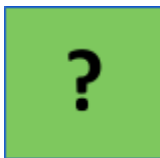


Unit 1: How We Learn in Our School Communities

WEEK 8 Studios




Finishing, Presenting, and Celebrating the Our Schools Project

Classrooms host final presentations of projects, including the written argument and related individual and small group work.



On Day 5, use both Studios and Text Talk time for class presentations and celebrations.


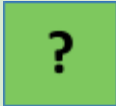

Big Ideas	<p>We all learn. We can learn different things, in different ways, for different reasons.</p> <p>Communities can include and support all learners.</p>
Weekly Question	How do schools contribute to strong communities?
Vocabulary	<p>presentation: a demonstration or celebration of work or an idea</p> <p>celebration: a fun event to mark something important</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">• any 2-dimensional art media introduced thus far (pencils, colored pencils, markers, crayons)• large paper, at least one piece for each Classroom Agreement <p>Read through the agreements and identify whether certain children might be well-suited to illustrate particular ones. Consider how to give children some choice about which agreements they illustrate and to make sure that each agreement gets illustrated.</p> <p>Prepare any final materials needed for presentations at the end of the week.</p>

Opening	<p><i>In the <u>Art Studio</u> this week you'll be making posters about our Classroom Agreements. Before you start, think about your message and your design. You might want to start by sketching with a pencil. As always, you're welcome to work together.</i></p> <p><i>In the Math Studio you can play previous games.</i></p> <p><i>In the other studios, you'll be working on your projects.</i></p> <p>Give some examples of work children might be doing, based on the projects they have identified.</p> <p><i>It's especially important that you make a good plan for your work in Studios this week; at the end of the week, we will be presenting our projects about making our classroom and school an excellent place for all learners, and you will want your work to be as strong as it can be. What do you need to do to finish your work? What materials will you need? What help would you like from others?</i></p> <p>Have children turn and talk to share their plans, and dismiss them to work.</p>
Facilitation	<p>Once illustrated, the Classroom Agreements posters can hang prominently throughout the year to reinforce the community established in this first unit of study and beginning of the school year.</p> <p>In other studios, children finish up any projects that will be presented in the classroom, to the broader school community, or to families.</p> <p>Children may be anxious about finishing large projects. Be aware that frustrational levels may be higher and interactions more fraught as excitement mounts. It may be helpful to spend a bit more time talking through the work as a whole group; conversely, children may appreciate the chance to work freely in studios after the completion of such focused work over the last few weeks. Be observant and responsive.</p>

<p>Art</p> 	<p>Classroom Agreement Posters</p> <p><u>Objective:</u></p> <p>I can work alone or with a partner to make a poster to represent one of our classroom agreements.</p> <p><u>Process:</u></p>
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	<p>Children choose or are assigned one agreement to illustrate. They work on posters collaboratively or independently. The work is finished when each agreement has a poster. Alternatively, illustrated agreements could be bound into a class book.</p> <p><u>Facilitation:</u> Help children think through the ideas behind the agreements and how they might be illustrated. Encourage children to catch viewers' attention by using large letters and drawings and bright colors. They might also create a border or other appealing layout features.</p> <p><u>Thinking and Feedback Possibilities:</u> Because these posters represent the thinking and investment of the whole class and will serve as reminders for the tenets of the classroom community, giving other children an opportunity to offer feedback will be particularly meaningful. The group may decide on thematic elements, such as borders, size of words, or inclusion of classroom-specific images or symbols.</p> <p><u>Ongoing assessment:</u> Listen in as children revisit and discuss the classroom agreements. What is their understanding of the agreements and why they are in place? What is their investment in sustaining them?</p> <p>Look carefully at the posters to see how children connect illustrations to words, how they represent abstract ideas, how they organize their work on the large page, and how they have worked collaboratively.</p>	
Other projects	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Needed resources, materials,		

collaboration		
Building 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Needed resources, materials, collaboration		
Discovery 	Refining Alternative Seating Designs and Models Children continue refining their seat prototypes, build an actual seat for the classroom, write about other seat designs in response to the Alternative Seating packet, or pursue other tasks necessary for wrapping up the Science and Engineering work for the unit. (Building actual seating for the classroom may extend into successive weeks.)	
Other projects	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Needed resources,		

materials, collaboration		
Math 	No new activities. Offer previously taught games.	
Research 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Needed resources, materials, collaboration		
Writing and Storytelling 	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>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>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.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</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>
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