

WEEK 4 Day 1

Library & Listening: Researching Architects Choreographers, or Musicians 2

Children organize their research and questions to prepare for the expert visit.

Big Idea	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 Question	Where do people find inspiration for building, creating, and composing?
Vocabulary	<p>research: to find out about a topic choreographer: a person who makes up, or constructs dances composer: a person who makes, or constructs music musician: a person who plays a musical instrument architect: a person who designs buildings designer: a person who plans before something is made or built</p>
Materials and Preparation	<ul style="list-style-type: none"> ● books and video that children have tagged ● chart paper ● clipboards ● paper ● writing tools <p>Set a date for the expert visit (possibly for the end of the week). You could use the Intro to Centers or Thinking & Feedback time for the visit. Set out the materials children will need to record their questions for the expert coming.</p>
Intro to Centers	<p><i>Last week you researched _____ and found information that can help us when our expert _____ comes to visit later this week.</i></p> <p>Show children some of the materials they tagged.</p>

	<p><i>This week, you can review what you found interesting in books and videos. Then you can gather your questions and ideas about _____, so that we can share them with our expert when she/he comes in. You can record your ideas and questions by drawing and writing them using clipboards or the chart paper.</i></p> <p>Show children the materials.</p> <p><i>I noticed some of you were interested in learning more about _____. What questions could we ask about that?</i></p> <p>Harvest a couple of responses and record them on the chart paper.</p> <p><i>Work together as you think on what you want to learn more about.</i></p>
During Centers	<p>Support children to refer back to their research as they gather their ideas and questions. As they draw and write, encourage them to use their phonics skills to sound out words and to write them. Encourage children to collaborate and talk with each other about what they want to learn more about.</p>
Facilitation	<ul style="list-style-type: none"> ● What ideas and questions did you get about _____ as you were researching? ● How does researching help you to learn more about _____? ● What do you want to learn more about? ● How do you feel about _____ visiting our classroom? ● What can you do to figure out how to write your questions? ● How does working together help you to think about questions to ask our visiting expert?
Standards	<p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>Global Connections (K) Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p>SEL.Self-Awareness: Recognizing personal interests and motivation (Boston)</p> <p>SEL.Relationships Skills:Teamwork (Boston)</p>

Notes
