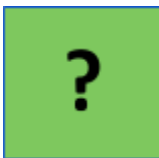


Unit 1: How We Learn in Our School Communities

WEEK 3 Studios



Introducing new materials and Introducing the Thinking and Feedback routine

New materials and processes are added to Art, Research, and Writing and Storytelling. Also, children learn and practice a routine for considering and furthering their own and each other's work. Stagger these introductions on different days.

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Weekly Question	How do we make sure that each member of our community can do their best learning?
Vocabulary <i>specific to Thinking and Feedback</i>	challenge: something that is making a task difficult continue: to keep going with something that has been started feedback: reactions or thoughts about what someone has done improve: to make better in some way inspire: to give someone else an idea about something to do or try listen: to pay attention with your ears and understand what someone is saying look: to point your eyes toward something with full attention notice: to pay attention and think about what you see revise: to change something to try to improve it strategy: a plan of action suggest: to give someone an idea to think about or something to try wonder: to think about something you want to find out, to ask a question

Materials and Preparation	<p><u>For Thinking and Feedback:</u></p> <p>Read the Thinking and Feedback section of the Routines document for an explanation of how this protocol-driven conversation works.</p> <ul style="list-style-type: none"> • one piece of children’s individual or collaborative work from studios • Thinking and Feedback visuals • paper and clipboard, notebook, or sticky notes and pen/pencil <p>Plan which day Thinking and Feedback will be introduced, and preserve about 15 minutes after children work in studios for the whole group conversation.</p> <hr/> <ul style="list-style-type: none"> • new studios prompts <p>Cut apart and replace studios prompts.</p> <ul style="list-style-type: none"> • Observation Sheet <p>Studios materials and preparation continue as from previous weeks, with the following additions.</p> <p><u>New for the Art Studio:</u></p> <ul style="list-style-type: none"> • <i>Louie</i>, Ezra Jack Keats • card stock, cut in half • pencils • black pens • colored pencils • scissors • popsicle sticks • liquid glue • plastic glue spreaders <p>Arrange all materials in the Art Studio for children’s easy access and organized clean up. Place samples of these new materials in the Opening Studios basket.</p> <p><u>New for the Discovery Studio:</u></p> <ul style="list-style-type: none"> • Properties of Materials video (https://www.youtube.com/watch?v=XbX4xY1sqQo), 10 minutes • technology to enable small group or individual viewing* • Science and Engineering packets • writing tools <p><i>* Note: Two studios include videos this week—Discovery and Research. If technology is limited to one device, position the studios near each other with both videos cued to play.</i></p> <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> • 3 marked cubes (+10, +20, +30, +40, +50, +60)
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	<ul style="list-style-type: none"> ● number cards 0-40 <p><u>New for the Research Studio:</u></p> <p><i>Note: The “Dear Teacher” Text Talk lesson happens on Day 5; introduce this studio activity after that lesson or in Week 4.</i></p> <ul style="list-style-type: none"> ● “Dear Teacher” video* (https://www.youtube.com/watch?v=ITMLzXzgB_s), 2 minutes ● technology to enable small group or individual viewing ● “What do we need to do our best learning?” chart, from Text Talk Day 5 Hang the chart in or near the Research Studio. ● writing tools ● Excerpts from “Children’s Comments on Learning in Groups and Group Learning,” for reference <p><i>* Note: Two studios include videos this week—Discovery and Research. If technology is limited to one device, position the studios near each other with both videos cued to play.</i></p> <p><u>New for the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> ● Storytelling Books (blank books), one for each child Determine a place to keep these books for easy access whenever children will have time to write freely. ● writing and drawing tools: pencils, pens, colored pencils ● markers ● Roll a Story dice <p>Decide which studios need particular attention, either to introduce a new material or process (see descriptions below), or in response to observed challenges. Bring those bins to the whole group. (The Opening script includes all studios where something new is introduced; use only those necessary to help children begin working productively.)</p> <p>In the Opening Basket, place the Studios Planner and a few sample materials from each studio. Include prompts, and review them, as useful, as those studios are introduced.</p> <p>Have sufficient copies of the Observation Sheet on clipboards.</p>
Opening	<p><u>To introduce Thinking and Feedback:</u></p> <p><i>After Studios today, we’ll come back to the meeting area to look carefully at something someone is working on. That meeting will be called Thinking and Feedback. Give me a signal if you have been part of a Thinking and Feedback meeting before, maybe in first grade or kindergarten.</i></p>



	<p>Allow children to share experiences, and then continue to introduce this week's Studios.</p> <p>Spend no more than a minute or two introducing a particular studio, and then give a quick reminder about what is continuing in other studios. Having a few materials in the Opening Basket provides a visual cue.</p> <p><i>You can make puppets in the <u>Art Studio</u>!</i></p> <p>Hold up the book <i>Louie</i>.</p> <p><i>Louie's friends use puppets to tell a story, and Louie is able to participate in school and with friends through his connections with one of the puppets. We learn something about how Louie learns in this story.</i></p> <p><i>Just like in the book by Ezra Jack Keats, we can tell stories with puppets. In the Art Studio are some new materials for making simple puppets. You might already have ideas about how to make a puppet.</i></p> <p>Show the materials briefly. Describe the process of outlining, coloring, and cutting out a puppet, as needed. This level of instruction might also happen in a small group at the Art Studio.</p> <p><i>This is one tool that might be new to you.</i></p> <p>Hold up a glue spreader.</p> <p><i>Do you know what this is used for?</i></p> <p>Hold up a bottle of liquid glue.</p> <p><i>When you use this kind of glue, it's easy to get too much glue in one place and not enough in another place. This glue spreader helps to get an even coat of glue so that the materials dry and stick well.</i></p> <p>Demonstrate use of the glue spreader, including where to put it down so that it does not leave glue on the shared work surface.</p> <p><i>In the <u>Discovery Studio</u> you'll find a video to watch and think about.</i></p> <p>Show the technology that will be used for this purpose.</p> <p><i>After you watch, choose one of the questions in your Science and Engineering packet, on page 6, to think, talk, and write about.</i></p> <p>Show students a container of cubes and dice.</p> <p><i>In our Math Studio this week we are going to work on mentally</i></p>
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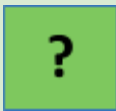
	<p><i>adding 10 to a given number to find the sum. You will have an opportunity to practice this skill using these cubes that have numbers on them. What do you notice about the numbers on this die? (+10, +20, +30, +40, +50, +60).</i></p> <p>[After the Day 5 Text Talk lesson:]</p> <p><i>There's also a video in the <u>Research Studio</u>: the one we have already watched together. Watch it again, and then add to the chart we started during Text Talk to answer this question: "What do we need to do our best learning?" You can write words or draw pictures to communicate your ideas about this. Look at these special books! Here, for the <u>Writing and Storytelling Studio</u>, you can write and draw your stories and keep them all in one place. That will make it easy if you want to continue a story that doesn't feel finished, or to make chapters, or to go back to an old story and keep working on it.</i></p> <p><i>Make sure to write your name on the front cover and decorate it, if you'd like. Open to the very first page and write the date, and then you can write or draw your story.</i></p> <p>Refer to the Studios Planner to prompt children to plan their work. Dismiss children to studios.</p>
Facilitation	<p>As in previous weeks, circulate among the studios, asking questions and offering assistance to capture and sustain children's engagement.</p> <p>While children are working, identify a piece of work will likely generate a productive group conversation. This should be work in progress or work that the creator(s) will be willing to revisit. Have a preparatory conversation with the child(ren) whose work will be presented to the group. Consider choosing work from a child who already demonstrates familiarity and comfort with the Thinking and Feedback routine.</p> <p>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>
Thinking and Feedback	<p>Gather the children back in the whole group. Children who are already very familiar with the Thinking and Feedback routine can help explain how it works.</p>


	<p><i>Let's sit in a big circle so that you can all see each other. You will also need to see this piece of work.</i></p> <p>Hold up the work being shared and allow children to organize themselves for this meeting.</p> <p><i>One way we can make sure that each member of our community can do their best learning is to give each other feedback. In a Thinking and Feedback meeting, we will usually talk about just one piece of work. When we do this, we are helping the child or children who have been creating it to think about how to continue or improve their work; we are also learning about ideas and strategies we might use in our own work.</i></p> <p><i>Thinking and Feedback has five steps. We're going to go through them one at a time. As always when we are in a large group, please signal when you have something to say or a question to ask.</i></p> <p>Facilitate a conversation that moves through the Thinking and Feedback routine one step at a time. Refer to the visuals.</p> <p>Make sure to act as a facilitator, not a director, for this conversation. The goal is not to steer a child's work in a particular direction but to open up possibilities for where the work might go to become most satisfying and successful, and to inspire others.</p> <p>Adults might participate in the conversation along each step of the routine; be mindful that adults' ideas carry extra weight, and let the children's voices, ideas, and questions take center stage.</p>
Ongoing assessment	<p>As the routine becomes more familiar and comfortable, make a habit of taking notes as children offer feedback and ask questions. Share these notes back with the presenting child(ren) to inform next steps. Sticky notes with classmate's suggestions or questions can be affixed directly onto children's work.</p> <p>Pay attention to children's language and their use of unit vocabulary.</p> <p>Also note children's developing social and emotional skills: how do they manage waiting for a turn, offer and accept feedback, and participate in the group?</p> <p>Review these notes regularly.</p>

Closing	<p><i>Today we did something new: we used the Thinking and Feedback routine.</i></p> <p><i>We will do this at least once a week from now on so we can reflect on our work in Studios and support each other's learning.</i></p> <p><u>At the end of the week:</u></p> <p>Close Studios a few minutes earlier than usual in order to give children time to reflect on their work.</p> <p><i>Think to yourself now, or reflect, on what you experienced during Studios time this week. Did you do what you planned? Did you change your mind? Are you satisfied with your work? Do you wish you had done something differently?</i></p> <p>Provide a sentence frame, such as "This week in Studios, _____," as helpful.</p> <p><i>Turn and listen to your partner reflect on their time in studios.</i></p>
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<p>Art</p> 	<p>Making Puppets</p> <p><u>Objective:</u></p> <p>I can make a puppet to represent myself or another learner.</p> <p><u>Process:</u></p> <p>Children make puppets of themselves and other learners, as they wish, by drawing, coloring, and cutting out characters, and then gluing popsicle sticks to the backs, as handles.</p> <p>Once dry, these puppets may be used (in the Building and/or Writing and Storytelling Studios) to tell and expand stories about experiences in schools.</p> <p><u>Facilitation:</u></p> <p>Get to know the puppets and encourage children to articulate something about their puppets as distinct characters with particular learning profiles.</p> <p><i>Who does this puppet represent?</i></p> <p><i>How do they learn best?</i></p> <p><i>Are there any props or objects this learner would like to have?</i></p> <p><i>Can you make that to go with your puppet?</i></p> <p><u>Thinking and Feedback Possibilities:</u></p> <p>Many new materials have been introduced. Children may bring a project that demonstrates successful strategies and/or challenges with these materials.</p>
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	<p>Invite children to present their puppet characters as well as the process of using the materials.</p> <p><u>Ongoing Assessment:</u> Children are simultaneously exploring new materials, inventing puppets, and interacting with the content by making connections to the text.</p> <p>Observe and make note of children’s use of tools and materials (scissors grip and control, tactile sensitivity). Pay attention to the characters children represent through their puppets—they may represent themselves, family members, characters from a text, or imaginary characters, for example. Ask children questions in order to become acquainted with these important people and personas.</p> <p>Notice to what degree children are connecting to the content of the unit generally and to the weekly question specifically: How might we make sure that this character can do their best learning?</p> <p>Notice children’s use of vocabulary. Use observations to plan or enhance upcoming vocabulary lessons.</p>
<p>Building</p> 	<p>Building Schools and Other Places We Know <i>Continues from previous weeks</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><u>Thinking and Feedback Possibilities:</u> Children might bring drawings of their buildings to the group and talk about challenges they faced in building their planned designs. Projecting a photo of a built structure (or physically gathering the group around the structure itself) opens the possibility of talking about the actual building in relation to the drawing.</p>
<p>Discovery</p> 	<p>Video: Clothing and Building Materials</p> <p><u>Objective:</u> I can watch a video and answer questions about it.</p> <p><u>Process:</u> Children watch the video. After watching, children discuss the video and reread the questions. They then choose just one set of questions</p>

	<p>to respond to in their packets. Then, individually or with a partner, children write their responses.</p> <p><u>Facilitation:</u> Support children as they choose and talk about the questions and record their answers. Suggest a question that is most approachable for children, as needed.</p> <p><u>Ongoing Assessment:</u> Review children's packets to assess their understanding of the properties of materials.</p>
<p>Math</p> 	<p>Mental Math (adding ten)</p> <p><u>Objective:</u> I can use mental math to add tens to any number.</p> <p><u>Process:</u> Children pick a number from the deck of number cards. Then they roll the cube to see how many tens to add to that number.</p> <p><u>Facilitation:</u> Let the children explore adding ten to the number shown on the deck of cards. If needed, offer laminated 100s charts.</p> <p><u>Considerations:</u> Could this be done using money (\$10 +3 or \$10 +30)?</p> <p><u>Ongoing Assessment:</u> Monitor children as they find sums. Are they showing an understanding of place value?</p>
<p>Research</p> 	<p>What Do We Need for Learning?</p> <p><u>Objective:</u> I can think about and represent what my classmates and I need to do our best learning.</p> <p><u>Process:</u> Children watch the video again, individually or in small groups. Afterwards, they talk together about their own preferences and habits of learning, and contribute their ideas to the class chart. Children may draw as well as write their ideas.</p> <p><u>Facilitation:</u></p>

	<p>Be sure to spend some time at the Research Studio probing children’s thinking about themselves and others as learners with particular preferences and needs.</p> <p><i>How do you feel about noise and quiet when you are trying to think? What about when you are making something?</i></p> <p><i>Where do you most prefer to sit in the classroom?</i></p> <p><i>Which is easier for you: being with a large group, like during Text Talk, or being in a small group? Is it always the same?</i></p> <p>Refer to “Children’s Comments on Learning in Groups and Group Learning” and ask children to look again at those ideas.</p> <p><u>Ongoing Assessment:</u></p> <p>Use the specific information on the chart to get to know and ask more questions about the children as individuals and as a learning group.</p> <p>Use this chart to plan subsequent conversations about learning, including for the project beginning in Week 6.</p> <p>Leave the chart in the Research Studio or in another highly visible and accessible space. Children may continue to add to the chart, and it will be referenced again explicitly in Week 8.</p>
<p>Writing and Storytelling</p> 	<p>Our Storytelling Books</p> <p><u>Objective:</u></p> <p>I can record my stories with writing and drawing.</p> <p><u>Process:</u></p> <p>Children first write their names with marker on the covers. Allow them to do this fancifully, artfully, seriously—in any way that will give them a sense of excitement and ownership.</p> <p>Going forward, children may write and draw their stories in these books, revisiting and revising, borrowing past themes, considering strategies for communicating with words and illustrations.</p> <p>Children may incorporate their puppets from the Art Studio to act out stories.</p> <p><u>Facilitation:</u></p> <p>Point children toward resources in other studios, other children’s stories, and books read during Text Talk or Writing to help generate story ideas.</p> <p><i>What kinds of stories do you think you will begin to write first in</i></p>

	<p><i>this book?</i> <i>Maybe you can get a story idea from a friend.</i> <i>Will you begin with words or with drawings to tell this story?</i> <i>Where did you get that idea? Have you tried using the story dice?</i> <i>Do you need any other resources to help you think about your story?</i></p> <p>Offer to scribe stories into children’s Storytelling Books, as appropriate.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a child to share a story that she or he has just begun; a story that has either words or illustrations (but not the other); or a story that you think could use some peer guidance for sense-making.</p> <p><u>Ongoing Assessment:</u> The Storytelling Books serve as artifacts of children’s development of narrative structure and language, illustration, and writing conventions. Review them regularly.</p> <p>Feedback for writing and drawing might be offered directly in the books via sticky notes; make sure that this feedback is constructive and positive, staying away from over-correction, direction, or assignments.</p> <p>Notice whether children include an orientation in their personal stories.</p> <p>While children are working, pay attention to the ways they construct their stories:</p> <ul style="list-style-type: none"> Do they tell, draw, or write first? What resources do they draw upon? Do they continue a narrative from one studio/writing session to the next? How do children seem to feel about the process of writing? How do they seem to feel about the stories they produce?
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<p>Standards</p> <p>(Boston Visual Arts Standards)</p>	<p>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 studio-specific standards.</p> <p><u>Art:</u> Visual Arts 1.3 Learn and use appropriate vocabulary related to</p>
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	<p>methods, materials, and techniques. Learn to take care of materials and tools and to use them safely.</p> <p><u>Math:</u></p> <p>QR.C.6 Use place value understanding and properties of operations to add and subtract. 2.NBT.B.5</p> <p><u>Writing and Storytelling:</u></p> <p>W.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p>
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<p>Notes</p>
