

Unit 2: Animals Surviving and Thriving

WEEK 4 Studios



How do animals survive in their habitats?

Children use works of art as inspiration for work in various media and across studios. Oil pastels are introduced in the Art Studio. In the Science and Engineering Studio, children play an animal habitat matching game (from FOSS).

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> • works of art images, in sheet protectors, or as slides • oil pastels • drawing paper, various sizes <u>For the Building Studio:</u> • works of art images, in sheet protectors, or as slides • LEGO bricks • Kapla blocks • Beautiful Stuff <u>For the Drama Studio:</u> • works of art images, in sheet protectors, or as slides

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- costumes children have created
- fabric
- clothespins

For the Library Studio:

- works of art images, in sheet protectors, or as slides
- Habitat Research sheets
- unit and other books, images, video, and any other resources that include animal habitats
- writing and drawing tools
- clipboards

For the Library and Writing and Drawing Studios (combined):

- 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.

For the Math Studio:

- [10 frames](#)
- two-colored counters
- colored pencils or crayons
- [Number Cards 0-10](#)
- [Capture the square](#) game board, stage 2

For the Science and Engineering Studio:

- materials from science lessons
- science journals
- colored pencils
- Observation Directions for children, 1 copy posted at Studio
- Live Camera Sibling Observation sheet, at least 1 copy per child
- Live Cams of baby animal siblings pulled up on ipads or computers
 - [bald eagles](#)
 - [owls](#)
 - [hummingbirds](#)
 - [puppies](#)
 - [kittens](#)

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	<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 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>This week we are using works of art to think about animals and their habitats.</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.

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Art 	Talking about Works of Art <u>Objectives:</u> I can look carefully at works of art featuring animals and share my observations and questions. I can use oil pastels, a new medium, to create works of art inspired by those I view. <u>Process:</u> Children look at and talk about works of art. They may comment on artistic techniques, content, and contextual information. Children also choose a particular work of art and experiment with oil pastels to create a drawing inspired by that work. <u>Facilitation:</u> <i>What do you notice about this work of art?</i> <i>What does it make you think about?</i> <i>What's one question you would ask the artist, if you could?</i> <i>What do you notice about the oil pastels, compared to other drawing materials you have used?</i> <i>What is challenging about using the pastels?</i>
Building 	Building from Works of Art <u>Objective:</u> I can build a habitat inspired by a work of art. <u>Process:</u> Children build habitats based on the works of art they view. They use a variety of building materials, including LEGOs, Kapla blocks, and Beautiful Stuff. <u>Facilitation:</u> <i>What information can you gather from this work of art about the animal's habitat?</i> <i>What do you imagine?</i> <i>What materials will you use to represent this habitat?</i> <u>Ongoing Assessment:</u> What observations do children make about the habitats in the works of art? What conclusions do they draw based on what they can see in the works of art?

	To what extent do children draw on their developing knowledge in order to create these habitats? What vocabulary do children use to describe the habitats they build?
Drama 	Creating Stories from Works of Art <u>Objective:</u> I can imagine and act out a story based on a work of art. <u>Introduction:</u> <i>Here is another opportunity to be inspired by the painting “Surprised!” and other works of art! When you look at a painting, can you imagine the action that might happen before or after the scene that the artist captured? How could you act that out?</i> Use “Surprised!” or another artwork as an example of how children might think through and develop a storyline based on the image. <u>Process:</u> Children choose one work of art and develop a story from it. They act out the story using fabric and/or the costumes they have created. Children may also wish to create new costumes for this purpose. <u>Facilitation:</u> <i>What story are you imagining?</i> <i>What do you see in the work of art that inspired these ideas?</i> <i>What characters will you include in your story?</i> <i>How will you represent the setting for your story?</i> <u>Ongoing Assessment:</u> Observe and record how children reference the works of art, the narrative and descriptive language they use, and how they work together to enact their stories. <u>Thinking and Feedback Possibilities:</u> Invite children to act out their stories. Include the original work of art they are working from, and invite other children to make connections between the image and the story children enact.
Library 	Researching Habitats <u>Objective:</u> I can find out real information about the habitats represented in works of art. <u>Introduction:</u>

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	<i>You have been looking at “Surprised!” and other works of art. What can you find out about the real habitats where these animals live? How would you find that information?</i> Walk through the Animal Research sheet. <u>Process:</u> Children choose one animal from a work of art and peruse all available resources—books, images, video, other online resources—for information. They record information on a research sheet, which can be attached to or stored with the image for others to reference. <u>Facilitation:</u> <i>How does the information you are finding compare to what you see in the artwork?</i> <i>What about this habitat makes you curious?</i> <i>How are you gathering information—text, illustrations?</i> <i>Do all of the resources you are looking at give you the same information?</i> <i>What other animals share this habitat?</i> <u>Ongoing Assessment:</u> Engage children in conversation about how they are moving between the artwork and the information they find. Notice how children access and choose resources. Review children’s Research Sheets to see how they collect, sort, and record information. <u>Thinking and Feedback Possibilities:</u> Invite children to share and discuss how they identify relevant resources and the relationship between the artwork and their research.
Math 	Capture Squares 2 <u>Objective:</u> I can add and subtract within 10. <u>Introduction:</u> <i>We will continue playing Capture Square this week, but it is going to be a little bit different. Let’s play a round together.</i> Take out the set of number cards, two colored crayons, the game board, and access to two-color counters. Invite a volunteer to model the game. Choose two number cards.

	<i>Today we will subtract the numbers instead of adding them. What is the difference between these numbers? How do you know?</i> Provide 30 seconds of quiet think time. Then invite children to turn and talk. Share responses. <i>On the gameboard, I find the square that shows the difference. I draw a line connecting two dots on that square.</i> Repeat 1–2 more times, as needed. <i>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.</i> <u>Process:</u> Children take turns picking two number cards and finding the difference between the cards. Then they draw a line connecting the two dots on that number square. If a partner draws a line that completes the square they get to shade that square in with their color. The first partner to shade in three squares wins. Children will have access to two colored counters and 10-frames to help them solve subtraction problems, as needed. <u>Facilitation:</u> <i>When you are subtracting, what number needs to come first? How am I being a good math partner? How can drawing a line for one sum help you capture the sum of a different box?</i> <u>Ongoing Assessment:</u> Use an observation sheet to make note of any confusions or misconceptions when capturing squares. Are children putting the bigger number first when subtracting? Are children accessing the two-colored counters and 10-frame? How are they solving the problems?
Library  and Writing and	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.

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Drawing



Science and Engineering



Sibling Observations

Objective:

I can make observations about how sibling animals are the same and different. (1-LS3-1)

Introduction:

Your job is to make observations about how those siblings are the same, and how they are different. You will choose a type of animal to observe; your choices are eagles, owls, hummingbirds, puppies, and kittens. As you observe, you'll draw two of the siblings, then record how they are the same and how they are different.

Process:

1. Write your name on the Live Camera Observation sheet.
2. Choose a live cam to watch. There are eagles, owls, hummingbirds, puppies, and kittens.
3. Write the name of the animal you are going to observe in the box that says "Animal".
4. Watch the camera closely and draw 2 of the siblings. Try to make it as scientific and accurate as you can!
5. Write down 1-2 ways the siblings are the same, and 1-2 ways the siblings are different.
6. If you have time, choose another animal!

Facilitation:

*Which animal siblings did you choose to observe? Why?
Which two siblings are you observing and drawing?
How are the siblings the same?
How are the siblings different?
Why do you think some siblings look more alike and other siblings look very different?*

Ongoing Assessment:

Observe children as they are working to determine how well they understand similarities and differences among siblings.

	• Can they record at least 1-2 ways they are the same and 1-2 ways they are different? • Do the children understand the traits of the siblings came from their parents? <u>Thinking and Feedback Possibilities:</u> Provide time for children to share their observations with peers.
Writing and Drawing 	Sketching Animals <i>Continues from previous weeks</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 3.1. Create 2D and 3D artwork from direct observation. <u>Art, Building, and Drama:</u> (BOSTON STANDARDS) Visual Arts 5.1. In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work. Visual Arts 5.3. Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks. <u>Drama:</u> (BOSTON STANDARDS) SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others. <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 6. Constructing explanations and designing solutions Practice 8. Obtaining, evaluating, and communicating information 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
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Notes