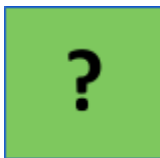


Unit 1: How We Learn in Our School Communities

WEEK 5 Studios




Introducing New Materials



Beautiful Stuff is introduced in the Art and Building Studios; work in other studios continues.

Big Ideas	<p>We all learn. We can learn different things, in different ways, for different reasons.</p> <p>Communities can include and support all learners.</p>
Weekly Question	<p>What can we learn about schools from communities in the United States and around the world?</p>
Materials and Preparation	<ul style="list-style-type: none">• new studios prompts• Observation Sheets <p><u>New for the Art Studio:</u></p> <ul style="list-style-type: none">• a collection of Beautiful Stuff• trays and containers (preferably clear) <p>Read the Beautiful Stuff Guide in Introduction documents to understand how these materials are introduced and used.</p> <p><u>New for the Building Studio:</u></p> <ul style="list-style-type: none">• images of school buildings around the world Tack up images in the building area and/or insert them into the Building Design Notebook.• Building Design Notebook <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none">• collections of small objects• white slips of paper to create price tags• markers• number cards: 1-10, (6) 5's, (10) 10's

	<p>For the Opening meeting, prepare a collection of Beautiful Stuff with enough pieces for each child to handle one.</p> <p>Check and replenish all Studios bins as needed.</p> <p>Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.</p>
Opening	<p><i>We are going to look at some new materials for Studios. These will be kept in the Art Studio, but you might use them in other studios, as well, depending on what you are working on.</i></p> <p>Spread out some samples of Beautiful Stuff materials. <i>What do you notice about these materials?</i></p> <p><i>This is called “Beautiful Stuff” because it’s a collection of things, or “stuff” that you might just find around. You might not think it’s useful at first, but it could become something beautiful if you use it in a new way! Put a thumb up if you have used Beautiful Stuff in school before.</i></p> <p>Give children a moment to describe previous experiences with found, natural, and recycled materials.</p> <p><i>Let’s see what we have in our collection so far.</i></p> <p>Hand each child one object. <i>Look carefully at the object in your hands.</i> <i>How can you describe and compare your object with one your partner has?</i> <i>Turn and talk. Tell your partner as much as you can about your object...</i></p> <ul style="list-style-type: none"> • <i>What does it look and feel like? Is it heavy, slippery, rough?</i> • <i>Where do you think it might have come from?</i> • <i>What can you imagine doing or making with it?</i> • <i>How is your partner’s object similar to or different from yours?</i> <p>Collect the materials. <i>These materials will be stored in the Art Studio. You can explore them there. You can think about whether there is a material you might want to add to your puppet.</i></p> <p><i>Sometimes you will find a way to use some of these materials when you are building. You might also find a material that would help you tell and act out a story in the Writing and</i></p>

	<p><i>Storytelling Studio.</i></p> <p>Describe where the Beautiful Stuff collection will be stored, and talk about how to care for it, appropriate to established classroom systems and agreements.</p> <p>Spend no more than a minute or two introducing other studios, with notes as follows.</p> <p><i>Our <u>Math Studio</u> now has several small items for a toy store. You can determine how much each item should be worth. Your customers can pay for the toy using number cards as money.</i></p> <p><i>This week as you are <u>building</u>, you might think about all the different kinds of schools there could be. We know that children all around the world go to school in places that look very different from here. Here are some images for you to look at for inspiration. You are welcome to use Beautiful Stuff in your new buildings.</i></p> <p>Have children turn and talk to share their plans and then dismiss them to work.</p>
Facilitation	<p>Notice how children are approaching, talking about, sorting, and making use of Beautiful Stuff. Engage them in conversation about the observations and discoveries they make, and about the ideas and questions they have. Encourage children to think openly about the materials.</p> <p>As children continue working on their puppets, ask them whether adding some kind of Beautiful Stuff might make them more interesting.</p>

<p>Art</p> 	<p>Making Puppets <i>Continues from previous weeks.</i></p> <p><u>Objective:</u> I can make a puppet to represent myself or another learner.</p> <p>Children continue making puppets, possibly using Beautiful Stuff to add dimension.</p> <p><u>Thinking and Feedback Possibilities:</u> Children can share their puppets, especially those that have evolved through introduction to storytelling, in response to previous feedback</p>
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	from classmates, or with the addition of Beautiful Stuff.
Building 	<p>Building Schools Around the World</p> <p><u>Objective:</u> Inspired by schools around the world, I can build with blocks and new materials. I can add my designs to our Building Design Notebook.</p> <p><u>Process:</u> Children access a variety of resources to decide what kind of school to build and how to begin. They might identify a need for an element that can be best represented by something in Beautiful Stuff.</p> <p><u>Facilitation:</u> Ask children about their buildings and what has inspired them. Encourage them to consider introducing new materials to represent various elements of the schools they build.</p> <p><i>What can you tell me about this school you're building?</i> <i>Where did you get this idea? What inspired you to build this?</i> <i>Can you imagine going to a school like this? What do you think it would be like?</i> <i>Is there anything particularly challenging about building this school?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Gather the group around a physical structure in the Building Studio or bring/project a photo to the group.</p> <p>Presenting children might describe any challenges or successes in building and might explain the source of their inspiration.</p> <p><u>Ongoing Assessment:</u> How does what children are building communicate their ideas about school? What does a structure communicate about what is important to that child?</p>
Discovery 	<p>Properties of Materials <i>Continues from Week 4.</i></p> <p><u>Objective:</u> I can respond thoughtfully to questions about a video I have watched.</p> <p>Make sure that all children have an opportunity to have this experience.</p>

<p>Math</p> 	<p>Toy Store <u>Objective:</u> I can add combinations of numbers with accuracy.</p> <p><u>Process:</u> Children create a store by display of toys that include price tags that represent one or two-digit numbers. “Customers” pay for the objects using number cards that equal that amount.</p> <p><u>Considerations:</u> Offer play money or invite children to create their own money.</p> <p><u>Facilitation:</u> <i>What will you buy? Why?</i> <i>How do you know you have enough money for that purchase?</i> <i>What if you also add this item? How much would that cost?</i></p> <p><u>Considerations:</u> Offer play money or invite children to create their own money.</p> <p><u>Ongoing Assessment:</u> Check for accuracy with addition and subtraction. Note strategies children are using.</p>
<p>Research</p> 	<p>The World Map <i>Continues from Week 4.</i></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>Children make additional connections to the places where they might find the kinds of schools classmates are building in the Building Studio.</p>
<p>Writing and Storytelling</p> 	<p>Acting Out Stories <i>Continues and extends from previous weeks.</i></p> <p><u>Objective:</u> I can make costumes and props and use them to act out my stories.</p> <p>Fueled by imagination, the Roll a Story dice, and perhaps some simple props from Beautiful Stuff, children continue to tell stories and to record them in their notebooks through writing and drawing.</p>

Standards	<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>Art:</u> Visual Arts 1.3 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>Building:</u> R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text. R.11.2.d Compare and contrast the information presented by two texts on the same topic.</p> <p><u>Discovery</u> 2-PS1-1. Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency. 2-PS1-2. Test different materials and analyze the data obtained to determine which materials have the properties that are best suited for an intended purpose. 2-PS1-3. Analyze a variety of evidence to conclude that when a chunk of material is cut or broken into pieces, each piece is still the same material and, however small each piece is, has weight. Show that the material properties of a small set of pieces do not change when the pieces are used to build larger objects. 2.K-2-ETS1-3. 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> <p><u>Math</u> AR.C.2 Understand and apply properties of operation and the relationship between addition and subtraction within 20. 2.OA.B.2</p> <p><u>Research</u> Social Studies 1.T4.3. 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>
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(Boston Standards)	<u>Writing and Storytelling</u> Theatre 1.3 Pretend to be someone else, creating a character based on stories or through improvisation, using properties (props), costumes, and imagery.
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