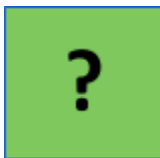


Unit 1: How We Learn in Our School Communities

WEEK 1 Studios



Introducing the Studios

Children begin to learn the routines for working in studios and explore the materials and processes available at each one. Children are invited to represent their ideas about and experiences in school in various media.

On the first day, most of the Studios time will be spent in a whole group meeting to introduce Studios and how they work; on Days 2 - 4, most time will be spent working in the studios.

Note: This week's lesson is unusually long in order to intentionally introduce Studios.

Big Idea	We all learn. We can learn different things, in different ways, for different reasons.
Weekly Question	How do we want to work and learn together this year?
Vocabulary	studio: a space designed for a particular kind of work materials: things needed for a task communicate: to tell or show about collaborate: to work together supplies: materials and tools needed for a task
Materials and Preparation DAYS 1 - 4	Talk with first grade colleagues about how the Studios component was organized and facilitated in their classrooms to become familiar with children's specific, previous experiences. Build on these. <ul style="list-style-type: none">● 5 bins, one for each studio and one for opening Studios, referred to as the "Opening Basket" (A sixth bin will be needed next week when the Discovery Studio is introduced.)● Studios signs● Studios Planner● Observation Sheet● Week 1 prompts for each studio, cut apart


	<p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● pencils ● colored pencils ● paper in various colors, weights, and dimensions <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> ● Kapla blocks ● clipboards ● blank paper ● writing tools <p>Place a few sheets of paper on each clipboard.</p> <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> ● 20 rocks, varying in size, shape, and color (buttons, shells, or counters can be used as an alternate material). ● containers for sorting ● paper ● markers ● tape <p><u>For the Research Studio:</u></p> <ul style="list-style-type: none"> ● sticky notes ● pencils ● books ● <i>A Letter to My Teacher</i>, Deborah Hopkinson ● any other texts with school-based settings ● images: first day of school around the world (http://www.bostonglobe.com/news/bigpicture/2016/09/08/back-school/JQ4lvb3pTKAXR9goZ2iiTO/story.html?p1=Gallery_InThisSection_Bottom) ● technology for viewing images <p>Place the images in sheet protectors. Display images and texts.</p> <p><u>For the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> ● Roll a Story dice ● writing tools: pencils, pens, colored pencils ● lined and unlined papers <p>Fill each bin with appropriate materials, prompts, and sign. Identify a location for each studio and supply each space accordingly. Consider the set up and environment of each studio area: make sure that all materials are neatly organized and easily accessible by children. Display relevant visuals at children's eye level.</p>
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	<p>Copy the Studios Planner onto stiff paper or slide it into a sheet protector, and hang it in the whole group meeting area for reference as studios are introduced.</p> <p>Prepare the Opening Basket (or bin) to be used for introducing the Studios component going forward. In this basket or bin, place the Studios Planner and a few sample materials from each studio. For example: a handful of pencils, some colored pencils and sheets of different-sized paper (Art), a handful of Kapla blocks (Building), a pad of sticky notes, a book, and an image (Research), and Roll a Story dice (Writing and Storytelling).</p> <p>Copy the Observation Sheet, and place one on a clipboard for each adult who will be present during Studios time.</p>
Opening DAY 1	<p>Hold up the Studios Planner while describing the Studios component. <i>This is how Studios will work:</i> <i>Each day, you will decide which studio you'll work in. The materials you can use in each studio will change from time to time. You can choose to work on your own or to collaborate with others. As you work, I will visit each studio to talk with you about what you are doing and offer help if you need it.</i></p> <p><i>Each studio has two supplies that are already very familiar to you:</i></p> <p>Hold up paper and pencils (graphite and colored). <i>Turn and talk: What is one thing you know about how we can use paper and one thing you know about how we can use pencils?</i></p> <p>Harvest a few ideas, first about how paper can be used, and then about how pencils can be used. Acknowledge all of the children's ideas and especially reinforce the habits to be encouraged over time. For example, using both sides of the paper, sharpening pencils as they break, or, more generally, strategies for managing frustration. Capture these ideas, either as notes to be added to developing classroom agreements, or on a separate chart.</p> <p><i>In all of the studios this week, try to represent ideas you have about school. Maybe you want to communicate something that you already know about school, or something you hope for in second grade. You'll probably use the pencils and paper, as well as other supplies you find in each studio.</i></p>

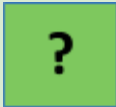
	<p><i>The studios are: Art, Building, Math, Research, and Writing and Storytelling.</i></p> <p>Indicate the location of each studio as it is named.</p> <p><i>You'll have about _____ minutes to work in Studios. You'll hear this signal when it's time to start wrapping up your work and cleaning up [demonstrate signal]. If you're not finished working at that time, it's okay; you can return to your work another day. Think now about which studio you'd like to begin working in today.</i></p> <p>Hold up the basket of rocks (Math Studio).</p> <p><i>Rocks come in all different shapes and sizes. When we talk about the specific identifiers of an object, we call that an attribute. Here is a collection of rocks. What attributes do you notice about my rocks? What attributes can we sort them by?</i></p> <p>Name each studio again, showing the Planner and sample materials, and give children about 30 seconds to think quietly.</p> <p><i>Now tell a classmate what your plan is. Also think about a backup plan, in case there isn't space for you at your first studio choice.</i></p> <p>Ask two or three children to share which studio they are planning to visit and what they might do there.</p> <p>Dismiss children to studios in groups (one at a time will take much too long), ensuring that children are fairly evenly distributed.</p> <p><i>Give me a signal if you would like to work in the Art Studio today.</i></p> <p><i>Give me a signal if you would like to work in the Building Studio today.</i></p>
<p>Opening</p> <p>DAYS 2, 3, 4</p>	<p>Over these next three days, focus the opening of Studios on how the systems work and what children are doing and curious about.</p> <p><i>You will have more time to work in the studios today. Before you begin, let's share a little bit about what you discovered yesterday in the studios you visited. Think for a moment: Which studio did you visit, and what did you do there? How did you use paper and pencils?</i></p> <p>Quickly harvest a few ideas.</p> <p>Share any relevant reminders about end-of-studios signals and cleaning</p>

	<p>up. The children will likely have something to share about what went well and what was challenging about this transition.</p> <p>Ask children to first think about which studio they will visit and then share this plan with a partner.</p> <p>Dismiss children to the studios as efficiently as possible.</p>
Facilitation	<p>After choosing a studio in which to work, children explore materials, tools, and processes as they express their ideas. Circulate among the studios, asking questions and offering assistance to capture and sustain children's engagement. Use the guiding questions provided for each studio, encouraging work within the unit's Big Ideas. Draw children's attention to the work of their peers and prompt them to suggest strategies to each other.</p> <p>In the first weeks of Studios, strive to achieve a balance between guiding children to consider the proposed idea (school) <i>and</i> allowing them to communicate about what is most important to them. Similarly, take care to both remind children that materials are classroom resources needing particular care, <i>and</i> to step back to observe how children use them.</p> <p>Exploring how a colored pencil can be used may seem overly simplistic; however, purposefulness now will lead children to consider and use other materials as carefully. This, in turn, will help them make intentional choices about which materials to use for particular projects. Encourage children to look at each other's work and talk together about how they are using materials. In Weeks 1 and 2, the varied ways to use a colored pencil in a single drawing—where it is best to use light shading and bold lines in a learner's self-portrait, for example—can be mined for great effect later on. Exploration of materials and their properties in this unit's Science and Engineering lessons is a natural connection to children's decisions and work across Studios.</p> <p>Studios time may feel noisy. It will be critical to develop strong routines that allow for freedom and productivity. Clear and established signals for gaining the group's attention as needed, shared expectations for moving or borrowing materials among studios, and intentional adult facilitation will all help create the lively buzz that suggests meaningful engagement.</p> <p>Adopt a research stance: Move from one area to another, pausing to take note of how children are interacting with materials and with each</p>

	<p>other. Listen in for what children are saying and asking. Use the Observation Sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting. These notes will aid in planning subsequent experiences (during Studios and at other times of day) and in talking with colleagues.</p> <p>Capture children's work through notes, transcriptions, photos, and video. Over time, children will assume some of the responsibility for documenting their work in meaningful ways.</p>
Closing DAYS 1 - 3	<p>Children will need a warning that Studios time is coming to a close and then guidance about cleaning up and saving work according to specific classroom systems.</p>
DAY 4	<p>Save a few minutes for a whole-group review of the week's experiences during Studios. Ask children to share what they particularly enjoyed and found challenging, what they are working on, and what ideas they may have for the coming week.</p> <p>Let children know that on Day 5 they will not be working in studios, as something new will be introduced (Science and Engineering lessons).</p>

<p>Art</p> 	<p>Making Drawings</p> <p><u>Objective:</u> I can represent myself and my experiences of and ideas about school.</p> <p><u>Process:</u> Children make drawings. These might be:</p> <ul style="list-style-type: none"> • of people (self-portraits, themselves and friends in school, their families) • of places (schools, places in the school or home neighborhoods, parts of the classroom) • inspired by texts • about other topics of interest <p><u>Facilitation:</u> Observe and ask questions about what children are thinking as they draw and how they are using materials.</p> <p><i>What is school?</i> <i>Who is in school?</i> <i>What are some important parts of school?</i> <i>What ideas do you want to communicate about school and learning through drawing?</i></p>
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	<p><u>Ongoing Assessment:</u> Along with observational notes, gather and review children’s drawings and any writing they have included to understand what is important to them, how they represent their ideas, and how they use materials. Take notes during conversations with children about their work.</p>
<p>Building</p> 	<p>Building Schools and Other Places We Know</p> <p><u>Objective:</u> I can build structures to represent my school, my classroom, my home, and other places that are important to me.</p> <p><u>Process:</u> Children experiment with Kapla blocks to get to know their possibilities and challenges. They may build structures representing schools, the classroom, their homes, or other important places they know. Children may choose to draw their constructions and label these drawings.</p> <p><u>Facilitation:</u> Observe and ask questions about what children are thinking as they build.</p> <p><i>What is school?</i> <i>Who is in school?</i> <i>What are some important parts of school?</i> <i>What ideas do you want to communicate about school and learning through building?</i></p> <p><u>Ongoing Assessment:</u> Notice how children use space, share resources, and talk about their work.</p>
<p>Math</p> 	<p>Sorting Rocks</p> <p><u>Objectives:</u> I can use attributes to sort objects. I can compare quantities.</p> <p><u>Process:</u> Rocks and containers are placed on a table. Children explore the rock collection and determine the attributes they would like to sort the rocks by. Encourage children to label their collections by writing the name of the attribute on a piece of paper and place it by the collection.</p> <p>Children use counting techniques to find the total of items in each category and share their findings with others. Does one group of rocks have more than another?</p>

	<p><u>Facilitation:</u></p> <p><i>What is an attribute that I can use to sort these rocks?</i></p> <p><i>How many rocks are in each group?</i></p> <p><i>How does the amount in this category compare with the amount in other groups?</i></p> <p><i>How can you represent this information to share with others?</i></p> <p><u>Considerations:</u></p> <p>Are there other items that could be sorted based on attributes?</p> <p><u>Ongoing Assessment:</u></p> <ul style="list-style-type: none"> • Do the children show one to one counting accuracy • Can the children discriminate between attributes? • Can the child count accurately?
<p>Research</p> 	<p>Talking about School</p> <p><u>Objective:</u></p> <p>I can talk with classmates about images and text about the first day of school.</p> <p><u>Process:</u></p> <p>Children look at images of children on their first day of school from around the world, revisit <i>A Letter to My Teacher</i>, and peruse other stories that include school experiences. They talk together about these and share connections to their own experiences. Children may write on sticky notes about their connections, impressions, and questions and affix these notes to the images and text.</p> <p><u>Facilitation:</u></p> <p>Observe and ask questions about what children are thinking.</p> <p><i>What is school?</i></p> <p><i>Who is in school?</i></p> <p><i>What can we find out about school?</i></p> <p><i>What are you wondering about school and learning in second grade?</i></p> <p><u>Ongoing Assessment:</u></p> <p>In observational notes, record how children handle books, how they interact in conversations, what they notice and ask about, what captures their curiosity and elicits excitement.</p>
<p>Writing and</p>	<p>Telling Stories</p> <p><u>Objectives:</u></p>

Storytelling



I can tell stories about my own experiences and experiences I imagine.
I can listen to my classmates' stories.

Process:

Children tell each other stories. They may also draw and write about their experiences in school, at home, and over the summer. They tell stories about both real and imagined experiences. They take turns telling stories and listening to those their classmates tell.

Children may use the Roll a Story dice to inspire or help start a story: Roll just one or two dice and incorporate something about the icons into a story.

Facilitation:

Offer to scribe children's stories. Listen carefully and ask questions that lead children to extend their stories. Facilitate turn taking and attention to each other's stories.

What is school?

Who is in school?

What do we do in school?

What ideas do you want to communicate about school and learning through stories you tell?

What stories can you tell with your classmates?

Ongoing Assessment:

Transcribe stories, if possible. Listen carefully to language and vocabulary as children tell stories. Listen for important themes.

Standards

(Boston 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 2) and the following additional standards.

Math

GR.C.1 Identify, describe, analyze, compare, create, and compose shapes based on their attributes.

2.G.A Reason with shapes and their attributes.

Arts

Theatre 1.3 Pretend to be someone else, creating a character based on stories or through improvisation, using properties (props), costumes, and imagery.

Visual Arts 1.3 Learn and use appropriate vocabulary related to

	<p>methods, materials, and techniques. Learn to take care of materials and tools and to use them safely.</p> <p>Visual Arts 3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.</p>
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Notes: