

**WEEK 7 Studios**



**How can we create positive change in our communities?**

Work on the Book Access Project continues. Children are challenged to consider how weather conditions might affect their plans for increasing book access. Children sort and organize Beautiful Stuff for use in developing projects.

<p><b>Big Ideas</b></p>	<p>People belong to communities. Everyone has a role.                  People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.                  People benefit from being part of a community.                  Leaders help guide and support their communities.                  Caring for each other builds community.                  When people in communities talk, work, play, and learn together, they can create positive change.</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Studios prompts, cut apart and added to each bin</li> <li>● Studios Planner</li> <li>● observation sheets</li> </ul> <p><u>For the Art Studio (and others):</u></p> <ul style="list-style-type: none"> <li>● Beautiful Stuff collections, mixed together in boxes or on large trays</li> <li>● trays and containers, for sorting and storing materials</li> <li>● scrap paper and writing tools, for labels</li> </ul> <p>Reread the Beautiful Stuff Guide to understand and plan for the introduction of a wider variety of materials. Identify a place in the classroom where Beautiful Stuff can be available in an ongoing way.</p> <p><u>For the Science and Engineering Studio:</u></p> <p>Identify a local forecast video for children to reference.</p> <ul style="list-style-type: none"> <li>● laptop, tablet, or other equipment to show video</li> <li>● model thermometer, class or children’s own</li> <li>● Weather Forecast Cards, copied onto stiff paper and cut apart</li> <li>● drawing tools</li> </ul>

	<ul style="list-style-type: none"> <li>● Weather Reporting prompts</li> <li>● props to enact a televised weather report (microphone, map, camera, sign)</li> </ul>
<p><b>Opening</b></p>	<p><i>This week we'll continue working on our projects to increase access to books for all children and families. I have some materials to add, and a challenge to offer.</i></p> <p>Show the collection of Beautiful Stuff.</p> <p><i>We've been collecting lots of interesting materials! Now they are in a big mess in this box. You might want to use some of these for your projects. For example, last week this group was looking for something to use for wheels on the book cart they are designing. It will be much easier to find what you need if these materials are sorted and organized into categories.</i></p> <p>Gather a few ideas about how the materials might be sorted. Demonstrate placing them in different containers and labeled for community use.</p> <p><i>Here's your challenge: We've been exploring weather in our Science and Engineering lessons. Have you been thinking about weather as you've been planning your projects? What if you were going to take your book cart into the neighborhood, and a big storm came up? Are you prepared for that?</i></p> <p>Give children a moment to consider this possibility and its implications for their projects.</p> <p><i>When you get together with your group, think about weather as you continue to work on your projects.</i></p> <p>Dismiss children in small groups to continue established project work.</p>
<p><b>Facilitation</b></p>	<p>Facilitate careful, intentional work by asking children about their plans, processes, collaborations, changes in course, and successes. Push children to consider implications of weather conditions on their plans.</p> <p>Use the following boxes to record the kinds of work children are pursuing, in order to assess work and plan for subsequent sessions in the studios.</p> <p>Sorting Beautiful Stuff can be a good place for children to take a break from their projects. New materials can be added to projects in progress.</p>
<p><b>Closing Studios</b></p>	<p>At the close of each session, prompt children to organize for next steps. Choose work from one or two groups to present at Thinking and Feedback sessions.</p>

# Art



Project(s):

Current state of the project


Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support

Ongoing Assessment

<p><b>Building</b></p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources &amp; materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

## Drama



Project(s):

Current state of the project

Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support

Ongoing Assessment

# Library



Project(s):

Current state of the project

Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support

Ongoing Assessment

## Science and Engineering



### Producing a TV weather report

#### Objective:

I can report the weather using accurate weather vocabulary words.

#### Introduction:

*Lots of us listen to weather reports on the radio or on TV to find out about the weather. You can set up a weather reporting station and be meteorologists!*

Show available materials and think aloud, with children, how they might enact a weather report, referring to actual weather data, using precise vocabulary, creating props, and speaking to a television audience.

#### Process:

Children illustrate the Weather Forecast Cards.

Children watch a clip of a local weather forecast. They discuss what is important to highlight in their report.

Children identify roles such as reporter, meteorologist, map holder, and camera person. They take turns reporting and forecasting weather using precise vocabulary.

#### Facilitation:

Encourage children to use precise vocabulary for weather conditions, including temperature, wind, cloud type, and kinds of precipitation.

*How can you describe the weather conditions?*

*What more might your audience like to know about the weather?*

*What might your audience need to think about to prepare for the weather that is coming?*

#### Ongoing Assessment:

What vocabulary do children use to talk about the weather?

How do they connect various aspects of weather conditions, such as temperature, precipitation, clouds, and wind?

#### Thinking and Feedback possibilities:

Have children “perform” their weather report. Other children may offer feedback about the helpfulness of the report.

# Writing and Drawing



Project(s):

Current state of the project

Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support

Ongoing Assessment



Weather Reporting Prompts

We see \_\_\_\_\_ in our radar. We predict \_\_\_\_\_.

Today, the weather will be \_\_\_\_\_.

We will have \_\_\_\_\_ temperatures.

Make sure you wear your \_\_\_\_\_ today, because the weather is going to be \_\_\_\_\_.

You may see \_\_\_\_\_ clouds at \_\_\_\_\_ today.

This morning the temperature is \_\_\_\_\_, but this afternoon it will be \_\_\_\_\_.

## Weather Reporting Cards

Copy onto stiff paper and cut apart for children to illustrate.

sun

rain shower

snow

strong wind

Science & Engineering Studio U1 W7

gentle breeze

fog

clouds

cumulus   cirrus   stratus

thunderstorm

overcast

tornado

hurricane

blizzard