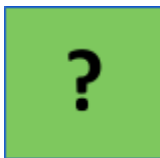


Unit 1: How We Learn in Our School Communities

WEEK 2 Studios



Continuing to Learn about Studios

Children continue to practice the routines associated with the component and with the materials and processes available at each studio as they represent their ideas about and experiences in school. The Discovery Studio is introduced.

Whole group conversations before and after Studios support children's independence and interdependence, address set-up, use, and clean-up of materials and spaces, and encourage productive work in each studio.



Big Idea	We all learn. We can learn different things, in different ways, for different reasons.
Weekly Question	What do we understand about ourselves and each other as learners?
Materials and Preparation	<p>Studios materials and preparation continue from Week 1, with the following additions. Consider what has gone well so far and what parts of the Studios component might benefit from tweaking.</p> <p><u>For the Discovery Studio:</u></p> <ul style="list-style-type: none">• Week 2, Lesson 1 materials, including pieces of plastic, cloth, tissue paper, aluminum foil, yarn, toothpicks, rubber bands, craft sticks• Science and Engineering packets• pencils <p>Prepare an additional bin for the Discovery Studio, with a sign.</p> <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none">• clipboards• paper <p>Attach paper to clipboards.</p> <ul style="list-style-type: none">• various accessories and writing tools for making graphs (e.g., different kinds of paper, markers/colored pens, glue sticks)• strips of paper, to create title and labels


Studios U1 W2

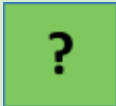

	<ul style="list-style-type: none"> ● small pictures of classmates (make copies of school photo composite sheet or draw simple face pictures) <p><u>New for the Research Studio:</u></p> <ul style="list-style-type: none"> ● <i>The Upside Down Boy</i>, Juan Felipe Herrera ● “Children’s Comments on Learning” excerpts Choose a quote or two and place in sheet protectors. <p><u>New for the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> ● class-generated personal recount, from Writing Day 3, written on chart paper with space for illustrations ● illustrating tools: markers, crayons, colored pencils <p>In the Opening Basket, place 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), Lesson 1 materials and Science and Engineering Packet (Discovery), a pad of sticky notes, a book, and an image (Research), and Roll a Story dice (Writing and Storytelling).</p> <p>Bring to the whole group those bins containing new supplies and any that benefit from revisiting.</p> <p>Place a fresh copy of the Observation Sheet on a clipboard for each adult who will be present during Studios time.</p>
Opening	<p>The opening whole group meeting will be brief to allow children maximum working time. Give quick reminders and updates and dismiss children to their chosen studios.</p> <p><i>It’s Studios time again! Before you think about which studio you want to work in this week, let’s reflect on how things went in studios last week. Take a moment to think: what’s something you really enjoyed in a studio last week? Also think about whether there was anything that you found challenging in studios last week.</i></p> <p><i>Turn and talk with a partner about what was wonderful and challenging about Studios time.</i></p> <p>Give children a minute or two to exchange experiences. Then harvest a few responses for the whole group to hear. Ask children to share aloud their partner’s experiences rather than their own, to foster a habit of listening.</p>

	<p>Quickly review activities in each studio, highlighting added materials.</p> <p><i>In the <u>Writing and Storytelling Studio</u> you will be illustrating the personal recount we have been writing as a whole class.</i></p> <p><i>The <u>Discovery Studio</u> is new this week! There you will continue to work with the materials from our Science and Engineering lessons about building a chair for a doll. Remember to record your ideas in your Science and Engineering packets.</i></p> <p><i>Look around our circle. What do you see? Our math community is made up of everyone in this room. We each are unique. We also have different likes and talents. Some of you might like to play sports while others like to do crafts or play games. One way to get to know each other better is to ask questions. Today in the <u>Math Studio</u>, we are going to write our own survey question to ask our classmates. You will use your survey question to collect data about your classmates.</i></p> <p><i>What is one thing you would like everyone else to remember about working in studios?</i></p> <p>Give children an opportunity to express ideas about how to make studios work smoothly (use quieter voices, ask before using supplies someone else is using, etc.), referring to the Classroom Agreements.</p> <p>Show the Studios Planner.</p> <p><i>Think now about which studio you'd like to begin working in today. You may be trying a new studio, or you may be going back to some work you were doing before.</i></p> <p>Give children a few moments to think quietly.</p> <p><i>Now tell a partner what your plan is.</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>Share any relevant reminders about voice volume, end-of-studios signals, and cleaning up. Dismiss children to studios in groups, ensuring that children are fairly evenly distributed.</p>
Facilitation	<p>As in Week 1, 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. Spend extra time in the Discovery Studio and in other studios where children's work was less successful in Week 1.</p>

	<p>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 and offer kind feedback to each other.</p> <p>Take note of how children are interacting with materials and with each 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 and other documentation (photos, video) will aid in planning subsequent experiences (in studios and at other times of day) and in talking with colleagues.</p>
Closing	Remember to offer children a warning that Studios time is coming to a close and then some guidance about cleaning up according to established classroom systems.

<p>Art</p> 	<p>Making Drawings <i>Continues from Week 1.</i></p> <p><u>Objective:</u> I can represent myself and my experiences of and ideas about school.</p>
<p>Building</p> 	<p>Building Schools and Other Places We Know <i>Continues from Week 1.</i></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>Discovery</p> 	<p>Designing a Doll Chair <u>Objective:</u> We can consider the properties of materials to design a chair to meet our criteria.</p> <p><u>Process:</u> Children work with partners to consider the properties of materials and design a chair. They record their work in sketches and words in their Science and Engineering packets.</p> <p><u>Facilitation:</u> Observe and ask questions about what children are thinking as they work. Remind them of the criteria for the chair design.</p>

	<p><i>What are we trying to accomplish?</i> <i>What are the properties of a material?</i> <i>How do we choose the right material for our design?</i> <i>How do we know if this is a good design?</i></p> <p><u>Ongoing Assessment:</u> Notice how children use materials, what vocabulary they use. Review their packet entries.</p>
<p>Math</p> 	<p>Survey Questions</p> <p><u>Objectives:</u> I can ask a survey question to gather data on a subject of choice. I can organize a data set with up to three categories into a chart or other display. I can ask and answer questions about data points. I can compare data from up to three categories</p> <p><u>Process:</u> Teacher models what a survey question might be. Children brainstorm several different topics. Discuss ways to record the data collected, such as chart, tally marks, check marks.</p> <p>Children work through the process of preparing their data for sharing with others. Over the course of the week highlight different strategies; pictographs, or bar graph.</p> <p><u>Facilitation:</u> <i>What do you want to know?</i> <i>Who will you collect data from?</i> <i>What will you do with your data?</i> <i>What have you learned from your data?</i> <i>Why did you choose to represent your data this way?</i></p> <p><u>Considerations:</u> Make a few pre-written/drawn graphs for children who need extra support. Sentence frames could support student mathematical discourse. There are _____ in all. More people chose _____ than _____.</p> <p><u>Ongoing Assessment:</u></p> <ul style="list-style-type: none"> • Can children reason abstractly and quantitatively by making sense of the data?

	<ul style="list-style-type: none"> How do children show their learning by organizing and representing data?
Research 	<p>Talking about School <i>Continues from Week 1.</i></p> <p><u>Objective:</u> I can talk with classmates about images and text about the first day of school.</p>
Writing and Storytelling 	<p>Illustrating Our Shared Story; Telling, Drawing, and Writing Stories</p> <p><u>Objective:</u> I can illustrate the personal recount our class is writing.</p> <p><u>Process:</u> Children refer to the personal recount generated during Writing lessons to create related illustrations.</p> <p>Children also continue to 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.</p> <p><u>Facilitation:</u> Help children remember what is happening in the class-generated personal recount and choose one part to illustrate.</p> <p><i>What is happening in our class recount?</i> <i>What is important about this event?</i> <i>How can we represent this?</i> <i>What other stories can I tell with my classmates?</i></p> <p>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.</p> <p><u>Ongoing Assessment:</u> Note how clearly children's illustrations connect to the class personal recount.</p> <p>Transcribe stories, if possible. Listen carefully to language and vocabulary as children tell stories. Listen for important themes.</p>

