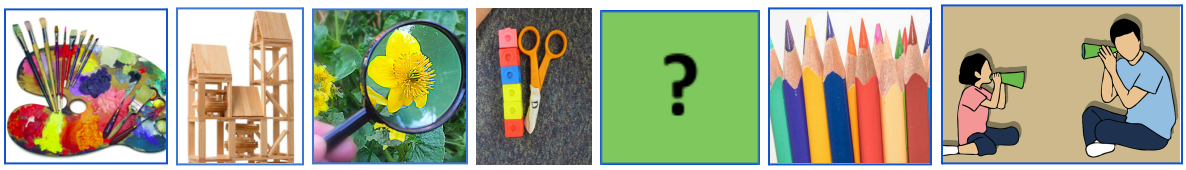
WEEK 4 Studios



Trying Out Our Procedures and Other Activities

Children try out classmates' procedures. In addition, they may choose to pursue other planned activities: a new art medium is introduced, stream table investigations continue, and a video shows a river's path changing over time.

Big Ideas	Wind and water can change the shape of the land. People can change the shape of the land. Changes happen over time.
Weekly Question	What is our relationship with water?
Materials and Preparation	• children's completed procedures, from Writing, Week 3 • any materials needed for following children's procedures On the whiteboard write: I am excited to try _____! Identify areas throughout the classroom for children to try out each other's procedures. • new studios prompts • Observation Sheets, on clipboards <u>New for the Art Studio:</u> • oil pastels • all supplies for watercolor painting on dry paper <u>New for the Building Studio:</u> • K'NEX building set • children's procedure writing for how to build with K'NEX • Building Design Notebook Replenish Building Design pages if needed. • writing and drawing tools

	<u>New for the Math Studio:</u> ● dry erase markers ● paper clips ● Jump the Line Stage 1 Spinners Each partnership will need 3 spinners. ● Jump the Line Stage 1 Gameboard Create reusable gameboards with lamination. Each group will need 1 gameboard. <u>New for the Discovery Studio</u> ● stream tables with topsoil ● all other materials as set up for Week 3 Studios <u>New for the Research Studio:</u> ● time lapse video of Ucayali River, set to slow speed, shown on laptop (and projected, if possible) (https://earthengine.google.com/timelapse/#v=-9.54398,-74.2278,9,latLng&t=1.93) ● blank paper and writing and drawing tools
Opening	*This week in Studios you can try out each other's procedures!* Indicate where each type of procedure will be found, if not in the expected Studio area. *Turn and tell a partner what procedures you might like to try out today.* [Refer to the sentence starter on the whiteboard.] *Here are some other activities you could pursue:* *In the Art Studio, working on dry paper, you can add a new medium to your watercolor painting: oil pastels. First, use the oil pastels to draw a design on your paper. Press firmly so that you have strong marks. Then begin painting. See what happens when the watercolor paints meet the oil pastel marks on your paper!* *You can continue stream table investigations in the Discovery Studio.* *In the Math Studio, you will play Jump the Line with a partner. You will choose three target numbers and mark them on the number line. The first player to land on two target numbers wins.* *In the Research Studio, you have a very short video to watch. It repeats over and over, and you can watch it many times to make new discoveries. While you watch, you can also zoom in and out for different perspectives. I won't tell you any more*

	about it. Try to write and draw something about what you notice in the video.
Facilitation	Studios will be very busy. Circulate and offer support across activities. Encourage children to follow classmates' procedures exactly and to offer kind, specific, and helpful feedback to authors, verbally or in writing, as appropriate.

Art 	**Exploring Watercolors, with Resist** Content Objective: I can create areas of resistance using oil pastels with watercolor paints. I can make connections to water erosion. Process: On dry paper, children first draw with oil pastels, using firm pressure to make dense marks. Then they paint with watercolors to see how the two media interact. Facilitation: Observe the effects of watercolor and oil pastels, and think aloud with children about what you notice. *How does the oil pastel create a barrier, or resistance, to the watercolor?* *What is the effect if you have a thin line of oil pastel compared to a thicker line?* *What do you notice about how the paper, pastels, and watercolor interact?* Encourage children to share their discoveries with classmates at the Discovery Studio. Thinking and Feedback Possibilities: Invite children to bring their paintings to the whole group to discuss how they were successful or challenged in controlling the watercolor paints by creating areas of resistance. Ongoing Assessment: What do children notice about the movement of water and how it might be controlled? What connections do children make to the unit's Big Ideas?
Building 	**Building with K'NEX and…** *Continues from Week 3 and Writing lessons* Content Objective: I can follow my classmates' procedures to build with K'NEX and other materials. I can record what I build with a sketch and in writing.

	<u>Ongoing assessment:</u> What challenges and opportunities do children recognize in this new building material? Pay attention to how children follow procedures, including sequencing steps and using this form of informational text. Take side by side photos of structures and recorded designs to assess how children translate three-dimensional objects into two dimensions; compare these to notes from the Building and Discovery Studios from previous weeks.
Discovery 	**Experimenting with Water Erosion and Slope** *Continues from Week 3 and Science and Engineering lessons* <u>Content Objective:</u> I can predict, observe, and record the effects of water erosion on topsoil with sloping landscapes. <u>Ongoing assessment:</u> Take notes about how children integrate these experiences with knowledge they are building in more formal, guided experiments during Science and Engineering lessons. Note children's spontaneous and contextualized use of content vocabulary. Note, also, their approach to setting up experiments and recording findings.
Math 	**Jump the Line** <u>Objective</u>: I can represent whole numbers as lengths from 0 on a number line diagram. <u>Process</u>: ● Together with a partner, children decide on 3 target numbers and mark them on the number line. ● On a turn: The child spins all 3 spinners. The child decides which moves to use. The child marks where they ended up on the number line. ● Children take turns spinning and moving on the number line. ● The first partner to land on 2 of the target numbers wins. <u>Facilitation</u>: Be sure to visit the Center and model how to play the game. <u>Ongoing assessment:</u> Take notes about how children are approaching these partnership games. What math strategies are they using when it is their turn? How are they approaching the game, socially?

Research ?	**Timelapse Video** Content Objective: I can watch carefully, talk about, and record my ideas about a timelapse video of land and river changing over time in South America. Process: The video is set to play on a laptop or other device (and possibly projected) so that children can watch it repeatedly, individually or in small groups. Zooming in and out offers different information about the landforms and the river. Children talk together about what they notice and about what might cause the river's changes. Facilitation: Allow children to be mesmerized by the video, and encourage them to ask questions. *Does this remind you of anything you have seen before?* *What do you think is happening here? What makes you say that?* *What do you understand by zooming in? By zooming out?* *What ideas do you have about what causes the river and land to change?* *How will you record what you are thinking about? Maybe with words or with a sketch?* Encourage children to explain their thinking using sentence stems such as I think ___ because ___. Encourage children to link their ideas and comments to those of their peers. Ongoing Assessment: Notice unit vocabulary words children use to describe what they see. They may discuss the flow of the river, and they may simply wonder about how earth can change so dramatically. Note the connections children make, as well as the questions and misconceptions that surface in their conversations and in their writing.
Writing and Storytelling  	**Photo Stories** *Continued from previous weeks* Content Objective: I can tell, act out, and write and draw stories inspired by images of places. Ongoing Assessment: Are children's stories evolving in language structures, complexity, and/or vocabulary use? Do children act out their stories in ways that enliven and enlarge them? Is the idea of place central to the stories children tell and act

	out? How are children recording their stories?

Standards	Standards addressed will depend on the studios in which children work. Some possibilities include developing work towards those listed in the Studios Introduction (Part 1) and the following studio-specific standards. <u>Building:</u> **RI.2.10.** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. <u>Discovery:</u> **2-ESS2-2.** Map the shapes and types of landforms and bodies of water in an area. **2-ESS2-4(MA).** Observe how blowing wind and flowing water can move Earth materials from one place to another and change the shape of a landform. <u>Math:</u> **SR.C.3** Relate addition and subtraction to length <u>Research:</u> **2.T1.2.** Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently. <u>Writing and Storytelling:</u> **W.3.2** Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. **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. **SL.2.2**.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **2.T2.4.** Explain and describe human interaction with the physical world (the environment).