

**WEEK 5 Day 2**

**Writing and Drawing: Capstone Studio 3**

Children work on their Capstone plan and elicit additional ideas from the feedback group.

Note: This work will occur in conjunction with Writing. During Writing, children will write an argument piece related to the topic. In the Capstone Studio, children will express their ideas through a different modality. Make connections to the Writing and allow these two components to build upon each other.

<b>Big Ideas</b>	As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.
<b>Guiding Questions</b>	What are sustainable systems, and how do people make responsible decisions for our earth?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Planning Group’s plans, from Week 4</li> <li>● Small Group Planning Sheet, from Week 4</li> </ul> <p>Review the groups and make adjustments, as needed. If edits are made, be sure to make the edits on the large class version of the small groups, as well.</p> <ul style="list-style-type: none"> <li>● materials, dependent on the Capstone project</li> </ul> <p>Gather materials based on the class project. For instance, if the class decided on making signs to hang around the school, provide large poster paper.</p> <p>Depending on the Capstone topic, children might need more space to work. Consider the room arrangement.</p>
<b>Intro to Centers</b>	<p><i>We have done a lot of thinking for our Capstone! We’ve decided to persuade _____ [audience] of _____ [sustainable topic]. And last week, during Centers, we decided on how we will communicate this idea by _____. Let’s look at what the planning group came up with.</i></p> <p>Show the plans. Allow time for the Planning Group to talk through their ideas. Invite any feedback from the whole group.</p>

	<p><i>It is now time for us to ‘create’ the plan. The Building Group will work in the Capstone Studio this week to _____. They will start with these materials: _____. Later this week, we will also consult the Feedback group for additional ideas when the Building Group is ready. We can also bring the project to our Thinking and Feedback meeting later this week.</i></p> <p><i>Building Group, please meet me in the Capstone Studio!</i></p>
<p><b>During Centers</b></p>	<p>The process of ‘creating’ will take several days. Follow the children’s lead.</p> <ol style="list-style-type: none"> <li>1. The Building Group consults the plan and works on _____. Support the children to read the plan and decide on the exact materials to work with</li> <li>2. The Feedback Group provides consultation. Invite this group throughout the week.</li> </ol> <p>The individual children might require more specific support with negotiating, assigning roles, and making decisions. Before jumping in with solutions, first listen and allow time for children to talk and listen. If stepping in is indeed necessary, try to facilitate the conversation rather than making decisions for the children.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● How will you represent that idea that is in our plan?</li> <li>● What other materials do you need?</li> <li>● How can your group members help you?</li> <li>● Tell me more about how you will _____.</li> <li>● What is helpful about working together?</li> <li>● What other details should we add?</li> </ul>
<p><b>Standards</b></p>	<p><b>SL.K.1b.</b> Continue a conversation through multiple exchanges.  <b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to add additional detail.  <b>SEL Competencies and Skills.</b> Social Awareness. Showing Empathy  <b>SEL Competencies and Skills.</b> Recognizing issues of inequity. Effectively communicating  <b>SEL Competencies and Skills.</b> Decision Making. Identifying values, choices and decisions</p>

**Notes:**