

Unit 2: Animals Surviving and Thriving

WEEK 3 Studios



How do animals survive in their habitats?

Many activities continue. Drama and Writing and Drawing Studios are combined for creating and acting out animal stories. Children use field guides to learn about animals in their terrariums.

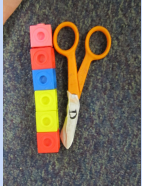
Big Ideas	Animals' differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival.
Materials and Preparation	• Studios prompts, cut apart and added to each bin • Studios Planner • observation sheets All studios use the materials prepared for Week 2, with the exception of Science and Engineering. Bring to the whole group meeting only those bins needed for introductions. <u>For the Science and Engineering Studio:</u> • materials from science lessons • science journals • colored pencils • Animal Detective ebook, from Week 2 Pull the book up on ipads and be sure children have to access Epic, as the books are linked on that platform. • Field Guides: <i>Peterson First Guide to Urban Wildlife</i>, Sarah B. Landry and <i>Field Guide for Kids</i> by Madison Audubon • My Field Guide, 1 for each child Make copies and staple the cover and 3-5 pages. • Optional: hard copies of books about 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>Most of our studios activities are continuing from last week, so you can keep working on the projects you have started, or you can try something new.</i> <i>At the Science and Engineering Studio, you will be creating your own field guide, just like the ones we used in our first lesson 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 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.
Building 	Building Animals and their Habitats <i>Continues from previous weeks</i> <u>Objective:</u> I can represent animals and their habitats using LEGOs, Kapla blocks, and other props.
Drama  and Writing and Drawing 	Making Animal Costumes, Acting Out Animal Stories <i>Continues from previous week</i> <u>Objective:</u> I can make an animal costume that shows important structures of that animal. I can use costumes to act out stories featuring animals. <u>Addition:</u> Children use their sketchbooks or other paper to write and draw the stories they are telling and acting out.
Library  and Writing and Drawing	Writing Animal Riddles <i>Continues from previous week</i> <u>Objectives:</u> I can find out important information to include in an animal riddle. I can write an animal riddle and write and draw its answer.



Math



Capture Squares

Objective:

I can add and subtract within 10.

Introduction:

In the Math Center, we will learn a new game called Capture Squares. Let's play a round together.

Show the materials.

Roll the number cubes.

What is the sum and how do you know?

Provide 30 seconds of quiet think time. Invite children to turn and talk.

Share out responses.

Now I will find the square that has the sum. I draw a line connecting two dots on that square.

Repeat 1–2 more times, as needed.

If I draw the line that completes the square, I shade in that square my color. The first person to shade in three squares wins.

Process:

Children take turns rolling the two dice/number cubes, adding the numbers together, and drawing a line on the sum. If a child draws the last line around the box then they “capture” that square and get to shade it in or write the first letter to their name inside the box. Once one partner has captured three squares they win and the game can start over. Children have access to 10-frames and counters to help them solve the problems, if needed.

Facilitation:

If you do not know the sum what can you do to solve it?

How can drawing a line for one sum help you capture the sum of a different box?

Ongoing Assessment:

Use an observation sheet to make note of any confusion or misconceptions when capturing squares.

Are the children adding the two numbers together?

Are the children counting the dots?

Science and Engineering



Making a Field Guide

Objective:

I can use observations from outside, books, videos, or live cameras to create a field guide that tells about different kinds of animals.

Introduction:

In our first science lesson this week, we learned about how we can use field guides to identify animals that we see in our schoolyard. In our Science and Engineering Studio this week, you get to create your own field guide!

Process:

First, you will need to get a blank field guide booklet and write your name on it. If you already know an animal you would like to put in your guide, you can get started right away by writing the name of the animal, drawing a picture of it, and writing some facts on the lines.

Hold up the blank field guide booklets and show children where to draw their picture, write the name of the animal, and write facts about the animal.

If you need to do some research first, you may use the materials at the Studio. There will be some animal books, links to live cameras, and a couple videos. Once you find an animal you're interested in, you can get to work on your guide.

Facilitation:

Are you choosing to put animals from our schoolyard into your field guide? Why or why not?

What details do you think are important to include in your guide? Why?

How might someone use your field guide?

Do you think you should label some of the parts the animal has?

How might labels help someone who reads your field guide?

Ongoing Assessment:

- Do children understand they should write about the animal they draw the picture of?
- Are children able to write 1-2 facts about an animal on each page?
- Do children understand how labels can support a reader who is trying to find information about a specific animal?

	<u>Thinking and Feedback Possibilities:</u> Allow children to share their field guides while they work to get feedback and ideas from peers.
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) 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.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> 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.
--	---

Notes

