

WEEK 6 Day

Art Studio: Design Studio 3

Small Groups are introduced.

The Planning Group creates a master plan and proposes it to the whole group.

*This lesson takes place during the Intro to Centers, Centers, and Thinking and Feedback.

Big Ideas	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Questions	What suggestions do you have about constructions in our city to make Boston a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?
Vocabulary	plan: to think about what you are going to do (verb); a guide of what to do (noun)
Materials and Preparation	<ul style="list-style-type: none"> ● Small Group Planning Sheet Create groups. Recreate the small group assignments on chart paper so it is visible to the children. ● The Boys’ City slides ● Our Boston Individual Plan sheet, from Week 5 Before the Intro to Centers, look over the plans. Note emerging trends in children’s ideas. Select a few (5-6) to bring to the Intro to Centers. Select a few plans to add to the Vision Boards. ● chart paper, several pieces ● chart markers
Intro to Centers	<i>Last week, we decided that _____ would make our city fairer and more interesting. In looking at the Engineering and Design Process, we have ‘asked’ and ‘imagined.’ It is now time to move to the next step of the process - we need to ‘plan’ for constructing our model. This week, we will create a master plan.</i>

	<p><i>Working in groups can lead to great ideas, but it can also be hard. To help us get better at working together, I want to share a story of three children who worked together to make a plan for their city.</i></p> <p>Show The Boys' City slides.</p> <p><i>What did you notice in the story that helped the boys work together? What ideas about working together does this story inspire for us?</i></p> <p>Harvest a few responses.</p> <p><i>In response to the _____ [important figure]'s letter, we will create one class model of _____. Let's look at our individual plans from last week.</i></p> <p>Invite the children to sit in a circle. Place a few selected Individual Plans on the ground. Read some ideas aloud. Allow time for reactions. Chart a few common themes and ideas.</p> <p><i>Like the three children in the Reggio story, we'll be working in small groups over the next few weeks.</i></p> <p>Show the list and share how the small groups will work together over the next several weeks. Explain that the first group will meet this week, other groups will meet in the weeks to follow. Note children's reactions. If children are interested in being part of other groups, connect with children later to discuss these possibilities.</p> <p><i>This week, the Planning group will make a master plan based on the ideas from our individual plans. Once the Planning Group is ready, they will share the plan at a Thinking and Feedback meeting.</i></p> <p><i>Planning Group, please meet me in the Design Studio during Centers!</i></p>
<p>During Centers</p>	<p>Bring the chart from the Intro to Centers to the Design Studio.</p> <p>The Planning Group works together to make a master plan on a chart paper. Remind children to access the individual plans, the chart, and the vision boards for ideas. Circle back to the learnings from the Reggio story; encourage children to talk about their ideas and help one another. Allow time for the group to work together without adult assistance and check in periodically.</p> <p>The Planning Group may work through several drafts over the course of a couple of days before they are ready to share with the whole group.</p> <p>If some children were not satisfied with their small group assignment,</p>

	connect with them individually during Centers (or sometime during the course of the day).
Facilitation	<ul style="list-style-type: none"> ● How can you represent that idea in our master plan? ● Tell me more about this part. ● What is helpful about working together? What connections are you making with <i>The Boys' City</i> story? ● How can we make this part more clear? ● What other details should we add? ● What is your inspiration?
Thinking and Feedback	The Planning Group proposes the master plan to the whole group and receives feedback. The whole group discusses materials needed.
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SEL Competencies and Skills. Social Awareness. Showing Empathy (Boston)</p> <p>SEL Competencies and Skills. Relationships Skills. Effectively communicating (Boston)</p> <p>SEL Competencies and Skills. Decision Making. Identifying values, choices and decisions (Boston)</p>

Notes: