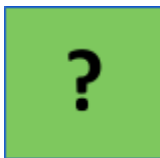


Unit 1: How We Learn in Our School Communities

WEEK 6 Studios



Beginning the Our Schools Project


Children use the materials available in all studios to begin to explore their ideas about the Our Schools Project. Specific work in studios will depend on projects taken on by individual classes and small groups.


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 do we know and what can we find out about our school?</p>
Materials and Preparation	<p>Reread the Our Schools Project Overview in the introductory documents. Imagine a variety of activities to propose to the children, in consideration of the particular interests of the classroom community and of individual children. During this week's Studios, look for opportunities to suggest various projects children might pursue in small groups, related to the recommendation the class is making to their chosen audience.</p> <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">● construction paper, full sheets, in a variety of colors● a variety of construction, tissue, and other papers, cut into quarters● liquid glue● glue spreaders <p><u>New for the Building Studio:</u></p> <ul style="list-style-type: none">● "Gathering Data About Our School" slides, or a printout

	<p>Provide technology to view slides, or place printed text in sheet protectors, for children to reference as they build.</p> <p><u>New for the Discovery Studio:</u> Review the options for waterproof activities in the Discovery Studio description, below, and choose which to set up. Gather needed materials from the following list.</p> <ul style="list-style-type: none"> ● Science and Engineering Packets ● writing and drawing tools ● droppers ● container of water ● pieces of fabric and other materials <p>Cut each material to an approximate to six-inch square, or large enough to be secured with an elastic band over the cup or jar.</p> <ul style="list-style-type: none"> ● cups or jars, about 4 ● elastic bands ● crayons <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● laminated pictures of desks, teacher desk, chairs, tools, and other classroom furniture ● graph paper <p><u>New for the Research Studio:</u></p> <ul style="list-style-type: none"> ● “Gathering Data About Our School” slides ● technology for viewing slides ● Gathering Data About Our School sheets, completed from Text Talk Day 2 and additional copies ● writing tools <p><u>New for the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> ● list of school community members to interview, from Text Talk Day 3 ● Interview Script, modified for the class ● Interview sheets, modified for the class, multiple copies <p>Review the list of interviewees and consider matching them with interviewers, recognizing established relationships and adults who will provide well-placed support for particular children. Pair children who will be successful together.</p> <p>Check and replenish all Studios bins as needed.</p> <p>Decide which day(s) to host a Thinking and Feedback meeting, and</p>
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	plan Studios time accordingly.
Opening	<p><i>This week we have started gathering information about our school and considering what works well and what else could make our school an even better place for all learners. This week in studios you will use the materials and tools available to think more about this question and how you might answer it.</i></p> <p><i>This week you have some new materials to communicate your ideas.</i></p> <p>Show paper pieces and a whole sheet of construction paper along with glue, glue spreader, and scissors. Allow children to respond to this collection of materials by sharing what they might do with them.</p> <p><i>These materials are for the <u>Art Studio</u>. Many of you have experimented with collage before.</i></p> <p>Gauge children's previous experience, and demonstrate, explain, or simply show materials they can use. Remind children that one property of paper is that it can be both cut and torn. One property of translucent (tissue) papers is that they can be layered to make new colors.</p> <p><i>Experiment with collage to show something wonderful you can imagine. Remember that you are always welcome to collaborate with a friend.</i></p> <p><i>In the <u>Building Studio</u>, you can keep thinking about how to construct schools. You might also want to construct things that you find inside of schools, such as furniture. Think about the important features of a school that would make it a wonderful place for all learners.</i></p> <p><i>In the <u>Math Studio</u>, you can make a picture graph of the furniture we have in our classroom. Share your graph with a classmate.</i></p> <p><i>We read this text, <i>Gathering Data About Our School</i>, but we didn't get to spend a lot of time looking at every part of the text. You can look at it some more at the <u>Research Studio</u>.</i></p> <p><i>We made a list of people we'd like to interview to get their ideas about our school. In the <u>Writing and Storytelling Studio</u>, you can practice interviewing, and once you are comfortable, you can go out and interview the people on the list.</i></p> <p>Show the interview form and sample script, and describe the logistics</p>

	<p>of how interviews will work.</p> <p><i>Finally, you'll continue your investigation about absorbency at the <u>Discovery Studio</u>: you'll test different materials to see which ones are waterproof.</i></p> <p>Explain or demonstrate according to the chosen activity.</p> <p><i>What will you do today in Studios? Do you have a new idea about something that would make our school a place where everyone can do their best learning? How can you show that in with Studios materials?</i></p> <p>Give children time to share their plans with a partner and to arrange to collaborate. Dismiss children to work.</p>
Facilitation	<p>Children's work in studios should be primarily focused on beginning to think about the Our Schools Project in a variety of media. Whatever children are working on, they might be asked:</p> <p><i>How does your work communicate an idea about what makes a school a good place for all learners?</i></p> <p><i>What are you finding out that tells you something about what is already wonderful about our school?</i></p> <p><i>What are you finding out that tells you what our school needs to be the school that all learners need?</i></p> <p>As children work, look for opportunities to connect their efforts one to another across studios, and for clues about new materials that might be introduced on successive days.</p>

<p>Art</p> 	<p>Making Collages</p> <p><u>Objective:</u> I can use collage to represent an idea.</p> <p><u>Process:</u> Children experiment with various papers, cutting and tearing, layering, and gluing.</p> <p><u>Facilitation:</u> Assist children with productive use of materials and point them to each other as resources for solving problems and developing strategies.</p> <p><i>What idea do you want to communicate through your collage?</i></p> <p><i>What colors and textures might you use?</i></p> <p><i>What are you noticing about the different papers and their effects?</i></p>
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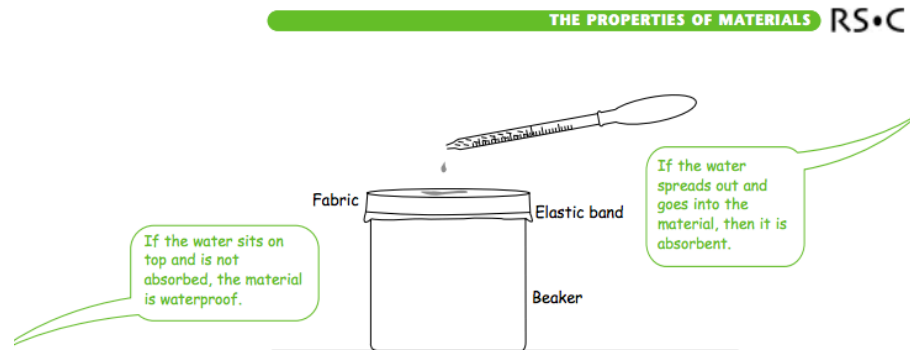
	<p><u>Thinking and Feedback Possibilities:</u> Work brought to the group might be examined for the idea it expresses, for use of materials in interesting ways, or for strategies that result in a particularly successful collage (selection and placement of colors, papers, torn and cut edges).</p> <p><u>Ongoing assessment:</u> Notice how children use materials to communicate an idea. How much do they experiment, or rely on what is familiar?</p>
<p>Building</p> 	<p>Building Features of Schools</p> <p><u>Objective:</u> I can identify features of a school and classroom that are important for including all learners. I can represent these features through building.</p> <p><u>Process:</u> Children choose from any building materials introduced to date to build specific features of schools that respond to the needs of all learners. They may refer to the slides “Gathering Data About Our School” to replicate or reimagine school spaces. They may add to the collective Building Design Notebook.</p> <p><u>Facilitation:</u> Ask children about their building features and what has inspired them. <i>What is important about this feature?</i> <i>Who is it important to?</i> <i>Where did you get this idea? What inspired you to build this?</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, inclusion, accessibility, and themselves?</p>
<p>Discovery</p>	<p>Is It Waterproof?</p> <p><u>Objective:</u> I can test different materials to identify which are waterproof.</p>



Process:

Option 1: Children drop water onto a variety of materials to see if they absorb or repel water.

Option 2: Children stretch pieces of fabric across cups or jars, using a rubber band so that the fabrics are taut and secure. Using a dropper, children apply water to the fabric, one drop at a time. As an extension, children can count and record the number of drops that stay on the fabric before being absorbed.



Option 3: Children make an absorbent material waterproof. They rub crayons (wax) onto the fabric before testing it. They may discover, as in the Art Studio, that different applications—more intense or even application of the crayon, for example—yield different outcomes.

Facilitation:

Use materials that have been tested so far, adding others that are available and that the children are curious to test. Tailor facilitation to the particular experiment children are pursuing.

Thinking and Feedback Possibilities:

Children can explain the experiment they set up and how it worked. If an experiment led to something interesting that was not what the children intended to find out, the group can help refine the experiment set up.


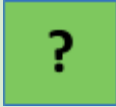
Ongoing assessment:

Notice how children pursue their experiments, from set up to investigation to recording results. Pay attention to their vocabulary: Are they using words specific to properties of materials?

Math

Picture Graphs

Objectives:

	<p>I can use pictures to represent data on a graph. I can draw conclusions based on the graph's data.</p> <p><u>Process:</u> Children use pictures to create picture graphs that represent the number of furniture items found in the classroom. Make a title and label your categories.</p> <p><u>Facilitation:</u> <i>What does the graph tell us?</i> <i>What information can you gather from looking at this graph?</i> <i>What questions might we ask ourselves?</i></p> <p><u>Considerations:</u> Children could graph store items from the previous week.</p>
<p>Research</p> 	<p>Gathering Data About Our School</p> <p><u>Objective:</u> I can read to understand data about schools and can compare this information to my own experiences.</p> <p><u>Process:</u> Children compare what they find in the slides to their own experiences and to the experiences of other school community members. Children record what they find and the questions the research provokes.</p> <p><u>Facilitation:</u> Encourage children to revisit their initial ideas from the Text Talk lesson and to explore different topics. <i>What do you think about this?</i> <i>What are you curious about?</i> <i>Does that make sense to you?</i> <i>What information here matches your experiences in our school?</i></p> <p><u>Ongoing Assessment:</u> This activity offers diverse opportunities to assess children's literacy development, as they approach and make sense of idiosyncratic informational text. In addition, take note of how children evaluate information in relation to their own knowledge and experiences. Where are children's individual curiosities, and how resourcefully do they consider next steps?</p>
<p>Writing and</p>	<p>Conducting Interviews</p> <p><u>Objective:</u></p>

Storytelling



I can practice and conduct interviews with people in my school community.

Process:

Children first become familiar with the Interview sheet. Then, as pairs or trios, they practice interviewing each other, using the sample script as needed. When they feel ready, children choose an interview subject from the list and do a run-through with a classroom adult. Finally, they go in pairs or small groups to interview selected school community members and record responses to bring back to the classroom.

Facilitation:

Children will need differing levels of support to prepare for interviews. Make sure to offer a sample script and see that children can use it effectively to practice or to carry with them during interviews.

Thinking and Feedback Possibilities:

As this project develops, it will be very helpful for children to bring completed Interview sheets back to the whole group so that all can evaluate what makes for a productive interview.

Ongoing Assessment:

Review interview sheets. Note children's ideas, organization, and approach to the task. Pay attention to children's willingness to approach and conduct interviews with other school adults.

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 1) and the following studio-specific standards.

Art:

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.

Building:

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><u>Discovery</u></p> <p>2-PS1-1. Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.</p> <p>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.</p> <p><u>Math:</u></p> <p>SR.C.2 Represent and interpret data.</p> <p>2.MD.D.9</p> <p>2.MD.D.10</p> <p><u>Research</u></p> <p>R.7.2.b Use provided resources to determine the meaning of words and phrases in a text.</p> <p>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.</p> <p>R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p>R.11.2.d Compare and contrast the information presented by two texts on the same topic.</p> <p><u>Writing and Storytelling</u></p> <p>SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.1.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
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