WEEK 1 Studios

What happens at a market?

Children use familiar materials to engage with the new topic.
At the Science and Engineering Studio, children observe and record plant growth.

Big Idea	People make exchanges to obtain the goods and services they need and want.
Materials and Preparation	• Studios prompts, cut apart and added to each bin • Studios Planner • observation sheets Bring to the whole group meeting only those bins needed for introductions. <u>For the Art Studio:</u> • stiff paper and/or light cardboard, such as cereal boxes • tape, any kind • staplers • scrap paper, quarter sheets, for introducing the studio • cereal and/or cracker boxes, as examples <u>For the Building Studio:</u> • LEGO bricks and/or Kapla blocks • paper, clipboards, and drawing tools • Unit 3 and other books with images of markets <u>For the Drama Studio:</u> • Playing Store scripts, in sheet protectors • masking tape • props for pretend store goods, such as empty containers, math manipulatives, etc.

	Set up a simple store counter, such as on a desk. Delineate the shop entrance, with tape on the floor, for example. <u>For the Library Studio:</u> ● "Markets" in *Reach anthology* (giraffe volume, pages 138-153) ● Market Search Tally Sheet, several copies ● Goods and Services small group charts, from Text Talk Day 2 <u>For the Science and Engineering Studio:</u> ● Bean Time-Lapse video (https://www.youtube.com/watch?v=w77zPAtVTuI&feature=youtu.be) ● technology for children to watch video; audio not needed ● science journals ● colored pencils <u>For the Writing and Drawing Studio:</u> ● Money images ● blank paper ● scissors ● writing and drawing tools ● small box to replicate a cash register or other way to organize and store money children make Review Studios descriptions below. Decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly.
Opening	*This week we are starting a new study, about the resources we use, how we choose them, and where they come from. As part of this study, we'll be looking closely at* ***markets****, places people gather to buy and sell things they need and want. Stores, bodegas, shops, malls, farmers markets... these are all examples of markets.* *This week in Studios we have some new activities using materials you already know.* Describe and model each studio to the extent needed for children to begin their work. Hold up the Studios Planner for children to reference.

	Take a moment to think about which studio you might want to start working in today. Then think about which studio you'll work in if your first choice is too crowded. *Turn and tell your partner your plan and your backup plan.* Ask a couple of children to share their plans, and dismiss all children to begin working.
Facilitation	As children work, circulate and engage children in conversation about their endeavors. Exploit opportunities to highlight children's connections to the Weekly Question and the unit's Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers. Listen in, observe, and take notes about children's interests, experiences in different kinds of markets and with money. Use these notes to plan for upcoming Studios sessions. While children work, consider which piece of work to bring to a Thinking and Feedback meeting.
Closing Studios	Support smooth clean up of studios materials and organization of works in progress. Facilitate a short, whole group meeting after Studios to discuss children's activities, discoveries, and questions.

Art 	**Making Containers** <u>Objective:</u> I can create three-dimensional containers. <u>Introduction:</u> *Many goods come in containers, such as boxes. A box isn't always a box—it used to be one or more pieces of flat paper or cardboard. Can you make a container out of something flat? This will be challenging.* Distribute a quarter-sheet of paper to each child. Allow a couple of minutes for children to fold and roll the paper into different shapes and to share their discoveries with a partner or the whole group about how to make different three-dimensional shapes. <u>Process:</u>

	Children experiment with stiff paper—folding, rolling, cutting, and taping or stapling—to create three-dimensional containers. Children may flatten and put together box examples to get ideas for how containers work. <u>Facilitation:</u> Offer children ideas about tools they might use to solve problems, such as rulers to make a straight fold, or a cylindrical block to make a curved shape. *Have you tried folding/rolling?* *What tools other than your hands might you use?* *What do you imagine might go in this container?* *Is it the right size? How could you make it larger/smaller?* <u>Ongoing Assessment:</u> Use the observation sheet to record how children approach this challenge. <u>Thinking and Feedback Possibilities:</u> Invite children with two different kinds of containers to share their work and strategies. Invite a child to present a problem and to ask for ideas from the group. Invite the group to consider which containers would be ideal for specific kinds of goods and to suggest modifications to make the containers more effective.
Building 	**Building Markets and Parts of Markets** <u>Objective:</u> I can represent important parts of markets through building. <u>Introduction:</u> *There are lots of important parts of a market or store. Think of one store you know. What are the parts you can think of?* Join children in brainstorming, from stalls to shelves, to whole buildings. Indicate available building materials. Encourage children to draw a plan before they begin building and to reference books and other images. <u>Process:</u> Children look at images, sketch plans, and build various parts of places where commerce happens. <u>Facilitation:</u>

	What are the parts of this market? Why is each one important? How is this market important in the community? <u>Ongoing Assessment:</u> Collect information about children's existing knowledge about and experiences in markets. Note their particular interests in different kinds of markets and the various roles that play out in a market. Note children's use of vocabulary and any word confusions, such as with "buy" and "sell." <u>Thinking and Feedback Possibilities:</u> Project photographs of children's work or gather around the building area. Invite a builder or group of builders to share a full market building. Other children might consider essential components: entrance/exit, space to pay, spaces for displaying goods and to make suggestions for additions or clarifications. Invite a builder or group of builders to share parts of a market. Other children might offer feedback about whether these are constructed in ways that adequately display the goods for which they are intended, and why or why not.
Drama 	**Playing Store** <u>Objective:</u> I can practice effective language used for making exchanges in a market. <u>Introduction:</u> *There are certain ways people talk to each other in markets. They greet each other, they ask for information, and they make exchanges. In the Drama Studio, you can practice talking to each other as if you are in a market!* Review the Playing Store scripts for shopkeepers and customers. Indicate the space where children can act out these scenes. <u>Process:</u> Children decide what kind of store they are playing and what goods might be sold there. They choose roles—shopkeepers and customers—and use the scripts to pretend entering, interacting in, and then leaving the shop. <u>Facilitation:</u>

	What are your roles? *How are you communicating what you need and want, and whether it is available?* *What exchange are you making?* *If you pretend to go into a different kind of shop, will the conversation go the same way, or differently?* <u>Ongoing Assessment:</u> Observe and record children's choice of scene, language, and interactions. <u>Thinking and Feedback Possibilities:</u> Make space for a small group to act out their scene for the whole group. Ask the presenting children to share what happened as they were practicing. Ask classmates to suggest other ways the interaction might go.
Library 	**Market Search** <u>Objective:</u> I can look carefully at images to find common elements of markets. <u>Introduction:</u> *Markets can look different in different places, but there are some things that are similar no matter where they are. In the Library Studio, you can look carefully at the images you find in this text, "Markets," and see what you can find.* Show the Market Search Tally Sheet, review the elements, and explain how to record data with tally marks. Ask children to suggest additional elements they might look for and add to the tally sheet. *Also at the Library Studio, you can read and compare the lists you made on your Goods and Services charts during Text Talk. What do you notice is the same on the charts? What goods and services do most of us buy and use?* *What do you notice is different?* *Are there any goods or services that seem unusual to you? Maybe you want to ask one of those group members about them!* <u>Process:</u> Working together or independently, children look at market images one at a time and mark elements they find. They talk with each other about their data.

	Facilitation: *What are you finding?* *What do you notice about your data?* *Why do you think that appears in many markets?* *Why do you think you have not found very many of those?* Ongoing Assessment: Take notes and reflect on children's observations and ways of making sense of their data.
Science and Engineering 	**Observing a Plant's Growth** Objective: I can watch carefully as a plant grows, and record my observations in writing and drawing. Introduction: *While we are thinking about resources and where they come from, we'll also be studying plants. Plants are an important resource for people and other animals!* *In the Science and Engineering Studio, you can watch a time-lapse video of a bean plant growing. Remember that time-lapse videos record in a short time something that happens over a long time. This action in this video takes 25 days to happen, but less than three minutes to watch.* *My suggestion is to watch the entire video first, and then, as you play it again, record some of your observations in your journal.* Review routines for using classroom technology for watching a video. Process: Children watch the video and talk about what they observe. They may play the whole video or sections multiple times to see what happens. Children use colored pencils to record details of plant growth, a step-by-step sequence of changes, and/or growth in different parts of the plant. They use words to write about their observations and record questions about what they see. Facilitation: *What are you observing about how the bean plant grows?* *Does each part of the plant grow in the same way?* *Do you know names for the different parts of the plant?*

	Why might the roots grow first, and then the stem and leaves? *How can you show what you observe?* *What are you wondering?* <u>Ongoing Assessment:</u> Listen in to children's conversations about the video. What previous knowledge do they bring to the observation? What connections do they make? What questions do they raise? What can be gleaned about children's understanding of plants as a resource? Review children's drawings and writing. How do they capture change and movement? How do they represent different stages of growth? How do they represent their ideas and questions through their drawings? with words? <u>Thinking and Feedback Possibilities:</u> A couple different examples of children's observational representations will make for a robust conversation about how to represent growth over time and will reveal children's questions about plant growth.
Writing and Drawing 	**Making Money** <u>Objective:</u> I can make money to use for market exchanges. <u>Introduction:</u> *As we study markets, we'll be thinking about what we need for buying and selling. Most exchanges in markets use money. In the Writing and Drawing Studio, you can use these materials to make money—and then we can use that money in our classroom! You might copy United States money, or you might make a new kind of money that would be special to our classroom. Remember that in many places, including the United States, we use both coins and paper money.* *As always, you can also continue to work in your sketchbooks. You might write and draw a story with a character getting something she or he wants or needs.* <u>Process:</u> Drawing from their own experiences, children create coins and paper money by first cutting out and then drawing and writing. They need to

	show denominations on both sides of each representation. <u>Facilitation:</u> Support children to consider denominations they might realistically need for making everyday exchanges and with which they can successfully work. Encourage them to consult the images of money for ideas about what elements to include on their own money. *What is important to include as you design your own money?* *Why did you choose to make a coin/paper money in this amount? What might you use it for?* *What if you need a smaller amount to pay or make change?* *Will you and your classmates be able to work with these amounts?* *How could we sort and store this collection of money?* <u>Ongoing Assessment:</u> Observe and note what children know about money. Ask them about their experiences with money. Add to assessments of children's mathematical understandings. <u>Thinking and Feedback Possibilities:</u> As children share the money they made, classmates and give feedback on the clarity of the symbols and amounts, using both sides of the money to show its worth, and whether amounts make sense. During a Thinking and Feedback session, a hypothetical exchange of money for goods can help children self-assess their efforts.
Standards	Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards. **<u>Art</u>: (BOSTON)** **Visual Arts 1.2.** Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction. **<u>Drama</u>: (BOSTON)** **Economics 23.** Give examples of products (goods) that people buy and use. **Economics 25.** Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for

	entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two). Library: **R.11.1.c** Use the illustrations and details in a text to describe its central idea. Science and Engineering: **1-LS1-1.** Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant. **1-LS3-1.** Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind. **Practice 1.** Asking questions and defining problems **Practice 3.** Planning and carrying out investigations

Notes