

WEEK 3 Day 1

Library & Listening: Researching Architects, Choreographers, or Musicians 1

Children research architects, dancers, or musicians to prepare for expert visits.

Big Idea	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.
Guiding Question	Where do people find inspiration for building, creating, and composing?
Vocabulary	research: to find out about a topic choreographer: someone who makes up dances composer: a person who writes and arranges pieces of music musician: someone who plays a musical instrument architect: someone who designs buildings designer: someone who creates plans for something that will be made or built
Materials and Preparation	<ul style="list-style-type: none">● a sample collection of the books and other resources children have been using for their research to date● books and other resources about construction, dance, and music Gather resources on a topic corresponding to the expert(s) invited for children to interview (school dance or music teacher, a family member who is an architect, etc.).● technology to show images and play videos● video resources for architecture, dance, and music (resource) slides● Architect Studios images, Week 1● sticky notes● blank paper● writing and drawing tools● clipboards <p>Set out clipboards with paper, sticky notes, and writing and drawing tools.</p>

	Set up technology for children to use, with video resources ready to play.
Intro to Centers	<p>Note: Customize the introduction based on what kind of expert has been invited to the classroom.</p> <p><i>You have been researching to get ideas for what to construct during Centers. We are learning that people design and construct buildings, music, dance, and even clothes.</i></p> <p>Show samples of resources children have been using for their research.</p> <p><i>This week you are going to start researching _____ [topic, such as dance] to prepare for _____ [name of expert or occupation]'s visit. Here are some resources about _____ [topic]. You can look through them together to gather your ideas and questions about it. When our expert visits next week, you will be able to share your ideas and ask them questions.</i></p> <p>Show the resources.</p> <p><i>When you find information about _____ [topic] that interests you or makes you ask a question, place a sticky note on the page so that we all can find it easily.</i></p> <p>Model finding an interesting or provocative image and marking it with a sticky note.</p> <p><i>I wonder if anyone else is interested in this same image.</i></p> <p>Turn to a child and ask for their opinion to model doing this collaboratively.</p> <p>Think, Pair, Share.</p> <p><i>What does this make you want to learn more about?</i></p> <p><i>As you look for information on _____ [topic], think and talk with each other about what you want to learn more about.</i></p>
During Centers	As children look through books and images, support them to think about their interests and questions about the topic at hand. Help them tag pages of interest and ask them to articulate why they chose a particular page or image. Encourage children to look at resources together and to share with each other what they are curious about.
Facilitation	<ul style="list-style-type: none"> ● What images or videos are giving you information about _____? ● What do you want to learn about _____? ● How do you think a _____ constructs a _____? What question could you ask to find out more? ● How does researching help you to learn more about _____? ● How does working together help you research?

Standards	<p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>SEL.Self-Awareness: Recognizing personal interests and motivation (Boston)</p> <p>SEL.Relationships Skills: Teamwork (Boston)</p>
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Notes
