

## WEEK 8 Day

**Art Studio: Design Studio 5**

Children revise the *Our Town* model.

Children prepare for the *Our Town* celebration.

<b>Big Ideas</b>	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.
<b>Guiding Questions</b>	What suggestions do you have about constructions in our city to make Boston a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?
<b>Vocabulary</b>	<b>improve:</b> to make something better <b>presentation:</b> to explain an idea in front of an audience
<b>Materials and Preparation</b>	<p>Make arrangements for an <i>Our Town Celebration</i>. Coordinate with colleagues. Consider other children (older reading buddies, children in other Kindergarten classes, younger children, etc ), school administrators, additional staff, and families. The celebration may include not only the presentation of the model but documentation of the process of creating it, including dictations of children’s words, photos of children at work, and the collection of tools and materials used.</p> <ul style="list-style-type: none"> <li>● Small Group Planning Sheet and chart, from Week 6 Review the groups and make adjustments to the groups, as needed. If edits are made, be sure to make the edits on the large class version of the small groups, as well.</li> <li>● master plan, from Week 6</li> <li>● the current <i>Our Town</i> model</li> <li>● chart paper and markers</li> </ul> <p>Materials in the Design Studio from last week. Replenish, as needed for ‘improving’ the model.</p> <ul style="list-style-type: none"> <li>● a large collection of beautiful stuff, with a variety of materials (e.g., tissue/cereal boxes, large cardboard boxes, canisters, natural</li> </ul>

	<p>materials)</p> <ul style="list-style-type: none"> <li>● strong adhesive (e.g., glue, hot glue, craft glue, etc.) Be sure that an adult uses the glue gun.</li> <li>● a variety of paper/cardboard pieces to create labels/signs</li> <li>● scissors, 3-5 pairs</li> <li>● paint and paintbrushes</li> <li>● writing tools</li> </ul> <p>The Intro to Centers will occur in the Design Studio. Bring the chart paper and markers.</p>
<p><b>Intro to Centers</b></p>	<p><i>A couple of weeks ago, we received an important letter with an important question. To respond, we engaged in the Engineering Design process. We started with asking, imagining, and planning. Our idea is _____.</i></p> <p>Refer to the posted Engineering Design Studio visuals.</p> <p><i>Last week we created the model and we have a first draft. What do you like about the model so far?</i></p> <p>Invite children to share.</p> <p><i>The last part of the Engineering Design process is improving. Let's take a look at our master plan.</i></p> <p><i>How can we make our model even better? What might you like to add or change to show our idea of _____?</i></p> <p>Invite children to Turn and Talk. Bring the whole group back together and chart ideas. Encourage children to provide detailed responses, as the feedback group will consider each piece of feedback later during Centers.</p> <p><i>During Centers this week, we will work on improving our model. The Presentation group will also work on how we might show our work during our celebration.</i></p> <p><i>Feedback Group, please meet me first in the Design Studio!</i></p>
<p><b>During Centers</b></p>	<p>The process of 'improving' the model will take several days. Follow the children's lead.</p> <ol style="list-style-type: none"> <li>1. The Feedback group consults the master plan and the charted feedback. The group analyzes the feedback for what can or cannot be used. They have conversations and decide about what changes or additions will be made to the model.</li> <li>2. The Feedback group makes the edits or changes to the model.</li> <li>3. The Feedback group presents the final model to the class.</li> <li>4. The Feedback group consults with the Presentation group.</li> <li>5. The Presentation group decides how to present the model to the decided audience.</li> </ol>

	<p>6. The Presentation group might engage in writing invitations, making signs and labels that explain the model, and rehearsing explanations of the model. These explanations might include recounting the process involved in creating the model as well as a tour of the model itself.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How will you decide on the feedback?</li> <li>● How will you work as a team?</li> <li>● What is your plan for improving this part?</li> <li>● How should we present our idea?</li> <li>● What is most important for us to communicate?</li> <li>● What other details should we add?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p><b>SEL. Social Awareness.</b> Recognizing issues of inequity (Boston)</p> <p><b>SEL. Relationship Skills.</b> Teamwork (Boston)</p>

**Notes:**