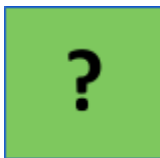


## Unit 1: How We Learn in Our School Communities

### WEEK 4 Studios



#### Expanding Work in Studios

Children begin a shared Building Design Notebook, interact with the world map, and act out their stories with costumes and props.



<b>Big Idea</b>	We all learn. We can learn different things, in different ways, for different reasons.
<b>Weekly Question</b>	Why is school important?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• new studios prompts</li><li>• Observation Sheets</li></ul> <p>Studios materials and preparation continue as from previous weeks, with the following additions.</p> <p><u>New for the Building Studio:</u></p> <ul style="list-style-type: none"><li>• pencils or other writing tools</li><li>• Building Design sheet, many copies, three-hole punched</li><li>• binder (with sheet protectors, optional)</li></ul> <p>Add several blank Building Design sheets to the binder. Add a label and name (Building Ideas or Designs for Building, for example).</p> <p><u>New for the Discovery Studio:</u></p> <ul style="list-style-type: none"><li>• <a href="https://youtu.be/JQ4WduVp9k4?si=ly82NinLquUwmk7y">States of Matter video</a> (<a href="https://youtu.be/JQ4WduVp9k4?si=ly82NinLquUwmk7y">https://youtu.be/JQ4WduVp9k4?si=ly82NinLquUwmk7y</a>)</li><li>• <a href="https://youtu.be/QQsybALJoew?si=Lf93szse563v-5_6">What is Matter video</a> (<a href="https://youtu.be/QQsybALJoew?si=Lf93szse563v-5_6">https://youtu.be/QQsybALJoew?si=Lf93szse563v-5_6</a>)</li><li>• technology to enable small group or individual viewing</li><li>• Science and Engineering packets</li><li>• writing and drawing tools</li></ul>

Studios U1 W4



	<p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> <li>● Jump the Line (2-5) blackline master</li> <li>● 3 spinners</li> <li>● markers (e.g., chips, rocks, old game pieces)</li> </ul> <p><u>New for the Research Studio:</u></p> <ul style="list-style-type: none"> <li>● world map Situates the map at children’s eye-level in the Research Studio. Alternately, move the Research Studio to where the map is already posted.</li> <li>● sticky notes</li> <li>● writing tools</li> </ul> <p><u>New for the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> <li>● fabric squares</li> <li>● clothespins Place the fabric squares and clothespins in the existing studio bin, or devise another way to make them available—on hooks, in a separate basket (with clothespins clipped around the edge for easy access), or on a shelf, for example.</li> <li>● Storytelling Books</li> <li>● writing and drawing tools</li> </ul> <p>Check and replenish all Studios bins as needed.</p> <p>Decide which studios need particular attention, and bring those bins to the whole group.</p> <p>In the Opening Basket, place the Studios Planner and a few sample materials from each studio. Include prompts, and review them, as needed, as those studios are introduced.</p> <p>Have sufficient copies of the Observation Sheet on clipboards.</p> <p>Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.</p>
<p><b>Opening</b></p>	<p>The opening whole group meeting is brief to allow children maximum time working in the studios. Give quick reminders and updates and dismiss children to their chosen studios.</p> <p><i>Here’s something new for the <u>Building Studio</u>: Sometimes you build something that comes out perfectly! You want to save it, but you can’t. This book is a place where we can collect great</i></p>

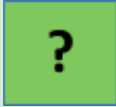

	<p><i>building ideas.</i></p> <p>Show the binder with title and a blank sheet.</p> <p><i>You can also look in the book when you want to find ideas about something to build or get tips on how to build something successfully.</i></p> <p><i>You have another video to watch in the <u>Discovery Studio</u>. Talk with your classmates and write your responses to the questions in your packet.</i></p> <p><i>We have started thinking about learning in places around the world. This week in the <u>Research Studio</u>, use the map to look for places you know, and find places you are curious about. You can write ideas or questions on sticky notes and put them right on the big map. For example, someone in my family comes from Japan. It is way over here, on the continent of Asia. I am curious about what the weather is like in Japan right now. I'm going to write that question, "What is the weather like?" and stick it on the map.</i></p> <p><i>If you see a question on the map and you have a connection or a related question, you can add another sticky note to that one.</i></p> <p><i>Finally, you have been telling and writing and drawing stories in the <u>Writing and Storytelling Studio</u>. Now you can act your stories out with costumes! You can also use these pieces of fabric as props, such as a flag, blanket, or animal.</i></p> <p>Show the Jump the line gameboard and spinner.</p> <p><i>You can use your mental math strategies to be the first player to land exactly on a target number picked by you.</i></p> <p>Demonstrate how to use a piece of cloth and clothespin to make a couple of different garments (cape, apron, skirt, etc.). Ask children to volunteer their ideas about how to use the fabric and clothespins.</p> <p><i>Now, when you are in this studio, you can make your stories come alive in a new way. You and a friend might take turns acting out each other's stories.</i></p> <p><i>Don't forget that you can also continue making puppets in the <u>Art Studio</u>, and you can use your puppets in the Writing and Storytelling Studio.</i></p> <p>Refer to the Studios Planner.</p>
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	<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>A one-minute Turn and Talk can be useful to help children set their purpose. Dismiss children to work.</p>
<b>Facilitation</b>	<p>Circulate through studios and check in with children about what they are pursuing.</p> <p>Refer to the Weekly Question and to studio-specific prompts and resources.</p> <p>Direct children's attention to each other's work. Encourage them to ask each other for help and collaboration.</p>

<p><b>Art</b></p> 	<p><b>Making Puppets</b> <i>Continues from Week 3.</i></p> <p><u>Objective:</u> I can make a puppet to represent myself or another learner.</p>
<p><b>Building</b></p> 	<p><b>Our Building Design Notebook</b> <u>Objective:</u> I can sketch design ideas and make them available to my classroom community as a source of inspiration.</p> <p><u>Process:</u> Before, during, or after building, children sketch and label their structures and add them to the community resource.</p> <p><u>Facilitation:</u> As children build, encourage them to record their successful designs and add them to the book.</p> <p><i>How is your building going? Have you encountered any challenges so far?</i> <i>That will be really helpful for other children to see. Would you please make a sketch of that part of your structure so other builders can see how you solved that problem?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Ask children to share designs they have sketched.</p> <p>Take a photo of the structure to share alongside the sketch so that children can see the relationship between the two representations and</p>



	<p>discuss what features make the sketch useful for others.</p> <p><u>Ongoing Assessment:</u> Review sketched designs for evidence of children’s development in communication through print, use of vocabulary, fine motor control, spatial awareness, and connection to/awareness of others.</p> <p>Talk with children about their structures and listen to understand how they connect their built structures to their sketched renditions. Note children’s willingness to trade in building materials for a writing tool.</p>
<p><b>Discovery</b></p> 	<p><b>Properties of Materials</b></p> <p><u>Objective:</u> I can respond thoughtfully to questions about a video I have watched.</p> <p><u>Process:</u> Children watch the video. After watching, children discuss the video and reread the questions. Then, individually or with a partner, children write their responses in their packets.</p> <p><u>Ongoing Assessment:</u> Review children’s packets to assess their understanding of the properties of materials.</p>
<p><b>Math</b></p> 	<p><b>Jump the Line</b></p> <p><u>Objective:</u> I can add or subtract fluently.</p> <p><u>Process:</u> Children take turns making strategic choices about numbers to add or subtract to reach target numbers.</p> <p>Children select three target numbers and mark them on the number line. Both players start at the beginning of the number line. They spin all three spinners and decide which of the moves they want to use on their turn. Children take turns spinning and moving, trying to land exactly on the target numbers. The first player to land on two target numbers wins.</p> <p><u>Facilitation:</u>  <i>Tell me how you chose to (+) or (-) on that last move.  What number will you need to spin to land on your target number? How does subtracting help in this game?</i> </p>

	<p><u>Considerations:</u> Allow children to also choose from Mental Math from Week 3.</p> <p><u>Ongoing Assessment:</u> Check for accuracy with addition and subtraction. Note children's strategies.</p>
<p><b>Research</b></p> 	<p><b>The World Map</b></p> <p><u>Objective:</u> I can explore the world map and make connections among places I already know and places I am learning about.</p> <p><u>Process:</u> Children will likely begin identifying and marking places they know (perhaps starting with Boston), places they have visited, and places their families talk about. Children add sticky notes with their questions and ideas about different places on the posted map.</p> <p><u>Facilitation:</u> Encourage children to move between the map, books, and conversations with others.</p> <p><i>What have you found on the map?</i> <i>What do you wonder about that place?</i> <i>How can you write that question/idea on a sticky note?</i></p> <p><u>Ongoing Assessment:</u> Take note of children's knowledge about the world map and the language they use to describe locations.</p>
<p><b>Writing and Storytelling</b></p> 	<p><b>Acting Out Stories</b></p> <p><u>Objective:</u> I can make costumes and props and use them to act out my stories.</p> <p><u>Process:</u> Fluidly and in any order, children tell, write and draw, and act out stories. The fabric and clothespins can serve as costumes or other props. Children might create or collect other props to make their stories come to life, as well.</p> <p><u>Facilitation:</u> Help children organize their narratives and manage materials.</p> <p><i>What is this story about?</i> <i>Who are the characters?</i> <i>How might you use these materials to make a costume that shows which character is which?</i></p>

	<p><i>What can you write or draw to show the characters and action of this story?</i></p> <p><u>Thinking and Feedback Possibilities:</u>  Invite a few children to act out a story for the whole group. Other children can offer feedback about how convincing they find the costumes or props and make suggestions for what to add or change. Children might also offer feedback on the stories themselves, shared by reading or showing pages of their Storytelling Books, with clarifying questions and suggestions for additional elements.</p> <p><u>Ongoing Assessment:</u>  Listen to children’s stories and observe the elements they choose to enact and the characters they choose to costume. Note themes, language, vocabulary use, and interactions among actors and storytellers.</p> <p>If children record their stories in writing and/or drawing, their notebooks act as artifacts for the development of writing, narrative, language, and vocabulary, as well as insight into their interests, thoughts, and perceptions of self, others, and the world.</p>
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<p><b>Standards</b></p> <p>(Boston 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 1) and the following studio-specific standards.</p> <p><u>Math</u>  <b>AR.C.2</b> Understand and apply properties of operation and the relationship between addition and subtraction within 20.</p> <p><u>Art:</u>  <b>Visual Arts 1.3</b> Learn and use appropriate vocabulary related to methods, materials, and techniques. Learn to take care of materials and tools and to use them safely.</p> <p><u>Discovery</u>  <b>2-PS1-1.</b> Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.  <b>2-PS1-2.</b> Test different materials and analyze the data obtained to determine which materials have the properties that are best suited for an intended purpose.  <b>2.K-2-ETS1-3.</b> Analyze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs.</p>
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	<p><u>Research</u></p> <p><b>Social Studies 2.T4.3.</b> Locate and analyze information and present a short research report on the physical features, resources, and people of a country outside the United States.</p> <p><u>Writing and Storytelling</u></p> <p><b>Theatre 1.3</b> Pretend to be someone else, creating a character based on stories or through improvisation, using properties (props), costumes, and imagery.</p>
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<p><b>Notes</b></p>
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