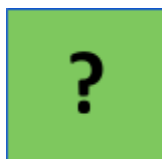
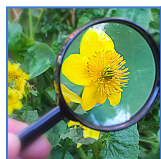


WEEK 5 Studios



What else can we find out about communities?


Children begin a multi-stage art project and continue work in other studios. The Research and Storytelling and Writing Studios are combined in Weeks 4 and 5. In the Discovery Studio, children continue Science investigations from previous weeks.



<p>Big Ideas</p>	<p>People and places around the world are linked.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p>
<p>Weekly Question</p>	<p>How are community traditions passed down and shared?</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>New for the Art Studio:</u></p> <ul style="list-style-type: none"> ● Papier-Mâché Procedure ● Art Paste, 1 box at a time, as needed ● at least one wide bowl, for mixing art paste Mix the Art Paste with water according to the directions on the box. Children can help with this at the studio. ● wide paint brushes, optional ● newspaper, torn into strips approximately 2" x 8" ● paper towels, torn into strips ● balloons, 1 for each child (7-9" round balloons are ideal.) Blow up balloons and set them aside so they are available as children are ready to work. ● toilet paper tubes cut in half, berry boxes, or some other way to hold the papier-mâché heads while they dry <p>Note: This begins an involved project of making puppets, beginning with papier-mâché and spanning the next four weeks. These puppets will eventually represent the community members children portray in their biographies. Alternatively, simpler puppets could be constructed with paper bags,</p>

	<p>socks, paper, or felt.</p> <p><u>New for the Building Studio:</u></p> <ul style="list-style-type: none"> ● children’s public sculpture models, saved from Week 4, or photographs of them ● Public Art Sign templates, one for each sculpture <p><u>For the Discovery Studio:</u></p> <ul style="list-style-type: none"> ● any materials needed to continue previous investigations, according to children’s questions and interests ● Science and Engineering packets ● writing tools <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● paper ● writing/drawing tools ● Shape Cards <p><u>New for the Research <i>and</i> Writing and Storytelling Studios:</u></p> <ul style="list-style-type: none"> ● Sports Around the World images ● Thinking about Sports Around the World sheets ● Storytelling Books ● writing and drawing tools <p>Note: Time in these two studios can also be used for conducting interviews for Writing.</p> <p>In the Opening Basket, place the Studios Planner, a few sample materials from each studio, and prompts.</p> <p>Plan to bring the Art Studio bin to the whole group, along with examples of children’s work from previous weeks.</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>Opening</p>	<p>The Art Studio requires an extended introduction this week. Briefly introduce other studios, emphasizing the goal of communicating about unit ideas with the tools and materials available at each studio.</p> <p><i>This week we started learning about biographies. In your biographies, you will describe someone in our school community through writing; in the Art Studio, you will also create a puppet of that same person! We’ll begin by sculpting the puppet heads out of papier-mâché. [Survey children’s</i></p>

	<p>experience with papier-mâché.]. <i>Everyone will do this project. Right now, it doesn't matter who you will write about; we will all start by making heads, because they will take some time to dry. That is, it will take some time for the water in the glue to evaporate. I wonder where the best place in our classroom will be for drying these...?</i> [Draw on children's experiences in Science investigations.]</p> <p><i>Here is a procedure for using papier-mâché to make the head of your puppet. I have already done step 1: Mix the glue.</i> Demonstrate the papier-mâché process as needed and as time permits. Alternatively, be available in the Art Studio to offer instruction as children are getting started.</p> <p><i>We'll add to the puppets next week, once you have decided who you will write your biographies about.</i></p> <p><i>Last week you built models of public art and the environments or places around the artworks. When you see artwork in a public place, there is usually a sign that names the title, artist, materials used to make it, and date. [Show the Sign template.] You can also write about why you decided to make the sculpture you did.</i></p> <p><i>The Research Studio and the Writing and Storytelling Studio are linked again this week. Last week, we read a little bit about baseball in the Dominican Republic and soccer in Brazil. In the Research and Writing and Storytelling Studios, you might like to think about sports in different places. Look at these images, and talk about them with a classmate. Then use the sheet to capture your ideas or write a story. You may also write and draw in your Storytelling Books.</i></p> <p><i>Finally, in the Discovery Studio, you may continue any investigations you have begun so far. What are you still curious about? What would you like to try again? Remember to gather the materials you need and to record your findings in your Science and Engineering packets.</i></p> <p>Refer to the Studios Planner. <i>Take a moment to make a plan for today.</i> Give children time to share their plans with a partner. Dismiss children to work.</p>
Facilitation	Give extra support to children working with papier-mâché.

	<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. Collect samples of children’s work for use during Thinking and Feedback and/or for planning purposes.</p> <p>In anticipation of the Our Town Project, continue to document and/or collect artifacts of work specific to the school community.</p>
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<p style="text-align: center;">Art</p> 	<p>Papier-mâché Puppet Heads</p> <p><u>Content Objective:</u> I can follow directions to use new art materials and processes. I can draw on my knowledge of science to make predictions about the drying/evaporation process.</p> <p><u>Process:</u> Children follow a procedure for using papier-mâché to create heads for the puppets they will design in subsequent weeks.</p> <p><u>Facilitation:</u> This is primarily a technical process. It will be important for children to follow the directions. A successful outcome will be a smooth, round, not-too-goey balloon head. If it seems important to designate which child made which head (they will all be largely identical and therefore interchangeable), they can be labeled by making a name tag on scrap paper, stuck gently to the wet head.</p> <p>Make a connection to Science lessons by exploring children’s ideas about evaporation: What do they think about ideal drying conditions?</p> <p><u>Thinking and Feedback Possibilities:</u> This activity is not suited to feedback. However, children may benefit from a group conversation about what makes the process more or less successful, with those who have tried it first sharing their strategies to guide others.</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 accurately do they follow directions? Do they use the</p>
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	<p>language of procedure? What connections do they make to previous science experiences? How do children approach a novel material? To what degree do children collaborate and share strategies?</p>
<p>Building</p> 	<p>Making Signs for Public Art <u>Content Objective:</u> I can write about artwork I create to help orient and inform viewers.</p> <p><u>Process:</u> Children continue constructing public sculptures and environments where they might be situated. Then they write signs for the sculptures.</p> <p><u>Facilitation:</u> <i>What is the most important idea in your sculpture? How does what you are making communicate that idea? Where do you imagine this sculpture might go? Why there? Who would see this, and what do you think they would think or feel when they do? How do you hope this sculpture would impact the community?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Take and project photographs of a sculpture in its constructed environment. Peers offer feedback about how the sculpture responds or adds to the community. Children can also offer feedback on the sign for a sculpture, assessing the information that is included and asking questions that might lead to the artist(s) adding to their sign or making a new one.</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 artworks are children constructing, and why? What does this say about their understanding of the role of public art in a community?</p>
<p>Discovery</p> 	<p>Ongoing Investigations Children continue to investigate questions raised in current and previous Science lessons.</p>
<p>Math</p>	<p>How Are They the Same? <u>Objective:</u> I can identify a common attribute between two shapes.</p>



Process/Directions:

- Children play in small groups.
- Children lay six shape cards face up.
- One child picks two cards that have an attribute in common.
- All children draw a shape that has a shared attribute with the two shapes.
- You get a point if you draw a shape that no other child drew.
- If a child draws a shape with a different shared attribute than the original, the group discusses.

Facilitation:

How do you describe that attribute?

What is the same about these shapes?

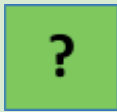
How did you create your shape?

What is the same about your shape and your friend's?

Variation:

Children can write down a shared attribute of the shapes.

Research



and

**Writing and
Storytelling**



Thinking about Sports Around the World

Note: Time in these studios can also be used for conducting interviews for Writing.

Content Objective:

I can use images and text to gather information and develop my thinking about community activities around the world.

Process:

In both studios, children look at images and read short texts about sports that are popular around the world. They choose one sport for focused conversation and writing. This writing may serve to provide information, share connections to personal experience, or tell a story. Children might write on the sheets provided, or in their Storytelling Books. Children might also use the world map to locate different places where particular sports are played.

Facilitation:

What do you notice on this page? What interests you about that?

What do you think is going on here?

Have you ever played this sport? Would you like to? Why?

If you traveled to ____ to play this sport, what do you think you

	<p style="text-align: center;"><i>would find there?</i></p> <p><u>Thinking and Feedback Possibilities:</u> The kind of writing children produce will determine the group conversation. Children may be asked how they drew upon evidence, experience, or imagination to compose their writing.</p> <p><u>Ongoing Assessment:</u> Collect or review children’s writing and make notes about their progress according to their individual development as writers. Note the genres in which children write. Notice whether and how children refer to the world map while working.</p>
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Standards	<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>Building:</u> W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose</p> <p>Math: GR.C.1 Identify, describe, analyze, compare, create, and compose shapes based on their attributes. 2.G.A.1</p> <p><u>Research and Writing, and Storytelling:</u> 2.T2.1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains). W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose</p>
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