the first column. Then I would draw a picture of its sharp teeth and write the label, teeth. In the last column, I will circle how the animal uses that part. A lion uses its sharp teeth to eat, so I will circle "Find and take in food and water". You'll repeat that process for each animal part you learn about.</i> <u>Facilitation:</u> <i>What parts are you learning about that help an animal move? Grasp/hold objects? Find and take in food and water? Protect itself?</i> <i>Do all animals use their parts in the same way?</i> <i>What more do you want to find out?</i> <u>Ongoing Assessment:</u> Observe as children work and review their Animal Detective worksheets. Make note of emerging understandings, questions, and misconceptions. <u>Thinking and Feedback Possibilities:</u> Children will engage in Science Circles during Science and Engineering lessons to extend their thinking and work.
Writing and Drawing	Sketching Animals <i>Continues from previous week</i> <u>Objective:</u> I can draw and make notes about an animal that interests me, using my

	sketchbook with care.
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> (SCIENCE) 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) 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>Library and Writing and Drawing:</u> W.3.1.b Use a combination of drawing and writing to communicate a topic with details. <u>Math:</u> 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.A.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.) 1.OA.B.4: Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

	<u>1.OA.C.6:</u> 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>1.OA.D.8:</u> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$. <u>Science and Engineering:</u> Practice 8. Obtaining, evaluating, and communicating information 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
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