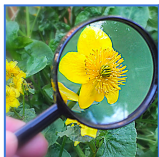


WEEK 8 Studios









Refining and Finishing the Popham Beach Erosion Project

Before resuming work on their individual and small group projects related to the Popham Beach Erosion Project, children spend time interviewing each other to *f* learn about each other's work, clarify their own ideas, and plan next steps.

They then add to, revise, and refine their projects in response to these interviews and their Week 7 reflection and feedback from classmates and adults.

Emphasis is on finalizing projects and preparing for presentation to their selected audience.

Adults circulate to provide support according to the needs of each project group.

On Day 5, using both Text Talk and Studios time, children present their projects to the class and/or to another identified audience.

Continue to use prompts from Week 6.

Big Ideas	Wind and water can change the shape of the land. People can change the shape of the land. The changing shape of the land impacts people.
Weekly Question	How do scientists share their ideas? <i>f</i>
Content Objectives	I can evaluate my own work and make plans for revision, working collaboratively with my classmates. I can design a strong presentation of my ideas, working collaboratively with my classmates.
Language Objectives	I can offer and accept verbal feedback from peers. I can present my ideas to a broader audience.
Materials and Preparation	<u>For the Math Studio:</u> - various collections of objects (e.g., pattern blocks, connecting cubes, counters, sets of books, etc.) - Sort and Display Stage 2 Recording Sheet <u>For other Studios:</u> - Project Interview Questions, copy for each pair of children - new studios prompts

	● observation sheets Make sure that as many unit resources as possible are available at the Research Studio or obviously posted and accessible around the classroom: texts, photographs, maps, charts, videos.
Opening Studios Session 1	<i>This is our last week of Unit 2: The Forces of Wind and Water! At the Math Studio, you can play Sort and Display. Sort objects into three categories and make a picture or bar graph that shows how you sorted. You can choose a set of interesting items such as: pattern blocks, connecting cubes, or sets of books. Then you will ask your partner two questions that can be answered based on your graph.</i> <i>You have been working on many fascinating projects, and you have some important ideas to share. This is the week for you to finish your projects and get them ready to present. At the end of this week, we will _____ [the plan for presenting work within the class or to a broader audience]. As scientists, you need to be very clear when you present your ideas so that your audience understands what you want to communicate.</i> <i>Last week you spent a lot of time investigating, so you might have some changes you want to make to your project, or you might have an idea of something you want to add, based on your discoveries.</i> <i>Before you begin working, look through any notes you have made. What are your next steps? What resources will you need? Is there anything else you want to add now to your plan?</i> Distribute interview questions. <i>Find a partner who is not part of your project. Take turns asking and answering these questions about your projects. Asking each other questions can help strengthen both people’s work: the interviewee—the person being asked—can think about what needs to happen next, and the interviewer—the person asking—can think about ideas for presenting their own project. Make sure you both get to ask and to answer.</i> <i>While you talk, you might want to write down a note for yourselves. Be patient while your partner writes. If you don’t understand what your partner means about something, ask a follow up question! You can always say, “Please tell me more.”</i> Give children time to conduct these interviews.

	Bring the group back together. <i>One important practice of scientists is to pay attention to what other scientists are doing and discovering. This makes their own work stronger, and it contributes to the thinking of others.</i> <i>While you are working today, I might suggest that you take a break from your own work to walk around and see what your classmates are working on. This way, you can offer feedback, and you can get inspiration to continue your own work! Make sure you travel as a group so you can talk about what you are thinking and agree on your next steps.</i>
Process Studios Session 1	Children review notes and plans from Week 7 and from the interviews. Once dismissed to work, children gather any additional materials needed for completing their projects and consult relevant resources.
Process Studios Session 2	Along with working on their own projects, children walk around the classroom to look at classmates' projects to provide feedback and to inspire their own efforts.
Process Studios Session 3	Children put finishing touches on projects and plan for presentation on Day 5.
Facilitation	Encourage children to review and refer to notes in their Planning and Reflection Notebooks to make sure they attend to feedback they have received and plans they have made during Week 7 and interviews. Foster cross-pollination of ideas by suggesting that groups pause to look at each other's work, ask questions, and expand their ideas. Support children if they struggle to come to group consensus about next steps. Refer children to the studios prompts to focus their work as they wrap up their projects and plan for presentation.

Studio(s)	Child(ren) involved	Description
Project:		
Project:		
Project:		
Project:		
Project:		
Project:		
Project:		

Art 	Project(s):
Current state of the project	
Questions to prompt further work	
Needed resources, materials, collaboration	
Building 	Project(s):
Current state of the project	
Questions to prompt further work	
Needed resources, materials, collaboration	

Discovery 	Project(s):
Current state of the project	
Questions to prompt further work	
Needed resources, materials, collaboration	
Math 	Sort and Display I can sort a collection and create a representation of my data. <u>Process/Directions:</u> ● Choose 3 categories to sort your objects into. ● Make a picture graph or bar graph to show how you sorted. ● Ask your partner 2 questions that can be answered based on your graph.

Research 	Project(s):
Current state of the project	
Questions to prompt further work	
Needed resources, materials, collaboration	
Writing and Storytelling 	Project(s):
Current state of the project	
Questions to prompt further work	
Needed resources, materials, collaboration	

Notes for Project Presentation