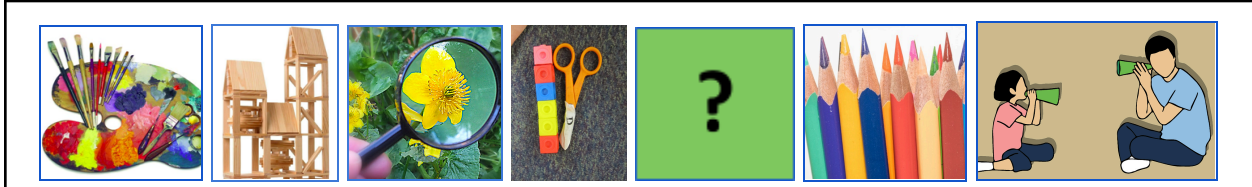


Unit 3: Connecting Places, Connecting People

WEEK 2 Studios



**Learning About and Representing Places**

Children continue and add new elements to work begun in Week 1. In the Writing and Storytelling Studio, children begin writing poems.

<p><b>Big Ideas</b></p>	<p>Every place has many stories.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p>
<p><b>Weekly Question</b></p>	<p>What can we learn by exploring stories and music from different places?</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● new studios prompts</li> <li>● Cut apart and replace studios prompts.</li> <li>● Unit 3 Observation Sheet</li> </ul> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> <li>● all materials from Week 1</li> <li>● markers</li> </ul> <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> <li>● all materials from Week 1</li> </ul> <p><u>New for the Discovery Studio:</u></p> <ul style="list-style-type: none"> <li>● ice cubes</li> <li>● petri dishes</li> <li>● Science and Engineering packets</li> <li>● writing tools</li> </ul> <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> <li>● dry erase markers</li> <li>● sheet protectors</li> <li>● <a href="#">Number Cards 0 – 10</a></li> </ul>

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Remove the cards that show 10.

- [Get Your Numbers in Order Gameboard](#)

For the Research Studio:

- all Unit 3 texts
- chart paper
- writing tools

Prepare the chart, Where do we find music in our new books?

Where do we find music in our new books?			
Musicians	Instruments	What happens with music	Connections we are making

New for the Writing and Storytelling Studio:

- standard number die
- Word Cards and/or Roll a Story dice  
Copy word cards onto stiff paper and cut apart. Create extra cards for words that are important to the classroom community or that have come up in previous studios work. Place all word cards in a container or upside down on a tray.
- Writing and Storytelling Books
- writing and drawing tools

Decide which studios need particular attention, and bring those bins to the whole group. **Include examples of children’s work in progress from Week 1** to relaunch the work in those studios and encourage thoughtful continuation of longer processes.

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.

Have sufficient copies of the Observation Sheet on clipboards.

Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.

**Opening**

*This week in Studios, you will continue the work you started last*

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*week, and add to it.*

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.

*In the Art Studio, you can revisit the collages you made last week. Look at your collages and at your pencil sketches. We are adding markers to the studio so you can add some details that you were not able to make with paper. You can also start a collage if you have not done so already.*

*In the Building Studio, keep working on representing the area where you live or the community here at school. Now, think about adding a space for to gather to listen to music together. It might be an inside space, like a concert hall, or it might be an outside space, like a park. While you are building, you can think about what kind of music might be heard in your area.*

*In the Research Studio, you'll keep looking at our new books. This time, look carefully for evidence of music. There is a new chart for you to record what you find.*

*We have new activities in two studios.*

*In the Discovery Studio, you'll set up a Melting Race. During our Science lessons, you worked with your group to set up ice in different locations to see where the ice melts most quickly. Is there something you can do using your body to make it melt even faster? That's what you will investigate. As always, record what you discover in your Science and Engineering packets.*



*Finally, in the Writing and Storytelling Studio, you will begin writing poems. You can write any kind of poem you'd like, about any topic. The challenge will be to use some of our important vocabulary words in your poem. How many words you use depends on what you roll on the number die. Roll this one [the number die] first to find out how many words to choose. Then you can use these word cards or the Roll a Story dice to find your words. The words on the cards are ones you have seen before in the texts we've read together.*


Demonstrate rolling for a number of words and then choosing words with word cards or Roll a Story dice, without looking at the words first.


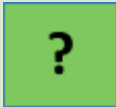

*When you have your words, try to write them into your poem!*

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	<p>Refer to the Studios Planner.  <i>What will you work on today in Studios?</i>          After this longer introduction, quickly dismiss children to work.</p>
<p><b>Facilitation</b></p>	<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><b>Note:</b> In anticipation of the Our Neighborhood Project (beginning in Week 6), be sure to document and/or collect artifacts of work specific to the school neighborhood.</p>

<p><b>Art</b></p> 	<p><b>In My Neighborhood/My School’s Community</b>  <i>Continues and extends from Week 1</i>  <u>Content Objective:</u>          I can identify and add important details to my visual work.</p> <p><u>Process:</u>          Children who have not yet visited the Art Studio begin collages. Children who have already made collages revisit them, referring to their pencil sketches and using markers to add important details to their collages.</p> <p><u>Facilitation:</u>  <i>What details are very important to include in your artwork?</i>  <i>How do those details help a viewer understand what’s important in your area?</i>  <i>How are you thinking about color?</i></p>
<p><b>Building</b></p> 	<p><b>Music In my Neighborhood/My School’s Community</b>  <i>Continues and extends from Week 1</i>  <u>Content Objective:</u>          I can represent important places with building materials and record these structures in maps.</p> <p><u>Process:</u></p>

	<p>Children continue to represent important places with building materials and record their structures in maps. They are encouraged to consider adding a place for community members to gather, such as for musical performances.</p> <p><u>Facilitation:</u></p> <p><i>Why might it be important to have a place for community members to gather?</i></p> <p><i>How does your design work to include anyone in the community who wants to come?</i></p> <p><i>What kinds of music might I hear if I walked through this neighborhood?</i></p>
<p><b>Discovery</b></p> 	<p><b>Melting Race</b></p> <p><u>Content Objective:</u></p> <p>I can design an experiment to turn a solid into a liquid.</p> <p><u>Process:</u></p> <p>Children set up investigations as in the lessons, with ice cubes in petri dishes. They set one aside in a chosen location. Then they try to melt other ice cubes, one at a time, faster than the one in the petri dish. Children consider ways of using their bodies to accomplish this [holding an ice cube in their hands, breathing on it, waving hands over it, etc.]. Children record their investigation setups and findings in their packets.</p> <p><u>Facilitation:</u></p> <p><i>Tell me about your experiment. Why are you setting it up in this way?</i></p> <p><i>What do you predict will happen? Why do you think that?</i></p> <p><i>What happened? Why do you think you got the result that you did?</i></p> <p><i>Can you think of something you could do to make the liquid (water) become a solid (ice) again? Why? Why not?</i></p> <p><i>Is there something else you'd like to try next?</i></p> <p><u>Ongoing Assessment:</u></p> <p>Review children's entries in their Science and Engineering packets. 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><b>Math</b></p>	<p><b>Get Your Numbers in Order (1–5)</b></p> <p><u>Objective:</u></p>

	<p>I can use my understanding of relative magnitude to order numbers.</p> <p><u>Process/Directions:</u> Children take turns placing numbers on the board and must make sure that the numbers across the board go from least to greatest. If a number cannot be placed on the game board, children “pass” and get one point. Then it is their partner’s turn. The player with the fewest points when all the boxes on the board are filled is the winner.</p> <p><u>Facilitation:</u> <i>How are you making decisions about where to place your numbers?</i> <i>What is your next step?</i> <i>What is challenging about this game?</i></p>
<p><b>Research</b></p> 	<p><b>Where do we find music in our new books?</b> <i>Continues and extends from Week 1</i></p> <p><u>Content Objective:</u> I can read for specific information and record what I find.</p> <p><u>Process:</u> Children browse books for evidence of music and how it contributes to community identities, and record what they find on a class chart.</p> <p><u>Facilitation:</u> <i>What are you looking for?</i> <i>What evidence of music do you find?</i> <i>What does that make you think about?</i></p>
<p><b>Writing and Storytelling</b></p> 	<p><b>Writing Poems</b></p> <p><u>Content Objective:</u> I can compose a poem.</p> <p><u>Process:</u> Children use number dice and word cards or Roll a Story dice to inspire short poems on any topic. The number die indicates how many, and the word cards or Roll a Story dice indicate which words to include. Children are encouraged to use poetic devices as they learn about them in Writing and Text Talk lessons (repetition, rhyme, rhythm).</p> <p><u>Facilitation:</u> <i>Why is this topic important to you?</i> <i>What decisions are you making about repetition/rhyme/rhythm</i></p>

	<p><i>in your poem?</i>  <i>Are there any words that are very tricky to include? What help could you use?</i></p> <p><u>Thinking and Feedback Possibilities:</u>  Invite children to bring their poems and to describe their process in using words assigned by the word cards/Roll a Story dice.  Prompt children to notice, describe, and offer feedback on the use of repetition, rhyme, and/or rhythm.</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 incorporate unit vocabulary?  Which poetic devices do children incorporate?  What topics do they write about?  What resources do children use when they feel stuck?</p>
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<b>Standards</b>	<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> <p><u>Discovery:</u>  <b>Science 2-PS1-4.</b> Construct an argument with evidence that some changes to materials caused by heating or cooling can be <b>reversed</b> and some cannot.</p> <p><u>Research:</u>  <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><u>Math:</u>  <b>QR.C.5</b> Understand place value. <a href="#">2.NBT.A.4</a></p> <p><u>Writing and Storytelling:</u>  <b>W.3.2</b> 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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