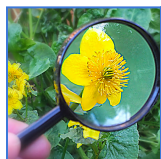


WEEK 2 Studios



Continuing to Explore Landforms and Bodies of Water

Experiences continue from Week 1.

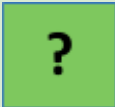
In the Research Studio, the lens widens to global maps, matching countries to continents.

Big Ideas	Wind and water can change the shape of the land. Changes happen over time.
Weekly Question	What can we learn about land?
Materials and Preparation	• new studios prompts • Cut apart and replace studios prompts. • Observation Sheet <u>New for the Building Studio:</u> • images of global landscapes, in sheet protectors <u>New for the Discovery Studio:</u> • World Map Puzzle • Physical World Map, 2 copies • pencils and colored pencils • World Map Puzzle Checklist Children will need access to a world map on the wall, a globe, or printed or projected world map. <u>New for the Math Studio:</u> • objects of various lengths in a basket • Creating Line Plots Recording Sheet <u>New for the Research Studio:</u> • world map • Continents images, placed in sheet protectors • Countries cards, copied onto stiff paper, cut apart, and placed in

	an envelope or basket, or on a tray Choose those countries that are most relevant to the children in your class, and make additional cards for the countries from which families in your class and school community originate. Prepare the Opening Basket with an artifact or example of children's work from each studio, to hold up as a visual reminder of ongoing work.
Opening	<i>You can get to work quickly in Studios this week; I only need to tell you about the Research Studio. There, you will work together to match countries around the world to the continents where they are found. First, you'll lay these maps of each continent out on the floor [or table]. North America, where we live, includes the United States and also the countries of Central America, such as Mexico and the Dominican Republic, so it has two maps together. Then, pick a card with the name of a country on it, and see if you can figure out where it belongs, in which continent. How will you know?</i> <i>You can consult the world map to get information.</i> <i>Also in the Research Studio, you can continue your work from Science and Engineering, creating a world map.</i> Have children turn and talk to review what they worked on in Week 1 and to set a plan for this week.
Facilitation	Children continue their work from the previous week and explore different studios. Children may move from one studio to another to further an established idea. For example, the landscape they created and mapped last week in the Building Studio may become the same place for which they create and act out a story in the Writing and Storytelling Studio this week. Allow for this flexibility. Encourage children to both continue with established work through seeking feedback, reviewing plans, revising, and adding; and to try new studios experiences, perhaps continuing or extending an intriguing idea from a different studio, or taking up a new idea entirely. 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 close by and far away.

	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.
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Art 	Reconstructing Landscape Artworks <u>Content Objective:</u> I can view, interpret, and reconstruct artworks. <u>Ongoing Assessment:</u> Notice which features of landscapes are most interesting to children and what language and vocabulary they use to describe them. Notice how children use tools. Notice how children offer and accept feedback from peers and adults.
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. <u>Ongoing Assessment:</u> Use the observation sheet to record children's movement between two- and three-dimensional representations. Where do they get stuck? Plan to provide additional materials and images accordingly.
Discovery 	Landforms and Bodies of Water of the World <u>Content Objectives:</u> I can use maps and work with my peers to complete a puzzle of the world. I can label landforms and bodies of water. <u>Process:</u> First, children work together to arrange the six-piece puzzle on a table or hard floor surface. Consulting a physical map of the world, children then mark, color, and label landforms and bodies of water. The map is cumulative, as small groups take turns adding to it. A checklist helps children identify which parts of the world have been addressed.

	<u>Facilitation:</u> Encourage children to reference the Peters or another map and/or globe to identify where the continents belong in relation to each other. <i>How do you know where the pieces belong?</i> <i>What resources could you use to help you figure that out?</i> <i>What kinds of landforms and bodies of water do you recognize?</i> <u>Ongoing Assessment:</u> As children work, observe how they interact with and lend help to each other. Notice how they access resources, how children take initiative and/or rely on each other. Collect evidence about children’s spatial reasoning as well as about their familiarity with the maps, with types of landforms and bodies of water, and developing content vocabulary.
Math 	Creating Line Plots <u>Content Objective:</u> I can measure objects and represent the data on a line plot. <u>Process:</u> Directions: ● Select up to 8 objects. ● Choose a unit to measure the length. ● Measure and record the measurement. ● Talk with a friend about your data. <u>Facilitation:</u> <i>You will measure objects to the nearest centimeter or inch. Work with a partner to create a line plot to represent your measurement data. Ask your partner two questions that can be answered based on your line plot.</i> <u>Ongoing Assessment:</u> Note how children are approaching measuring and recording their data. Listen to children’s discussions and note their developing content vocabulary.
Research 	Placing Countries in Continents <u>Content Objective:</u> I can sort countries and identify the continents where they are located. Note: Central America is <i>not</i> a continent on its own; those countries are part of North America. For this activity, use two maps for North America: one labeled Central America and the Caribbean and the other labeled North America.

	<u>Process:</u> Images of each continent are spread out on a surface near the world map. Children mix up the Countries cards and choose one at a time. They study the world map to discover in which continent each country is found. This requires conversation. Each card is placed on or near the corresponding continent. <u>Facilitation:</u> Encourage children to work slowly, placing one country at a time on its corresponding continent. To support conversation, ask children to justify their decisions. <i>What evidence do you have to place that country in that continent?</i> <i>Have you considered any other possibilities?</i> <i>Does everyone here agree that it belongs on this continent?</i> <u>Ongoing Assessment:</u> Children may approach this task primarily through visual cues or through reading. Note how they make initial placements and how they justify their decisions. Note their engagement in conversation—both how they articulate their understanding and whether/how they listen to their classmates to consider other possibilities.
Writing and Storytelling 	Photo Stories <u>Content Objective:</u> I can tell, act out, and write and draw stories inspired by images of places. <u>Ongoing Assessment:</u> 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. <u>Building:</u> Science 2-ESS2-2. Map the shapes and types of landforms and bodies of water in an area. <u>Discovery and Research:</u> 2.T2.1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes,

	seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains). 2T2.2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable. <u>Math:</u> SR.C.1 Describe and compare measurable attributes. 2.MD.A.1 <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. 2.T2.4. Explain and describe human interaction with the physical world (the environment).
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