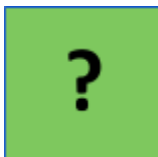
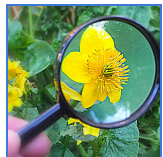


Unit 2: The Forces of Wind and Water

WEEK 1 Studios



Representing Landforms and Bodies of Water

Children use familiar materials in new ways to explore and represent places and landforms.

Big Ideas	Wind and water can change the shape of the land. People can change the shape of the land. Changes happen over time.
Weekly Question	What are landforms?
Materials and Preparation	• new studios prompts • Cut apart and replace studios prompts. • Observation Sheet <u>New for the Art Studio:</u> • Landscape Artworks images • Place artwork images in sheet protectors. Place them so that children can easily view them at close range and then choose one to take to a workspace for ongoing consultation as they work. • drawing tools: pencils, pens, colored pencils, crayons • collage tools: paper, glue, glue spreaders • Beautiful Stuff • trays to collect tools and materials and organize workspace <u>New for the Building Studio:</u> • Kapla blocks • Landscapes images, in sheet protectors • blank paper • writing tools

	<u>New for the Discovery Studio:</u> • maps from Science and Engineering lessons, in sheet protectors • Beautiful Stuff Select items from Beautiful Stuff that are particularly conducive to building and representing landforms and bodies of water. Note that no adhesives (other than clay) are used in this activity, to encourage flexibility, revision, and reuse. • clay, cut into small pieces, in a container • unit texts and images, for reference <u>New for the Math Studio:</u> <u>New for the Research Studio:</u> • Places around town images, in sheet protectors <u>New for the Writing and Storytelling Studio:</u> • Photo Stories images, in sheet protectors Decide which studios need particular attention, and bring those bins to the whole group. In the Opening Basket, place the Studios Planner and a few sample materials from each studio. Include prompts, and review them, as needed, as those studios are introduced. Have sufficient copies of the Observation Sheet on clipboards. Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.
Opening	<i>We are thinking about this question: “What are landforms?”</i> <i>When you work in Studios this week, you’ll be exploring different shapes and kinds of land. You’ll also be thinking about different landforms that are part of a landscape.</i> <i>A landscape refers to all of the features that are visible, or that you can see, on a piece of land. When I look out our classroom window, I can see _____ [name important features in the foreground and background of the school landscape, both natural and human-made, such as trees, tall buildings, garden, playground, parking lot]. All of those things together make the landscape outside our classroom.</i>

	Briefly introduce each Studio. Images of landforms will appear in multiple studios; children will access these as inspiration and information as they make art work, build, and tell stories. Refer to the Studios Planner. <i>What will you work on today in Studios?</i> Give children time to share their plans with a partner and to arrange to collaborate. Dismiss children to work.
Facilitation	Support the use of new scientific vocabulary as children recreate landforms and landscapes. Listen carefully to the vocabulary children use to describe features of the land and bodies of water. Offer unit texts as references. Supply map-related vocabulary. Take note of children's connections to specific places in the town/area. Circulate through studios and check in with children about what they are pursuing. Refer to the Weekly Question and to studio-specific prompts and resources. Direct children's attention to each other's work. Encourage them to ask each other for help and collaboration. Identify a piece of work for use during Thinking and Feedback and/or for planning purposes.

Art 	Reconstructing Landscape Artworks <u>Content Objective:</u> I can view, interpret, and reconstruct artworks. <u>Process:</u> After taking time to view the various artworks, children choose one to reconstruct using the materials and processes available. They may attempt a direct reconstruction or copy of the artwork (which requires looking very closely) or use it as a jumping off point (which encourages analysis and interpretation). <u>Facilitation:</u> <i>What interests you about this artwork?</i> <i>What details do you want to be sure to capture?</i> <i>What questions would you like to ask the artist who made it?</i> <i>Are you reconstructing it or using it as inspiration?</i> <i>Why did you decide to use these materials?</i>
---	--

	<u>Thinking and Feedback Possibilities:</u> Presenting children might talk about how and why they chose particular artworks, materials, and processes. <u>Ongoing Assessment:</u> Consider children’s choices of artwork (what appeals to them) and how they approach their response—by copying or being inspired to do something new. - What features of landscapes are most interesting to children? - What scientific vocabulary do children use? - How do children use and talk about the use of materials? - How do children respond to frustration? - What kinds of feedback do children offer each other?
Building 	Building and Mapping <u>Content Objective:</u> I can move between two and three dimensions by looking at images of landscapes, building them, and mapping them. <i>This activity complements moving from 2D to 3D in the Discovery Studio.</i> <u>Process:</u> Children first look at images of landscapes. They build in order to grapple with the shapes and contours of various landforms, simultaneously pushing their facility and flexibility with the blocks. Finally, they draw maps of their built landscapes into their Planning and Reflection Notebooks or on blank paper. <u>Facilitation:</u> <i>Tell me about the landscape you are building. Can you describe it? What is tricky about building it?</i> <i>You are building with blocks; can you imagine how this landform would be created in the natural world?</i> <i>What will be important to show on your map of this place?</i> <u>Thinking and Feedback Possibilities:</u> Take photographs of the built structures and project them for group discussion. Show photos and children’s maps side by side to promote a conversation about how maps are two-dimensional representations of three-dimensional places, and about the challenges in moving from one kind of representation to another. <u>Ongoing Assessment:</u> Notice how children attempt to move from three dimensional building

	to two dimensional drawing. What challenges do they encounter in this translation, and how do they respond to these challenges?
Discovery 	Building Landforms <u>Content Objective:</u> I can identify landforms and bodies of water and then construct them with Beautiful Stuff. <i>This activity complements moving from 2D to 3D.</i> <u>Process:</u> Beautiful Stuff is arranged in a way that makes it easy for children to make intentional choices about what to use in building. Children choose one area on the map, identify the landforms and/or bodies of water, and create models with Beautiful Stuff. They may use clay as a kind of temporary adhesive to hold pieces together. As they work, they use materials flexibly, moving and trading materials to create a satisfying and thoughtful representation. Once finished, children clean up by deconstructing their representations so that materials can be reused. <u>Facilitation:</u> <i>What landforms and bodies of water do you notice on this map?</i> <i>What do you think you will try to represent with these materials?</i> <i>What materials might help you build this area?</i> Help children to generalize from specific locations to places generally, such as from a specific park to parks in general. <u>Ongoing Assessment:</u> How do children talk about landforms and bodies of water? How do they make decisions about materials?
Math 	Measuring <u>Objective:</u> I can estimate the length of an object and measure to discover its actual length. <u>Process:</u> Directions: • Children choose an object. • Children choose a unit to measure the length: centimeters, inches, or feet

	● Children estimate how many units long the object is. Record this number. ● Measure and record the actual measurement. <u>Facilitation:</u> ● How accurate is your estimate? ● What are you finding? ● Which is the longest/shortest object you've measured? ● How would your numbers change if you chose a different standard of measurement? <u>Ongoing Assessment:</u> Note how children are approaching measuring objects. How are children approaching estimating? What strategies do they use when measuring? What mathematical vocabulary do they use?
Research 	Matching Images and Maps <u>Content Objective:</u> I can identify landforms and name similarities and differences. <u>Process:</u> Images and maps are mixed up and spread on a table, or placed on a tray or in a basket. Children look through the images and maps and select one image and one map that appear to represent the same place. Children talk about why they made their choices, referring to specific landforms and other features and using emerging scientific vocabulary. <u>Facilitation:</u> <i>Why do you think this image and this map depict the same place? What are your clues?</i> <i>What can you tell your partner/group about what you see here?</i> <i>What words best describe these landforms?</i> <u>Ongoing Assessment:</u> Note any personal connections children make to places represented in maps and images. How do children talk about landforms and landscapes? What strategies do they employ to make decisions about matches? What vocabulary do they use?

Writing and Storytelling



Photo Stories

Content Objective:

I can tell, act out, and write and draw stories inspired by images of places.

Process:

Provide images in a format that is easy for children to browse through, perhaps in sheet protectors in a basket, spread on a table, hung within reach, or in a binder.

Children peruse the images and choose one to tell and write a story, imagining themselves in that place. Children may act out stories collaboratively, write and draw them independently in their Storytelling Books, or a combination of these.

Facilitation:

Can you imagine what the air feels like in this place? What's the temperature?

What sounds do you hear?

What do you imagine you will see here, and what will you do when you see this?

What is going to happen in this place, in your story?

How can you communicate to your audience what this place feels and looks like?

Thinking and Feedback Possibilities:

Ask children to act out their stories or to read them aloud to the group. Children can offer feedback about how effective the storytellers are in transporting the audience to this place.

Ongoing Assessment:

Consider recording children's stories to review at another time and/or to use during a Story Acting session with the whole group.

What kinds of stories do children tell?

What do children understand about how places impact people's experiences?

What narrative structures do children use?

Standards

Standards addressed will depend on the studios in which children work. Some possibilities include developing work towards those listed in the Studios Introduction (Part 1) and the following studio-specific standards.

Building and Discovery:

	2.T1.3. Construct a map of a familiar location (e.g., the school, the neighborhood, a park). 2.T2.4. Explain and describe human interaction with the physical world (the environment). 2-ESS2-2. Map the shapes and types of landforms and bodies of water in an area. <u>Math:</u> SR.C.1 Describe and compare measurable attributes <u>Research:</u> 2.T1.1. Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining). <u>Writing and Storytelling:</u> W.3.2 Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details) and an end. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
--	--

Notes