

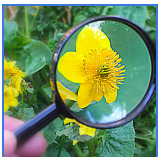
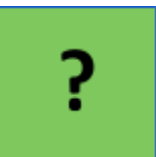




## Unit 1: How We Learn in Our School Communities

### WEEK 7 Studios









### Continuing the Our Schools Project

<b>Big Ideas</b>	<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>
<b>Weekly Question</b>	How can I contribute to my school community?
<b>Materials and Preparation</b>	<p>Consider ideas children have had for extending the project from the class letter to other activities.</p> <ul style="list-style-type: none"> <li>• new studios prompts</li> <li>• Observation Sheets</li> </ul> <p><u>New for the Discovery Studio:</u></p> <ul style="list-style-type: none"> <li>• Alternative Seating packets</li> <li>• other resources from Science and Engineering lessons</li> </ul> <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> <li>• 100's board</li> <li>• game pieces</li> <li>• dice</li> </ul> <p><u>New for the Research Studio:</u></p> <ul style="list-style-type: none"> <li>• class chart from Text Talk 3.2 and Week 3 Research Studio: "What do we need in order to do our best learning?"</li> <li>• Interview sheets from completed interviews</li> <li>• Gathering Evidence sheet, from Writing Week 7, Day 4</li> </ul> <p><u>New for the Writing and Storytelling Studio:</u></p> <p>Decide whether to invite families for an end-of-unit presentation. If so,</p>



Studios U1 W7

	<p>prepare:</p> <ul style="list-style-type: none"> <li>• paper for making invitations</li> <li>• invitation template on a chart or smaller paper, as needed</li> </ul> <p>Thinking and Feedback is an important mechanism for getting all children knowledgeable about and invested in each other's individual and small group work, especially as it relates to a whole group concern (the Our Schools Project). Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.</p>
<b>Opening</b>	<p>Refer to and review the class chart from Week 3, "What do we need in order to do our best learning?"</p> <p><i>We are arguing to _____ [audience] to _____ [project topic]. Our reasons are _____ and _____ [as established in writing lessons]. What evidence have we found to support our reasons?</i></p> <p><i>You have some other ways to communicate this idea, as well!</i></p> <p><i>This week in Studios, continue to work on the projects you have started.</i></p> <p>Name work that has already begun or that children are considering.</p> <p><i>Think carefully about whether you will continue something you were working on last week or start something new.</i></p> <p>Give children time to share their plans with a partner, and dismiss them to work.</p>
<b>Facilitation</b>	<p>Children's work in the studios should be primarily focused on work that enhances the main idea for the project.</p> <p><i>How does your work communicate an idea about what makes a school a good place for all learners?</i></p> <p>Use the following boxes to record the projects children are pursuing, and use these notes to assess their work and plan for subsequent sessions in the studios.</p> <p>Facilitate careful, intentional work by asking children questions about their plans, processes, collaborations, changes in course, and successes. Remind children that any writing they produce must be neat and inviting enough for an audience.</p>

<p><b>Art</b></p> 	<p><b>Making Collages about Our Classroom and School</b>  <i>Continues from Week 6 with a clearer focus.</i>  <u>Objective:</u>  I can use collage to represent something I appreciate about our classroom or school.</p>	
<p><b>Other projects</b></p>	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Needed resources, materials, collaboration</p>		
<p><b>Building</b></p> 	<p><b>Building Features of Schools</b>  <i>Continues from Week 6</i>  <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><b>Other projects</b></p>	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		

<p>Needed resources, materials, collaboration</p>		
<p><b>Math</b></p> 	<p><b>Race to 100</b></p> <p><u>Objective:</u> I can add onto a given number.</p> <p><u>Process:</u> Children take turns rolling 2 dice and adding the numbers together to determine the sum. This sum will be the number of spaces the child moves forward on the 100's board. Children continue taking turns until one person reaches 100.</p> <p><u>Considerations:</u> Offer previous games.</p> <p><u>Facilitation:</u> <i>How can you check for accuracy in your adding/ counting?</i> <i>What adding strategies are you using?</i></p>	
<p><b>Discovery</b></p> 	<p><b>Continuing Chair Designs</b></p> <p><u>Objective:</u> I can design and build a seat that meets certain criteria. I can record my work in writing and drawing.</p> <p><u>Process:</u> Children continue their seat design work.</p> <p><u>Facilitation:</u> Offer help with materials as needed. Refer children to each other for strategizing about design and construction. Remind children that their seating designs need to meet their criteria and thus some needs of learners in the classroom community.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite children who are feeling successful to share their designs and ask classmates for suggested improvements. Alternately, invite children who are struggling to share their designs and ask for help in solving a specific problem.</p> <p><u>Ongoing Assessment:</u> Continually review children's Science and Engineering packets to assess</p>	



	<p>their representations, thinking, criteria, selection of materials, and progress. Compare the entries of children working in pairs.</p>
<p><b>Research</b></p> 	<p><b>Continuing Research, Finding Evidence</b>  Note: Introduce this phase of the work only after the Gathering Evidence writing lesson (Week 7, Day 4) has occurred.</p> <p><u>Objective:</u>  I can identify evidence that will strengthen our argument.</p> <p><u>Process:</u>  Children move between the class writing project and independent research to identify evidence to include in the class letter. They record evidence on the Gathering Evidence sheet.</p> <p><u>Facilitation:</u>  Continue to help children orient to the information on BuildBPS and focus their attention on the need to find evidence for the identified argument.</p> <p><i>What is important about the information you are finding?  Are you finding <b>evidence</b> that supports a reason in our argument? How does it support a reason?</i></p> <p><u>Thinking and Feedback Possibilities:</u>  The whole group will benefit from an opportunity to look at how one group is pursuing research, gathering evidence, consolidating findings, and communicating their ideas.</p> <p><u>Ongoing Assessment:</u>  How are children interacting with the data available to them?  What connections are children making between writing lessons and work in studios?  What evidence can you gather about children’s understanding of argument writing?</p>
<p><b>Writing and Storytelling</b></p> 	<p><b>Conducting Interviews</b>  <i>Continues from Week 6.</i></p> <p><u>Objective:</u>  I can practice and conduct interviews with people in my school community.</p> <hr/> <p><b>Making Invitations</b>  <u>Objective:</u>  I can create and write an invitation for our class presentation that includes drawing and writing and communicates a clear message.</p>

Other projects	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Needed resources, materials, collaboration		

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>Discovery</u></p> <p><b>2-PS1-1.</b> Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.</p> <p><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.</p> <p><u>Math</u></p> <p>QR.C.6 Use place value understanding and properties of operations to add and subtract.</p> <p><u>Research</u></p> <p><b>R.7.2.b</b> Use provided resources to determine the meaning of words and phrases in a text.</p> <p><b>R.8.2.b</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><b>R.9.2.b</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>R.11.2.c</b> Explain how specific visuals contribute to and clarify the</p>
-----------	--

	meaning of a text. <b>R.11.2.d</b> Compare and contrast the information presented by two texts on the same topic.
--	--

**Notes**