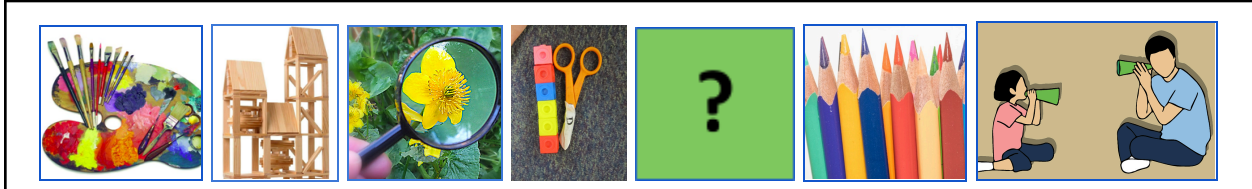


Unit 3: Connecting Places, Connecting People

WEEK 7 Studios





Our Town Project



In all studios, children begin and continue work exploring unit themes and contributing to the Our Town Project, according to the class Project Plan.
In the Art Studio, puppet making evolves.

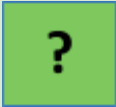

<p>Big Ideas</p>	<p>Every place has many stories.</p> <p>People and places around the world are linked.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p> <p>Individuals and communities shape each other.</p> <p>We understand our own identities by thinking about where we are and where we come from.</p>
<p>Weekly Question</p>	<p>How are people connected in and across communities?</p>
<p>Materials and Preparation</p>	<p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● Five in a Row Addition Gameboard ● paper clips Each partnership needs 2 paper clips. ● two-color counters Each partnership needs 25 counters. ● base 10 blocks, optional, for modeling numbers <p><u>All other Studios:</u></p> <ul style="list-style-type: none"> ● Our Town Project Planning chart, begun in Week 6 ● new studios prompts Cut apart and replace studios prompts. ● Unit 3 Observation Sheet ● Exhibit Tag template, many copies ● paper of different colors and sizes, for making labels and signs <p>Review the Project Plan and determine how the work the class has</p>

	<p>identified is being and will be accomplished. It may be most useful to identify small groups to each work on a distinct part of the exhibit—displaying and making labels and signs for the writing work, puppets, and models, for example. If needed, be prepared to suggest a small group project the children have not yet identified in the Project Plan in order to extend the ways of communicating about the town (built models, paintings or other artworks, a map, a timeline, pamphlet(s), a playlist, or a photo montage).</p> <p>Ensure that as many unit resources as possible are available in appropriate studios and around the classroom.</p> <p>Gather materials children have already identified and those that might be useful in furthering their work. Have exhibit tag and sign-making supplies available at each studio.</p> <p>Have sufficient copies of the Observation Sheet on clipboards.</p> <p>Plan to spend one day this week or early in Week 8 engaging in Thinking and Feedback.</p>
<p>Opening</p>	<p><i>Our work this week and next week in Studios is to prepare our exhibit.</i></p> <p><i>Remember, this exhibit will include the biographies you are writing now, as well as your autobiographical poems. We made this wonderful mural, too! For these projects, we need to think about how we will display them.</i></p> <p><i>We are also working on _____ and _____.</i> <i>Another idea I had in looking over your work so far was to create a _____. What do you think about that idea? Would anyone like to work on that?</i></p> <p><i>For each part of the exhibit, of course, we will need clear exhibit tags and signs so that our viewers will understand what we most want to communicate about the people, places, and identity of our town.</i></p> <p>Show and explain how to complete an exhibit tag.</p> <p><i>Let's take a few minutes to plan so we make sure to get all of our work completed before our presentation!</i> <i>First, let's think: Think about what you need to finish up, what materials you need, and who you will work with.</i></p>

	<p>Remind children of ongoing work. Give children a minute to think quietly.</p> <p><i>You probably need to check in with a classmate or two about your plan. Let's do that now.</i></p> <p>Allow another two minutes for children to find and talk with their partners or small groups.</p> <p><i>Do you know what you will do now?</i></p> <p>Ask a couple of children or small groups to articulate their plans. Add to the Project Plan as appropriate, thinking aloud to help organize and prioritize work.</p> <p>Once children have identified the work they will pursue, dismiss the group to begin working.</p>
<p>Facilitation</p>	<p>Children might pursue any number of individual or small group projects related to building the exhibit.</p> <p>Use the boxes on the following pages to record the kinds of work children are pursuing, and use these notes to plan for subsequent sessions in studios.</p> <p>Encourage children to work on exhibit tags to complete one kind of work before moving on to something else.</p> <p>Encourage children to situate themselves in one studio, to support organization within and among projects, even as they may use materials and resources from—and collaborate with children in—other studios.</p> <p>Facilitate careful, intentional work by asking children questions about their plans, processes, collaborations, changes in course, and successes. Remind children that writing (exhibit tags, signs, other information) must be neat and inviting enough for an audience.</p>

<p style="text-align: center;">Art</p> 	<p>Project(s): Biography Puppets, _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p style="text-align: center;">Building</p> 	<p>Project(s): Building Exhibits, _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	

<p>Discovery</p> 	<p>Project(s): Displays, _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p>Math</p> 	<p>Five in a Row Addition</p> <p><u>Objective:</u> I can make strategic choices about numbers to add to reach numbers that will create 5 in a row on a gameboard.</p> <p><u>Process/Directions:</u></p> <ul style="list-style-type: none"> ● Children will play in partnerships. Each needs 25 counters, 2 paper clips, and a gameboard. ● Partner A chooses two numbers from the grey rows and places a paper clip on each number. Partner A adds the numbers and places a counter on the sum. ● Partner B moves one of the paper clips to a different number in the grey rows, adds the numbers, and places a counter on the sum. ● The partners take turns moving one paper clip, finding the sum, and covering it with a counter. ● The partner who covers 5 squares in a row wins. ● Encourage children to model their numbers with the base 10 blocks to verify their answers. <p><u>Facilitation:</u></p> <p><i>How are you making decisions about which numbers to add?</i> <i>What will be your next move? Why?</i> <i>How can you show your thinking with these base 10 blocks?</i></p>

<p>Research</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p>Writing and Storytelling</p> 	<p>Project(s): Writing biographies, exhibit tags, signs, and stories</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	