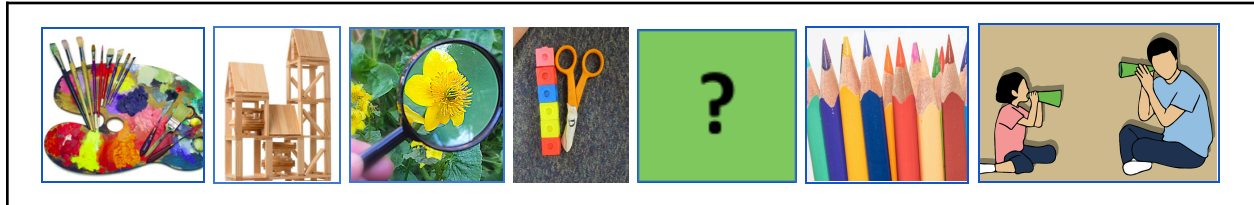


Unit 3: Connecting Places, Connecting People

WEEK 8 Science and Engineering and Studios





**Finishing, Presenting, and Celebrating
the Our Town Project**



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| <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 our stories linked?</p> |
| <p>Materials and Preparation</p> | <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● Number cards 0–10 Make multiple copies. Remove the cards that show 10. ● How Close? Recording Sheet ● base 10 blocks, optional, for modeling numbers <p><u>For all other Studios:</u></p> <ul style="list-style-type: none"> ● Our Town Project Planning chart, begun in Week 6 ● chart paper, one piece, and markers Title the paper Gallery Name Ideas. Hang it in the whole group area at a height for children to write on it. Place markers nearby. ● Exhibit Tag template, from Week 7, many copies ● paper of different colors and sizes, for making labels and signs ● scrap paper (quarter- or half-sheets) and pencils ● Week 7 studios prompts ● Unit 3 Observation Sheet |

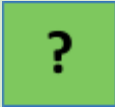

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| | <p>Review the Project Plan and assess how the work the class has identified is progressing. Review the work of individuals and small groups and add needed next steps to the Progress Notes column of the chart. Make notes on the following pages about how to structure and support the work in each studio.</p> <p>Ensure that as many 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 completing and displaying 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>Notes</p> | <p>The following outline suggests a focus for each day of the week. Adjust these plans according to how the project is unfolding in the classroom and plans for sharing the exhibit with an outside audience.</p> <p>Day 1: Review the Project Plan and works in progress; dismiss children to work.</p> <p>Day 2: Facilitate a Thinking and Feedback session to</p> <ul style="list-style-type: none"> ● provide encouragement to a struggling child or group; ● provide group analysis and suggestion for work that needs strengthening; ● coordinate efforts among children and groups and minimize duplication of effort; or ● highlight an aspect of work that might positively inspire others' work. <p>Days 3 and 4: Minimize whole group time so children can complete work and set up the exhibit. Review gallery name ideas and choose one.</p> <p>Day 5: Host a celebration!</p> |
| <p>Opening (Day 1)</p> | <p><i>This is our last week of Unit 3: Connecting Places, Connecting People! You have been working on many different ways to teach others about our town community. This is the week for you to finish all of the pieces of the exhibit and pull the whole thing together. At the end of this week, _____ [describe the plan for sharing the work with others and celebrating it as a class].</i></p> |

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| | <p><i>One thing we will do all together is decide on a name for our gallery or museum where the exhibit is being shown.</i></p> <p>Indicate the Gallery Name Ideas chart.</p> <p><i>For now, if you have an idea, write it here, and we'll talk about all of the ideas later in the week. If someone else has written an idea you especially like, you can put a checkmark or a star next to it, instead of writing the idea again.</i></p> <p>Review the Project Plan. Highlight work completed and ready for exhibit, works in progress and related next steps, and any work that needs special or specific effort, possibly from new collaborators who have finished their project work. As time allows, invite children to briefly describe what they are working on.</p> <p><i>If you are making an exhibit tag, you might ask your classmates about what information needs to be included. For example, if you are writing an exhibit tag for the puppets, you might want to talk with some of the puppet artists to find out how they would describe the work. You can also include a quote from an artist right on the tag. That would make our exhibit more interesting!</i></p> <p>Distribute scrap paper and pencils.</p> <p><i>Many of you have a few things you are working on. Make a list for yourself of each task—puppets, gallery tags, exhibit stands [refer to the Project Plan to name other class work, such as mural, map, playlist, etc.]—and then put a number next to each one to indicate the order you will work on them.</i></p> <p>Dismiss children to work.</p> <p>Note: After Day 1, Opening meetings should be short in order to maximize productive work time.</p> <p>Once dismissed to work, children gather any materials needed for completing their projects and consult relevant resources, including other children and looking at work happening around the classroom.</p> |
| <p>Facilitation</p> | <p>Facilitate and foster cross-pollination of ideas by suggesting that groups take a break to look at each other's work, ask questions, and be inspired by their classmates' efforts.</p> <p>Support groups if they struggle to come to group consensus about next steps. Refer children to the Studios prompts to focus their work as they</p> |

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| | wrap up their projects and plan for presentation. |
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| <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> | |

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| <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>How Close? I can add and subtract numbers within 1,000. I can make decisions about how to find the lowest sums.</p> <p><u>Process/Directions:</u></p> <ul style="list-style-type: none"> ● Children play in partnerships. ● Partner A picks 8 cards and chooses 6 of those cards to create 2 three-digit numbers. ● Partner A adds the three-digit numbers. Then, finds the difference between the sum and 1000. This is the score for the round. Encourage children to use base 10 blocks to show thinking. ● Repeat for Partner B. ● For each round, each player chooses 6 new cards and has 8 cards in hand. ● In the end, the player with the lowest score wins. <p><u>Facilitation:</u></p> <p><i>How are you making decisions about your addends?</i> <i>How will you approach the next round?</i> <i>How can you ensure the lowest score?</i></p> |

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| <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> | |

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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>Math:</u> 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> |
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| Notes |
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