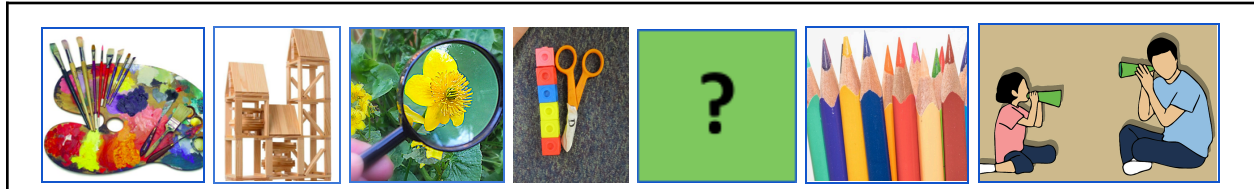


Unit 3: Connecting Places, Connecting People

WEEK 3 Studios




**Continuing to Learn About and Represent Places**


Children continue and add new elements to work begun in previous weeks: they write about their collages and built structures and extend investigations from Science lessons. In the Research Studio, children respond to music through drawing.


<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>New for the Art Studio:</u></p> <ul style="list-style-type: none"> <li>● children’s collages, completed and in process</li> <li>● My Area is Important sheets (Art and Building), multiple copies</li> </ul> <p><u>New for the Building Studio:</u></p> <ul style="list-style-type: none"> <li>● children’s maps of previous buildings</li> <li>● children’s constructed buildings, or photos of them</li> <li>● My Area is Important sheets (Art and Building), multiple copies</li> </ul> <p><u>New for the Discovery Studio:</u></p> <ul style="list-style-type: none"> <li>● paper towels</li> <li>● shallow bowl of water, or other way to moisten paper towels</li> <li>● Science and Engineering packets</li> </ul> <p><u>New for the Research Studio:</u></p> <ul style="list-style-type: none"> <li>● Research Studio slides</li> </ul>



	<ul style="list-style-type: none"> <li>● technology for playing slides with music, 2 devices, if possible</li> <li>● drawing paper</li> <li>● oil pastels</li> </ul> <p><u>For the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> <li>● materials from Week 2</li> </ul> <p>Decide which studios need particular attention, and bring those bins to the whole group. <b>Include examples of children’s work in progress from Weeks 1 and 2</b> to relaunch the work in those studios and encourage thoughtful continuation of longer processes.</p> <p>In the Opening Basket, place the Studios Planner, a few sample materials from each studio, and prompts.</p> <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><b>Opening</b></p>	<p><i>This week in Studios, you can continue work you have already started and expand it. We have new activities in two studios:</i></p> <p><i>In the Research Studio, you can listen to different kinds of music from different places and draw something to represent what the music makes you think about or feel. For example, when I listen to lively fiddle music from Ireland, I start tapping my foot and feeling a little bit bouncy. What would that look like on paper? What colors might I use, and what kinds of marks might I make?</i></p> <p><i>In the Discovery Studio, you will set up an Evaporation Race. You’ll use wet paper towels to see which one has the quickest evaporation. Here’s how it works: [Describe the investigation as outlined in Discovery Studio below, according to the specific parameters of the classroom space.]</i></p> <p><i>You can also do some writing about your collages and buildings, to communicate what is important about features of nearby where you live. You can do this with poetry, if you’d like!</i></p> <p>Show and briefly describe the My Area is Important sheet.</p> <p>Refer to the Studios Planner.</p> <p><i>What will you work on today in Studios?</i></p>

	Give children time to share their plans with a partner and to arrange to collaborate. Dismiss children to work.
<b>Facilitation</b>	<p>Observe children’s use of space and materials.</p> <p>Observe children’s interactions with each other and their habits of asking for and offering help and feedback.</p> <p>Use the Studios Guiding Questions and refer to the Weekly Question to understand and extend children’s thinking.</p> <p>Collect samples of children’s work for use during Thinking and Feedback and/or for planning purposes.</p> <p><b>Note:</b> 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><b>Art</b></p> 	<p><b>Writing About My Area</b></p> <p><u>Content Objective:</u> I can write about an important place, inspired by my experiences and artwork.</p> <p><u>Process:</u> Children reflect on the collages they have created and consider the qualities that describe important features of their neighborhood or how they have represented them. Children write in prose or poetic form to add another dimension to their collage representations of their home or school. In addition, children evaluate, revise, and continue work on their collages.</p> <p><u>Facilitation:</u>  <i>What is important to you, near where you live?</i>  <i>What adjectives help your reader understand what is important and special about this place?</i>  <i>Why have you decided to arrange your words on the page in this way?</i>  <i>What poetic devices are you using?</i>  <i>Why have you decided to write in poetry/prose?</i>  <i>What title will you give this writing?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Children present their writing and collages together. Peers offer</p>
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	<p>feedback about how the writing and artwork together provide a sense of the special qualities or identity of this place.</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>What kinds of descriptive language do children use to describe a place and their feelings about it? In writing poetry, how are children making decisions about the arrangement of words on the page? What poetic devices do they choose to use?</p>
<p><b>Building</b></p> 	<p><b>Writing About My Area</b></p> <p><u>Content Objective:</u> I can write about an important place, inspired by my experiences and constructions.</p> <p><u>Process:</u> As in the Art Studio, children turn to writing to expand their thinking about and representation of their home or school. Working independently or collaboratively, they use their own built structures, or photographs of them, and drawn maps to inspire descriptive writing about important features and qualities of their home or school. Children may write in prose or poetic form, composing on My Area is Important sheets, or directly onto their maps, as space permits. In addition, children evaluate, revise, and continue work on their structures.</p> <p><u>Facilitation:</u></p> <p><i>What aspects of your area will you focus on in your writing?</i> <i>What adjectives help your reader understand what is important and special about this place?</i> <i>Why have you decided to arrange your words on the page in this way?</i> <i>What poetic devices are you using?</i> <i>Why have you decided to write in poetry/prose?</i> <i>What title will you give this writing?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Consider projecting photos of children’s structures as they present their writing, if possible. Peers offer feedback about how the writing provides an added sense of the special qualities or identity of this place.</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>What kinds of descriptive language do children use to describe a place and their feelings about it?</p> <p>In writing poetry, how are children making decisions about the arrangement of words on the page? What poetic devices do they choose to use?</p>
<p><b>Discovery</b></p> 	<p><b>Evaporation Race</b></p> <p><u>Content Objective:</u> I can collaborate to design an investigation about the rate of evaporation, make predictions, and record the results.</p> <p><u>Process:</u> Working in small groups, children set up at least three wet paper towels in different conditions around the classroom. Once the paper towels are wet, children disperse to place them in different conditions (so that evaporation begins at roughly the same time for all paper towels). Then, children regroup to discuss predictions and write and sketch them in their packets. After 10-15 minutes, children check on the paper towels. They compare, discuss, and record results. They may decide to leave the towels in place and check them again after another period of time.</p> <p>Some possibilities for different conditions for evaporation include:</p> <ul style="list-style-type: none"> <li>● flat</li> <li>● bunched up</li> <li>● hanging</li> <li>● on a hard surface</li> <li>● by a windowsill</li> <li>● near blowing air</li> <li>● near a heat source</li> <li>● in a closed space, such as a closet</li> <li>● in an open plastic bag</li> <li>● in a closed plastic bag</li> </ul> <p><u>Facilitation:</u> <i>What conditions have you set up? Why did you choose those conditions?</i> <i>What predictions are you making? What makes you think that?</i></p>

	<p><i>What do you notice?</i>  <i>What ideas do you have about why the water from this paper towel is evaporating more/less quickly than this one?</i></p> <p><u>Ongoing Assessment:</u>          What kinds of predictions do children make? Are they well-informed, or random guesses?          How varied are the conditions children set up; do children understand the nature of the investigation?          In what ways do children record the set up and results of their investigations?</p>
<p><b>Math</b></p> 	<p><b>Get Your Numbers in Order (1–5)</b></p> <p><u>Objective:</u>          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><b>Research</b></p> 	<p><b>What do I hear?</b></p> <p><u>Content Objective:</u>          I can listen carefully to music and create visual representations of what I hear.</p> <p><u>Process:</u>          Children sample musical selections, and choose one. Then, while listening, children draw with pastels to communicate the feelings or impressions the music offers. Encourage children to first listen with eyes closed, considering mood, movement, color, and energy of the music. Encourage them to move their bodies, and then to think about translating their movements and feelings to the page.</p> <p><u>Facilitation:</u></p> <p><i>What do you hear? What feeling does the music give you?</i>  <i>What do you imagine as you listen?</i>  <i>How does your body want to move as you listen?</i>  <i>If you were to draw a picture that goes along with this music, what colors would you use? What kinds of lines or shapes would you include?</i>  <i>Does this music remind you of anything that is familiar to you?</i></p>

	<p><i>How would you describe this music with words? Do you and your classmate “see” the music in the same ways?</i></p> <p><u>Thinking and Feedback Possibilities:</u> If children’s music-inspired drawings are shared with the group, emphasize the personal nature of connecting with music and the range of interpretations that are possible. Underscore that there is no “right way” to interpret a piece of music.</p> <p><u>Ongoing Assessment:</u> How do children translate music into drawing? What does this reveal about how they are listening? What connections do children make to texts and class discussions? Do children name specific places or experiences as they consider their connections to the music? Do many children connect to the same piece or genre of music?</p>
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<p><b>Writing and Storytelling</b></p> 	<p><b>Writing Poems</b> <i>Continues from Week 2.</i> <u>Content Objective:</u> I can compose a poem.</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. How are children incorporating unit vocabulary? How are children practicing poetic devices as they learn them? What topics are children writing about? What resources do children use when they feel stuck?</p>
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<p><b>Standards</b></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> <p><u>Art and Building:</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> <p><u>Discovery:</u> <b>2-PS1-4.</b> Construct an argument with evidence that some changes to materials caused by heating or cooling can be reversed and some cannot.</p>
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	<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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