

WEEK 1 Studios



**Who am I, and who are we together?**

Children take inventory of and explore the materials in each studio. They discuss possibilities for the materials’ use and care and record these ideas. At the end of the week, the whole class reviews findings about use and care of Studios materials and establishes routines.

<p><b>Big Idea</b></p>	<p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Studios bins Prepare the bins with a selection of materials from the lists below.</li> <li>● Studios signs</li> <li>● studios prompts Cut prompts apart and add to each bin.</li> <li>● Inventory Sheets, three copies for each studio</li> <li>● Using Materials sheets, several copies for each studio</li> <li>● writing tools</li> <li>● observation sheets Prepare at least one copy for each adult in the classroom and place on clipboards.</li> </ul> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> <li>● crayons</li> <li>● colored pencils</li> <li>● variety of papers</li> </ul> <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> <li>● Kapla blocks</li> <li>● paper</li> <li>● clipboards</li> <li>● writing tools</li> </ul>

	<p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> <li>● fabric squares</li> <li>● clothespins</li> <li>● books</li> </ul> <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> <li>● variety of books</li> <li>● sticky notes</li> <li>● writing tools</li> </ul> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> <li>● hand lenses</li> <li>● trays</li> <li>● blank science journals</li> <li>● colored pencils</li> </ul> <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none"> <li>● pencils</li> <li>● white paper</li> <li>● construction paper</li> </ul> <p>Bring the prepared Studios bins to the whole group meeting. Have Inventory Sheets, Using Materials sheets, and pencils at hand.</p>
<p><b>Opening</b></p>	<p><i>One thing we will do together in our classroom community is work in Studios. Some of you have worked in Centers in K1 or K2, so Studios will feel familiar to you. During Studios, you will choose which materials to work with to communicate ideas you have. The studios are: [indicate each bin] Art, Building, Drama, Library, Science and Engineering, and Writing and Drawing.</i></p> <p><i>There are Studio materials for you to explore in each of these containers. Your first job, today, is to create a list of materials, or an <b>inventory</b>, for each studio. These inventories will help us get to know the materials in each studio.</i></p> <p><i>If you have time, with a partner, choose just one material and record some ideas about using and taking care of that material. This will help us set community expectations.</i></p> <p><i>For example, I'm choosing the Drama Studio today, and I'll work with the other children who choose this studio to make an inventory. We'll also talk about how we might use and take care of what we find.</i></p>

	<p><i>Remember, you will <b>not</b> be using the materials today, only recording what you find. There are two sheets for you to work on.</i></p> <p>Choose one child to help model looking through the Drama Studio basket and recording (through sketching and/or writing) one item on the Inventory Sheet. Then model using the Using Materials sheet to record ideas for the use and care of just one of the materials in the bin.</p> <p><i>All of the studios are open. Think about which studio you are most curious about.</i></p> <p><i>Turn to a partner, and talk about which studio you'd like to visit today to learn about its materials. Tell your partner why you are interested in that studio and listen to your partner's ideas.</i></p> <p>Distribute Inventory Sheets, Using Materials sheets, and pencils. Disperse children in groups and with bins to designated areas of the classroom, making sure at least two children visit each studio. Remind children that they will have opportunities to visit multiple studios on other days during the week.</p>
<b>Facilitation</b>	<p>Ask the children about what they find in each studio.</p> <p>Take observational notes about children's exploration and their ways of contributing to the Inventory and Using Materials sheets.</p> <p>Which materials are most appealing and provoking?          What language do children use in conversation about materials (questions, observations)?          How do children represent the materials and ideas about materials on paper? What resources do they use to do this?          How familiar are children with various materials?          For which children is this component (Centers/Studios) entirely new?          What special supports might be useful to build positive Studios habits?</p>
<b>Closing Studios</b>	<p>The Thinking and Feedback protocol will be introduced in Week 3. In the meantime, hold a whole group meeting at the end of Studios time each day to reinforce Studios routines. Some possibilities for these conversations include:</p> <ul style="list-style-type: none"> <li>● charting "Studio Agreements" or adding to the Classroom Agreements that the children identify for how to care for materials, what routines to follow, and how to work collaboratively</li> </ul>

	<ul style="list-style-type: none"> <li>● inviting one child or small group to share a Studio Inventory, discussing the materials children discovered and perhaps listing other materials children might like to see in that studio</li> <li>● identifying and talking through challenges that occurred during Studios (e.g., many children wanted to explore a particular studio)</li> </ul> <p>Solicit children’s ideas to the Weekly Question chart.</p>
<b>Standards</b>	<p><b>Maine Writing Preamble</b> - Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.</p> <p><b>SA 5.1. (Boston SEL)</b> Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p> <p><b>SR 4.1. (Boston SEL)</b> Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p>

<p><b>Notes</b></p>
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Studios Inventory Sheet: \_\_\_\_\_  
name of studio

<b>Material:</b> Write a word and draw a picture	<b>How many?</b>

Studios Inventory Sheet: \_\_\_\_\_  
name of studio

<b>Material:</b> Write a word and draw a picture	<b>How many?</b>

Names: \_\_\_\_\_

## Using and Taking Care of Our Materials

Name of **material**: \_\_\_\_\_

<b>We can use this material for:</b>	<b>We can take care of this material by:</b>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Names: \_\_\_\_\_

## Using and Taking Care of Our Materials

Name of **material**: \_\_\_\_\_

<b>We can use this material for:</b>	<b>We can take care of this material by:</b>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>