

Unit 3: Connecting Places, Connecting People

WEEK 1 Studios



Representing Places

Children undertake work to communicate and learn about places that are known and places that are new.

<p>Big Ideas</p>	<p>Every place has many stories.</p> <p>We understand our own identities by thinking about where we are and where we come from.</p>
<p>Weekly Question</p>	<p>What helps us understand a place?</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● new studios prompts ● Cut apart and replace studios prompts. ● Unit 3 Observation Sheet <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● pencils ● sketching or scrap paper ● white construction or drawing paper (9 x 12) ● colored construction paper, cut into quarter sheets and arranged for easy access, such as spread on a tray ● scissors ● liquid glue and/or glue sticks ● glue brushes ● tray or basket to collect paper scraps for reuse <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> ● Kapla blocks ● blank paper ● writing tools ● Beautiful Stuff as useful for building and adding details to buildings, such as small boxes, paper tubes, ribbon, buttons

For the Discovery Studio:

- all Unit 3 texts*
- States of Matter chart from Science Lessons 1 and 2
- sticky notes (optionally, in three colors)
- writing tools

For the Math Studio:

- [Greatest of Them All](#) Recording Sheet
- Gather [Number Cards 0 – 10](#)
Remove cards that show 10.
- base-10 blocks, optional, for modeling numbers

For the Research Studio:

- all Unit 3 texts*
 - chart paper
 - writing tools
- Prepare the chart, What do we find in our new books?

What do we find in our new books?				
Places where people live and work	People doing things together	People buying or selling	Evidence of people traveling	Evidence of important relationships

* Note: It may be useful to put the Discovery and Research Studios in close proximity so that children may access Unit books for both purposes simultaneously.

For the Writing and Storytelling Studio:


- Writing and Storytelling Books
- fabric, clothespins, and other storytelling props
- writing and drawing tools


Decide which studios need particular attention, and bring those bins to the whole group.


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>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>Opening</p>	<p><i>We are thinking about this question: “What helps us understand a place?” When you work in Studios this week, you’ll be exploring places you know well and places that are new to you. You’ll be thinking about how different kinds of information help us learn about a place.</i></p> <p>Briefly introduce each studio, emphasizing the goal of communicating ideas about the Weekly Question or other unit ideas through the tools and materials available at each studio. Remind children that they can work with the same idea in different ways across studios.</p> <p><i>In three studios—Art, Building, and Writing and Storytelling—you’ll be thinking about places you know well: the area in which you live or the area around our school. You can represent important or favorite parts of what’s in your neighborhood in different ways. It will be interesting to see if you can choose one feature of your area and represent it in different studios this week and next week. For example, near where I live, there is an empty store, and I like to imagine what kind of businesses might open there. I could make a collage showing that empty building and then write and act out a story about opening a new business there. Or I could build the building with blocks, make a map with the empty building on it, and then make a collage with the kind of business I imagine.</i></p> <p><i>In the Discovery Studio, you will continue to think about states of matter by doing a scavenger hunt through our new books for this unit. In Science and Engineering investigations you’ve been thinking about and recording examples of solids, liquids, and gases; now you can look through our books and see if you can find them in the illustrations and words. When you do, you can write them on sticky notes. We’ll add those to our class chart.</i></p> <p><i>You’ll also look at our new books in the Research Studio and record what else you find in them in this “What do we find in our new books?” chart.</i></p> <p>Read and, if needed, explain the categories on the chart.</p>

	<p>Refer to the Studios Planner. <i>What will you work on today in Studios?</i> Give children time to share their plans with a partner and to arrange to collaborate. Dismiss children to work.</p>
Facilitation	<p>Circulate through studios and check in with children about what they are pursuing. 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>Identify a piece of work for use during Thinking and Feedback and/or for planning purposes.</p> <p>Note: In anticipation of the Our Town Project (beginning in Week 6), be sure to document and/or collect artifacts of work specific to the school neighborhood.</p>

<p style="text-align: center;">Art</p> 	<p>In my Neighborhood/My School’s Community <u>Content Objective:</u> I can represent important and familiar places in collage.</p> <p><u>Process:</u> Children think about where they live or where their school is located and identify a building or other place that is important to them. They first make a pencil sketch of this building or place, and then recreate it, by referencing their sketches, in cut paper collage. In making a collage, children will not achieve the same level of detail possible in pencil. Rather, in considering their sketches, they will identify important features to represent by cutting or tearing and gluing colored paper pieces.</p> <p><u>Facilitation:</u> <i>What is important to you, near where you live?</i> <i>What details do you want to be sure to capture in your sketch?</i> <i>What features do you want to be sure to include in your collage?</i> <i>Will you use realistic or imaginative colors in your collage?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Children might present their sketches and collages side by side and discuss challenges and successful strategies in moving from one</p>
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	<p>medium to the other. Children might also describe the importance of the place they have chosen to represent and collect feedback from peers about how that idea is apparent in the collage.</p> <p><u>Ongoing Assessment:</u> How are children using the materials to communicate about a place and their feelings about that place? Compare children’s sketches and collages. Where do they succeed and struggle to represent these important places? How do children talk about the features of their neighborhood and their connections to it? What kinds of feedback do children offer each other?</p>
<p>Building</p> 	<p>In my Neighborhood/My School’s Community</p> <p><u>Content Objective:</u> I can represent important places with building materials and record these structures in maps.</p> <p><u>Process:</u> As in the Art Studio, children think where they live or where their school is located and identify a building or other place that is important to them. They build specific buildings or features (such as works of public art, buildings, etc.). They might use Beautiful Stuff in addition to Kapla blocks to add detail and personality to their constructions. As a neighborhood is defined by the streets that surround it, children create these boundaries of streets. Finally, children draw maps. These maps may vary in detail.</p> <p>Children might work collaboratively or independently.</p> <p><u>Facilitation:</u></p> <p><i>What is important to you, nearby where you live?</i> <i>What details do you want to be sure to capture in your building? Are there other materials you might use?</i> <i>What do you imagine happens here?</i> <i>Who lives here?</i> <i>What will be important to show on your map of this place?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Take photographs of the projects and project them for group discussion, alongside children’s drawn maps. In photographing the work, consider whether the most effective documentation will be from a side or aerial perspective.</p>

	<p>Revisit experiences from Unit 2 by showing photos and children’s maps side by side, promoting conversation about how maps are two-dimensional representations of three-dimensional places.</p> <p>Encourage children to talk about what feels important about the places they represent. Have collaborating children talk about how they made decisions about what was included on their building, and solicit feedback from other children about what else might be added to the representation.</p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.</p> <p>How do children think about the idea of a neighborhood or community? What features seem to be most important to the children in nurturing a sense of place? How do children feel about the places they inhabit, as represented in their structures?</p>
<p>Discovery</p> 	<p>States of Matter Scavenger Hunt</p> <p><u>Content Objective:</u> I can identify states of matter.</p> <p><u>Process:</u> Children browse new Unit 3 books to find examples of each state of matter. When they do, they write and/or draw each example on a sticky note. These notes are then affixed to the class chart created during the previous days’ Science lessons. Children might also use clipboards and search around the classroom for examples.</p> <p><u>Facilitation:</u></p> <p><i>How do you know these are solid/liquid/gas? What are some words you can think of to describe something that is solid/liquid/gas? What are properties of solids/liquids/gases?</i></p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.</p>

Math



Greatest of Them All (1–5)

I can compare numbers.

Process/Directions:

- The object of the game is to use digit cards to create the greatest possible number.
- Draw a card and choose where to write it on your recording sheet. Once you place a digit, it cannot be moved.
- Compare your numbers with your partner using $<$, $>$, or $=$. Encourage children to model their numbers with the Base 10 blocks to verify their answers.
- The player with the greater number in each round gets a point.

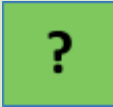
Facilitation:

*How are you making decisions about where to put the numbers?
Which number is greater/less? How do you know?
What will you do differently in the next round?*

Variation:

Children try to make the number with the least value.

Research



What do we find in our new books?

Content Objective:

I can read for specific information and record what I find.

Process:

All new Unit 3 books are available. As children browse and read, they record evidence of unit ideas in categories, by noting titles, page numbers, and examples on a class chart. Children initial the contributions they make to the chart so that they can ask each other questions and make connections.


Facilitation:

*What are you looking for? What are you finding?
What does that make you think about?*

Ongoing Assessment:

Observe children as they peruse books to understand their approach as readers. Children's initials will help keep track of their contributions to the class chart.

Read the chart as it evolves to understand what themes are emerging as important to the group, how carefully they are reading/looking at

	<p>illustrations, and what books seem to be especially intriguing. As children look at books not yet introduced to the whole group, note what interests and intrigues them and what connections they make. Use these observations in planning upcoming Text Talk lessons.</p>
<p>Writing and Storytelling</p> 	<p>What Happens In My Neighborhood/My School's Community <u>Content Objective:</u> I can tell, act out, and write and draw stories about real or imagined events in a particular setting.</p> <p><u>Process:</u> Children draw on their own environments and experiences to tell, write, and illustrate stories. They might combine stories. They also might develop stories about things they imagine happening in the places they know.</p> <p><u>Facilitation:</u> <i>What will happen in your story?</i> <i>Is your story inspired by something that really happens where you live?</i> <i>What else can you imagine?</i> <i>Who are some people you know from your community who you might include in your story?</i> <i>What do you want your audience to know about your neighborhood?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Ask children to act out their stories or to read them aloud to the group. Children can offer feedback about how effective the storytellers are in communicating something important about the places they know.</p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting. What kinds of stories do children tell? What do children choose to communicate about places they know? What narrative structures do children use?</p>

<p>Standards</p>	<p>Some standards addressed will depend on the studios in which children work. Some possibilities include work towards those listed in the Studios Introduction (Part 1) and the following studio-specific standards.</p>
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	<p><u>Math:</u> QR.C.5 Understand place value. 2.NBT.A</p> <p><u>Research:</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.</p> <p><u>Writing and Storytelling:</u> SL.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p>
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Notes