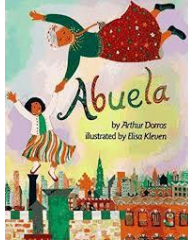


Unit 1: Our Community

WEEK 2 At a Glance

Texts



Read Aloud

Day 1: *Abuela*, Read 1
 Day 2: *Abuela*, Read 2
 Day 3: *Abuela*, Read 3
 Day 4: "Towns in Maine" slides, Read 1
 Day 5: "Towns in Maine" slides, Read 2; Unit Question Chart

Centers

Art Studio Table: Playdough 2 (Day 1-5)
 Art Studio Easel: Color Mixing 2 (Day 2-5)
 Blocks: Exploration 2 (Days 1-5)
 Dramatization: Pretending Home (Days 1-5)
 Library & Listening: Enjoying Books 2 (Days 1-5)
 Discovery Table: Sand 2 (Day 5)
 STEM 1: Hands-on Investigating (Days 1-5)
 Writing & Drawing: *Introduced in Week 3*

Writing: Writing Basics

Day 1: Why We Write
 Day 2: Why We Write and Individual Construction
 Day 3: Deconstruction: Storytelling
 Day 4: Individual Construction: Storytelling
 Day 5: Individual Construction: Storytelling

Phonics Program: Follow Guide

Shared Reading: "So Nice to Be Here"

Stations

Teacher groups: *Introduced in Week 4*
 Reading: Independent and Partner Reading (Day 5)
 Pocket Chart: "This is the Way We Go to School" (Day 3)
 Listening & Speaking:
 • Talk Time (Day 1)
 • Listen and Respond: *Introduced in week 4*
 Writing: *Introduced in week 3*
 Word Work: Picture Match (Day 2); Names and Faces Memory (Day 4)

Storytelling and Story Acting: Adults tell stories every day.

Math: Follow Guide



adventure



leap



swoop

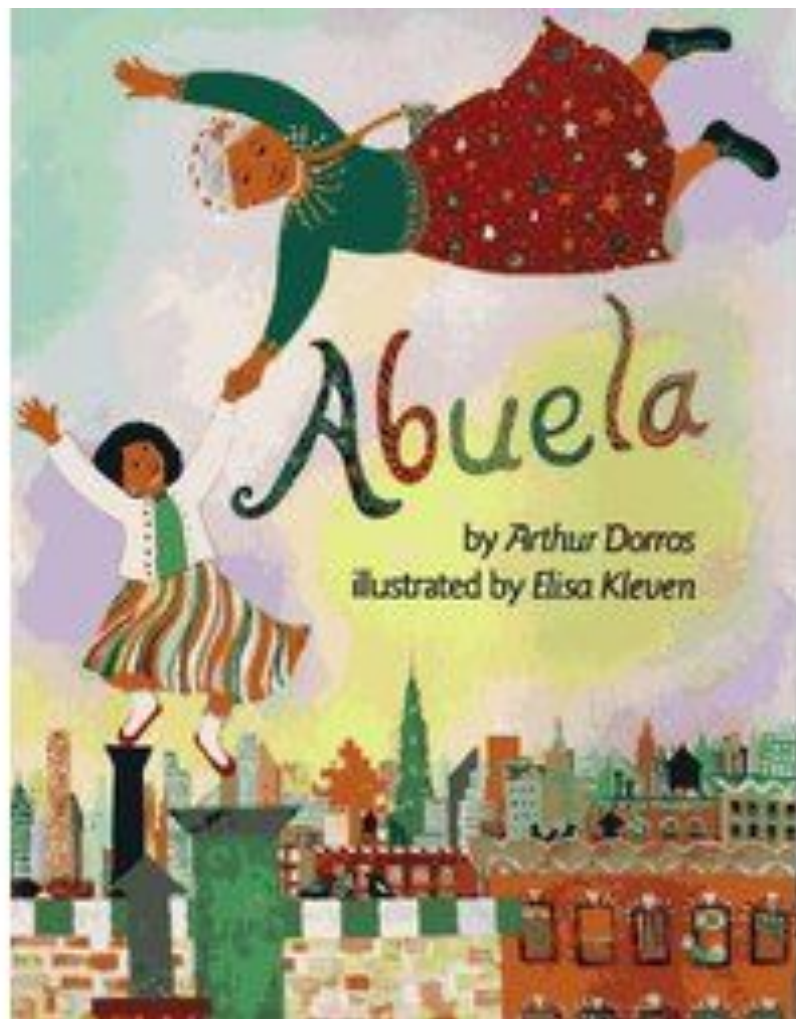


abuela

Read Aloud Vocabulary U1 W2



setting



Abuela

by Arthur Dorros

illustrated by Elisa Kleven

abuela



abuela



adventure



adventure



swooping



swooping



Day 2

leap

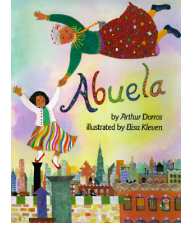


leap



Unit 1: Our Community

WEEK 2 Day 1

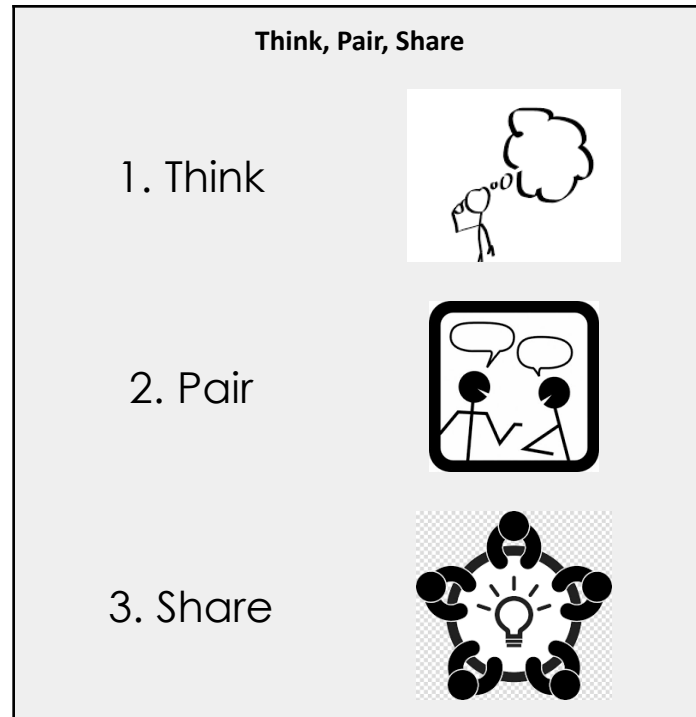


Read Aloud
Abuela
Read 1 of 3, pages 1-15

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	Who and what makes a community?
Content Objectives	I can use illustrations and words in the text to describe the story’s setting. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.b) I can explain the role of the author and illustrator of a text. (R.9.K.a, R.9.K.b)
Language Objective	I can follow the agreed-upon rules and routines for discussion. (SL.1.K.a)
Vocabulary	abuela: <i>grandma</i> in Spanish swoop: to fly down quickly leap: to jump adventure: an interesting trip or activity setting: where and when the story takes place author: person who writes a book or other text illustrator: person who creates pictures for a text illustration: picture that goes with a text
Materials and Preparation	<ul style="list-style-type: none">● <i>Abuela</i>, Arthur Dorros Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “Abuela takes me on the bus.”

Read Aloud U1 W2 D1

- *Abuela* vocabulary cards
 - *Abuela* slides
 - technology to project slides
 - chart paper and marker
- Prepare a Think, Pair, Share chart that demonstrates the steps of the routine with visuals. For example:



On the whiteboard write:

What do you see in the illustration?

What do we learn about Rosalba’s community from the illustration?

Opening

2 minutes

Introduce the text.

*Today we are starting a new book; the title is *Abuela* [point to the title]. The author of the book is Arthur Dorros and the illustrator is Elisa Kleven. What do the author and illustrator each do?*

*The **author** is the person who writes the story, and the **illustrator** creates the pictures, or **illustrations**, that go with the words.*

*Is “*abuela*” a word that you know?*

*“*Abuela*” means “*grandma*” in Spanish.*

The author of this book did not grow up as a Spanish speaker; he learned Spanish by studying it and traveling to places where Spanish is spoken.

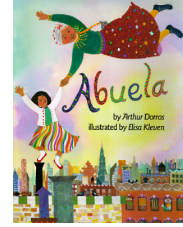
Read Aloud U1 W2 D1

	<p><i>This book is fiction, it's a made up story. Arthor Dorros, the author, decided to have his characters speak both Spanish and English. The characters are Rosalba and her abuela, her grandmother. Rosalba is bilingual, like many of us!</i></p> <p>Set a purpose for the read.</p> <p><i>A setting is where and when a story takes place. The setting of this story is New York City. The characters in our story visit many different places in New York City. They go on an adventure, an exciting trip! Today, we are going to use the illustrations and the words in the story to describe the setting.</i></p>
<p>Text and Discussion 10 minutes page 4</p>	<p><i>What do you see in the illustration on this page? Let's look at it closely.</i></p> <p>Show the slide of the page. Invite children's responses.</p> <p><i>I see trees and flowers, and some people roller skating in the park.</i></p> <p>Point to the illustration while describing observations.</p> <p><i>We can learn so much about the setting from the illustrations. Already, we have learned that many different kinds of people play in Rosalba's community park.</i></p>
<p>page 7</p>	<p><i>To swoop is to fly down and back up quickly.</i></p> <p>Make a swooping gesture with a hand and arm.</p>
<p>page 11</p>	<p><i>This illustration of Rosalba's city is so detailed! Let's read a few more pages. Then we'll come back to look carefully at this illustration to understand more about the story's setting.</i></p> <p>Read through page 15.</p>
<p>Key Discussion 7 minutes</p>	<p>Have children move into a circle to model Think, Pair, Share with a second adult or with a child.</p> <p><i>Today we will learn a way to share ideas called Think, Pair, Share. We will use this routine a lot this year!</i></p> <p><i>Today, _____ [adult or child] and I will show you how to think, pair, and share. We are going to answer this question: What do you see in the illustration?</i></p> <p>Display the slide of page 11.</p> <p>Refer to the chart to explain each step of the Think, Pair, Share routine.</p> <p><i>Before we begin talking, we are both going to think. We'll look closely at the illustration and think about what we see. Everyone, think along with us.</i></p> <p>Refer to the Think, Pair, Share chart.</p>

	<p><i>Now we are going to pair. We'll turn our bodies so we can talk together as partners. We'll sit knee to knee so that we can see and hear each other.</i></p> <p>Model sitting knee to knee.</p> <p><i>When we talk with our partners, we use quiet voices so that we can hear each other but not disturb the other pairs, who are also talking.</i></p> <p><i>The question is, "What do you see in the illustration?"</i></p> <p>Model having each partner talk and listen.</p> <p><i>What did you just notice?</i> [partners sat knee to knee, used quiet voices, took turns, listened to each other, etc.]</p> <p>Refer to the Think, Pair, Share chart.</p> <p><i>When it's time to share, we turn back to the whole group and share our ideas.</i></p> <p>Invite other children to join in to share their responses.</p> <p>Model the routine a second time, using the second prompt, What do we learn about Rosalba's community from the illustration? [Her community has many tall buildings, it has many people, dogs, cars, and stores; the people in her community do not all look the same, there are lots of different kinds of people; people do different activities.]</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will get a chance to use Think, Pair, Share with a partner! We will read the rest of the story to find out more about Rosalba's community.</i></p>
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <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.9.K.a Identify texts that provide information.</p> <p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and the Think, Pair, Share practice.</p> <p>Do children notice and describe details in illustrations? How do children describe the setting?</p>

	What observations do children make about productive ways to engage in the Think, Pair, Share protocol?
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Notes



Read Aloud
Abuela
 Read 2 of 3, Pages 16-34

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	Who and what makes a community?
Content Objective	I can use illustrations and words in the text to describe the story's characters. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c)
Language Objective	I can follow the agreed-upon rules and routines for discussion. (SL.1.K.a)
Vocabulary	<p>abuela: <i>grandma</i> in Spanish</p> <p>swoop: to fly down quickly</p> <p>leap: to jump</p> <p>adventure: an interesting trip or activity</p> <p>setting: where and when the story takes place</p> <p>author: person who writes a book or other text</p> <p>illustrator: person who creates pictures for a text</p> <p>illustration: picture that goes with a text</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Abuela</i>, Arthur Dorros ● <i>Abuela</i> vocabulary cards ● Think, Pair, Share chart, from Day 1 <p>Strategically pre-assign Think, Pair, Share partners and ensure children are seated next to their partners as the lesson begins. Some groups may be triads to support learners who may not yet feel comfortable sharing or who are learning English.</p>

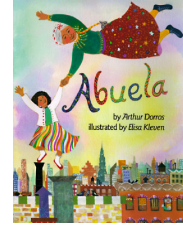
	<p>On the whiteboard write: Who are some of the people in Rosalba’s community and what did you learn about them?</p>
<p>Opening 1 minute</p>	<p>Introduce the text. <i>Today we will continue reading Abuela by Arthur Dorros. When we stopped reading yesterday, Rosalba was imagining flying over New York City with her abuela.</i></p> <p>Set a purpose for the read. <i>Yesterday, we focused on the setting in the story, where it takes place. Today, we’ll use the illustrations and the words to learn about the characters in the story, the people in Rosalba’s community. Let’s read to find out who they are and what they do in their community.</i></p> <p>Begin by reading on page 15 for context.</p>
<p>Text and Discussion 12 minutes page 16</p>	<p><i>What do we learn about Abuela on this page?</i> Harvest a few responses. <i>Thumbs up if you also have family members who moved here from another country. Someone who moves from one country to another, like Abuela did, is an immigrant. Communities in the United States benefit from including many immigrants from all over the world.</i> As appropriate, extend discussion about children’s experiences of immigration during a class community building meeting at another time. <i>The author doesn’t tell us which country Abuela came from, but we know it is a place that grows fruits like mango and where many people speak Spanish.</i></p> <p><i>What kind of work does Abuela’s cousin do?</i></p>
<p>page 22</p>	<p><i>Look closely at the illustration. What can we learn about Tío Pablo and Tía Elisa?</i></p>
<p>page 28</p>	<p><i>The people in Rosalba’s family have lots of different kinds of jobs!</i></p>
<p>Key Discussion 6 minutes</p>	<p><i>Yesterday we demonstrated Think, Pair, Share. Today you’ll try a Think, Pair, Share with a partner.</i> Refer to the chart to review the steps and expectations of the routine.</p> <p><i>Here’s your question: Who are some of the people in Rosalba’s community and what did you learn about them?</i> Signal children through each step of the routine. As children talk with partners, circulate to support their conversations.</p>

	<p>During the whole group Share conversation, turn back to relevant pages of the text that support children’s ideas to reinforce using the words and illustrations to respond to text. Possible responses include: Her tío and tía own a store that sells candy, her dad works in an office, her Abuela moved here from another country where they speak Spanish.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow, we will read this whole book again and think even more about the character Abuela and why she is such an important part of Rosalba’s community.</i></p>
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. R.11.K.a With prompting and support, describe the relationship between illustrations and the text. R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. Global Connections Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and in Think, Pair, Share.</p> <ul style="list-style-type: none"> Do children notice and describe details in illustrations? How do children describe characters? What connections or knowledge do children share on the topic of immigration? How do children engage in Think, Pair, Share?

<p>Notes</p>



Read Aloud U1 W2 D2



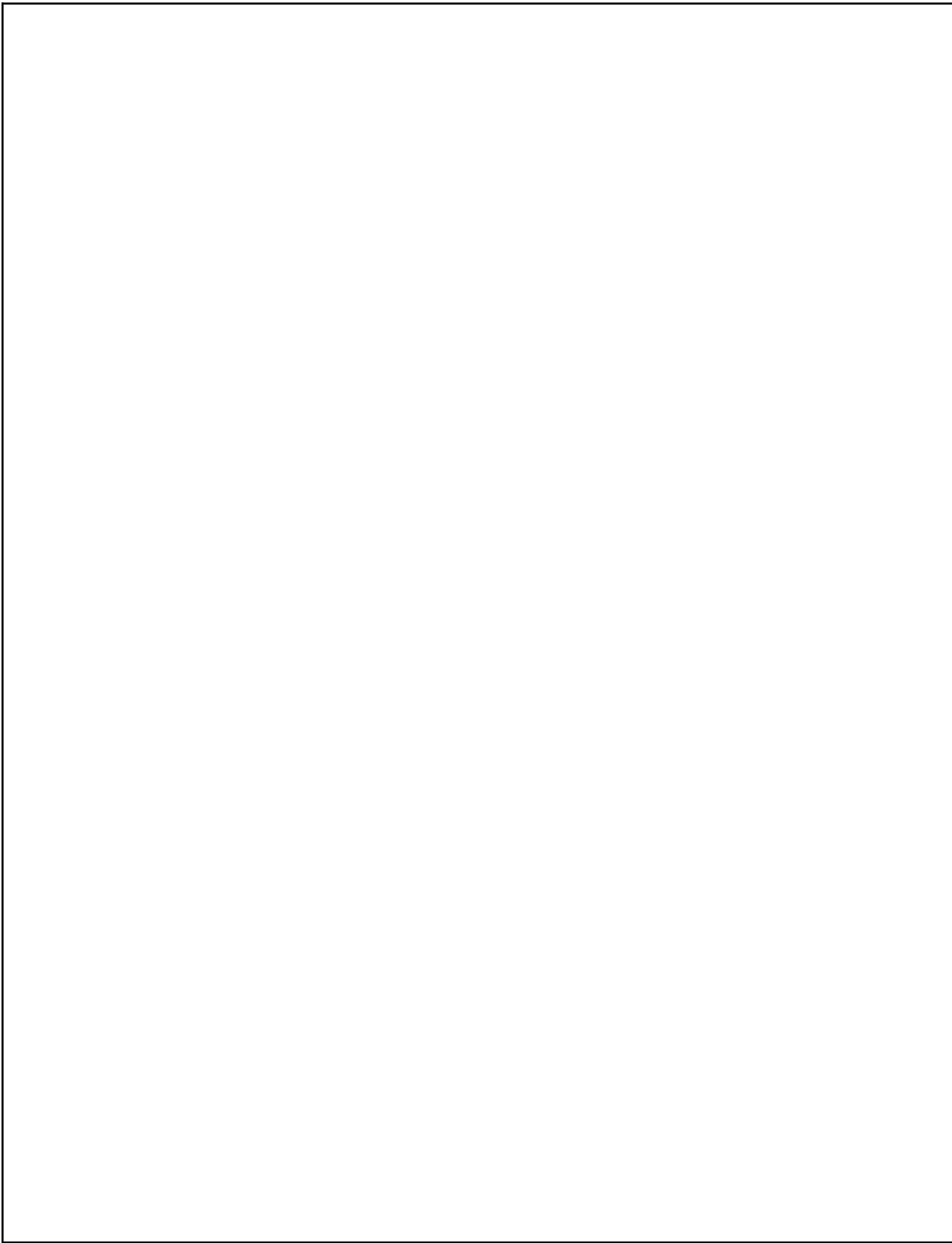
Read Aloud
Abuela
 Read 3 of 3

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	Who and what makes a community?
Content Objective	I can use details from the text to describe Abuela and why she is important to Rosalba. (R.4.K, R.6.K.a, R.6.K.b)
Language Objective	I can follow the agreed-upon rules and routines for discussion to talk about characters and communities. (SL.1.K.b, SL.4.K)
Vocabulary	<p>abuela: <i>grandma</i> in Spanish</p> <p>swoop: to fly down quickly</p> <p>leap: to jump</p> <p>adventure: an interesting trip or activity</p> <p>setting: where and when the story takes place</p> <p>author: person who writes a book or other text</p> <p>illustrator: person who creates pictures for a text</p> <p>illustration: picture that goes with a text</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Abuela</i>, Arthur Dorros ● <i>Abuela</i> vocabulary cards ● Think, Pair, Share chart, from previous days <p>On the whiteboard write: Why is Abuela important to Rosalba?</p>

	Who is important to you in your community? Why are they important to you?
Opening 1 minute	<p>Introduce the text. <i>Today we will reread the story Abuela.</i></p> <p><i>Why do you think Arthur Dorros decided to name the book Abuela?</i></p> <p><i>This story is about Rosalba’s family and the city where she lives, but Abuela is the most important character.</i></p> <p>Set a purpose for the read. <i>Today, we’ll discuss these questions with our Think, Pair, Share partners (refer to whiteboard):</i> <i>Why is Abuela important to Rosalba?</i> <i>Who is important to you in your community?</i></p> <p><i>To answer these questions, we’ll first reread the text and gather important details that help us describe Abuela.</i></p>
Text and Discussion 12 minutes	<p>Read through the entire text, stopping to think about the character Abuela.</p> <p><i>Right on the first page we are reminded of some really important things about Abuela! What do we know about Abuela from this page?</i></p> <p>Harvest a couple of ideas from children.</p>
page 1	
page 8	<i>“Abuela leaped into the sky,” means that she jumped into the sky. Even though this couldn’t really happen, Rosalba must think Abuela has a lot of energy!</i>
page 20	<i>Why do you think Abuela would want to take Rosalba to the airport on this adventure? [it’s important to her to remember where she came from, the day she moved is an important memory]</i>
page 22	<i>Abuela says, “I want to fly more!” What does this tell you about her?</i>
page 25	<i>What do the words and illustration on this page tell you about Rosalba and Abuela’s relationship?</i> Harvest a few responses, and then read to the end of the text.
Key Discussion 6 minutes	<p>Refer to the chart to review the steps and expectations of the Think, Pair, Share routine.</p> <p>Refer to the whiteboard and read the first question. <i>Why is Abuela important to Rosalba?</i></p>

	<p>As children share ideas in the whole group, turn back to relevant pages of the text to reinforce using words and illustrations to respond to the prompt.</p> <p><i>Now you'll have a chance to think about your own life and learn about the lives of our classmates.</i></p> <p>Read the second question.</p> <p><i>Who is important to you in your community? Why are they important to you?</i></p>
<p>Closing 1 minute</p>	<p><i>We will continue to develop our community here in Kindergarten by learning about communities in stories, and by learning about each other's communities.</i></p>
<p>Standards</p>	<p>RL.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and in Think, Pair, Share.</p> <p>Do children use key details from text to answer questions?</p> <p>How do children describe Abuela?</p> <p>How do children engage in Think, Pair, Share?</p>

<p>Notes</p>



Read Aloud U1 W2 D3

Unit 1: Our Community

WEEK 2 Day 4



Read Aloud
“Towns in Maine” slides
Read 1 of 2

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	Who and what makes a community?
Content Objectives	I can use key details from illustrations and words to ask and answer questions about an informational text. (R.4.K, R.11.K.a, R.11.K.c) I can name the neighborhood I live in, as well as some places in my neighborhood where people live, work, or play together. (Geography 2)
Language Objective	I can ask questions about our town/neighborhood and seek additional information. (SL.1.K.c, SL.2.K.b)
Vocabulary	neighborhood: an area of a town or city gather: to come together informational text: text that provides facts, teaches about a topic
Materials and Preparation	<ul style="list-style-type: none">● teacher created “Towns in Maine” slides● projector and screen <p>Using the provided template, create slides that are relevant to your children. Include images and text highlighting specific places that are important to the communities represented in the classroom.</p>
Opening 2 minutes	Introduce the text. <i>When we read Abuela, we learned about some of the important people and places in Rosalba’s community. Even though it’s a story</i>

	<p><i>of fiction—it’s an imagined story—, it takes place in a real place, New York City.</i></p> <p><i>We don’t live in New York City; we live in a different place. What is our city called?</i></p> <p><i>_____ includes many different places where people live and work, and these different areas are called towns or neighborhoods. Our school is in the neighborhood/town of _____.</i></p> <p>Set a purpose for the read.</p> <p><i>Today, we’re going to read an informational text. Informational text includes facts and teaches us about a topic. Instead of a book, today’s text is a set of slides with photographs and words. The title is “Towns in Maine”</i></p> <p><i>As we read the slides, we will notice different community places, and we will share our questions about them.</i></p> <p>While reading the slides, remind children that there are only a few images and words to describe each neighborhood. Discourage generalizations about neighborhoods based on the information in each slide.</p>
<p>Text and Discussion</p>	<p>Display the slides and read the accompanying text. The following are a few prompts that may guide discussion:</p> <p><i>We learn from this slide that this building is _____. I wonder what people do in these _____.</i></p> <p><i>As we keep reading, you will gather new information and share your questions.</i></p> <p><i>What do you notice?</i></p> <p><i>What do you wonder?</i></p> <p><i>What kinds of community places do you see in this neighborhood of _____?</i></p> <p><i>What else do you see?</i></p> <p><i>What do you wonder?</i></p> <p>Model noticing key details. <i>I notice a _____.</i></p>

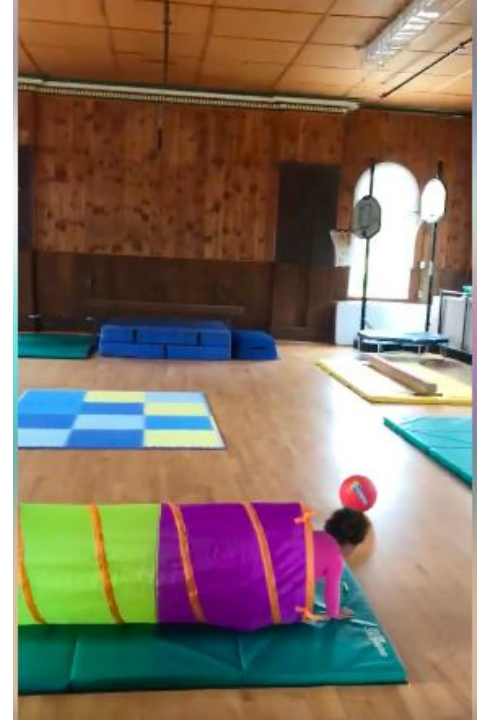
	<i>The text tells us that people gather at _____. When people gather, they come together as a community to do something.</i>
Key Discussion 5 minutes	<p>Gather children in a circle for a whole group discussion. Select the slide that shows the neighborhood where the school is located. <i>What is familiar in these words and photographs?</i></p> <p><i>What do you think is missing from the text about our school’s neighborhood/town? What are some other important places in our neighborhood/town where people play, work, get what they need, or live?</i></p> <p>Harvest several responses.</p>
Closing 1 minute	<i>Today we used an informational text to learn about our town. We noticed that the text did not say everything we know about our community. Tomorrow you will have a chance to draw and write to show places that you think are important in your community.</i>
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.1.K.c Continue a conversation through multiple exchanges.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and in Think, Pair, Share.</p> <p>Do children use details from photographs and words to make noticings and wonderings?</p> <p>Do children use question words to form questions?</p> <p>How do children engage in Think, Pair, Share?</p> <p>How do children understand the concept of a neighborhood? How are their understandings of “community” developing?</p>

Notes

Empty rectangular box for notes.

Towns in Maine

K for ME Read Aloud, Unit 1 Week 2, Day 3



When the Line School was built, the town of **Limerick** moved the town hall into the old school. The old Limerick Town Hall is now a place where you can take tumbling lessons and dance classes.



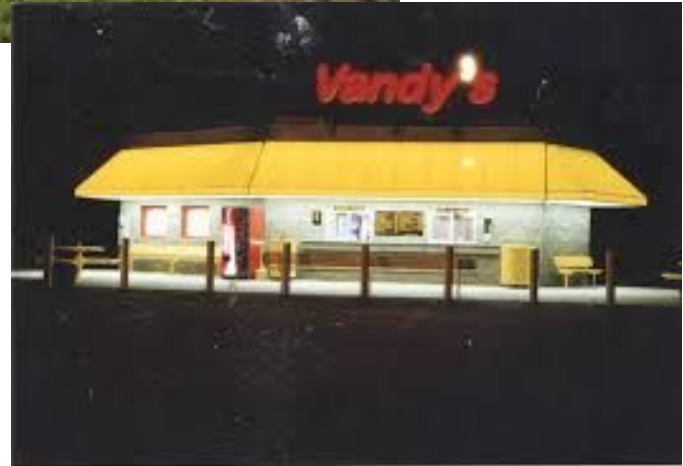
Limerick has a library where you can check out books! This building used to be the school.



The town of **Newfield** has grocery stores that sell food and gas. K & D Corner Store is a great place to get pizza!



In **Waterboro**, Vandy's and Blast from the Past diner are favorite places to eat.





Boats come and go on Little Ossipee and Arrowhead Lake in **Waterboro**. You can swim in the summer and ice-fish in the winter. A lot of people live around the lakes.

Waterboro has a library where you can check out books and a post office to send and pick up mail.





You can see nurses and doctors at Goodall Hospital and Village Pediatrics. You can see firefighters at the **Waterboro** Fire Department.





Waterboro has Friendship park. You can picnic and play with friends and family. You can hike and sled on Ossipee Hill Trail.

People shop at Hannaford in **Waterboro**. You bring your trash and recyclables to the transfer station.





Communities gather at the community garden to grow food and at the Taylor/Frey/Leavitt House to enjoy music in the summer and ice-skate in the winter.



Unit 1: Our Community

WEEK 2 Day 5



Read Aloud
“Towns in Maine” slides
Read 2 of 2

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	Who and what makes a community?
Content Objective	I can use a combination of drawing and dictating to describe my neighborhood. (W.3.K.b, Geography 2)
Language Objective	I can describe familiar places orally and with drawing. (SL.3.K.a, SL.3.K.b)
Vocabulary	neighborhood: an area of a town or city informational text: text that provides facts, teaches about a topic
Materials and Preparation	<ul style="list-style-type: none">● teacher created “Towns in Maine” slides● projector and screen● “My Neighborhood” writing paper● writing and drawing tools <p>In advance of the lesson, prepare a drawing of your home or the school neighborhood as a model.</p> <p>On the whiteboard write: What special places are in your neighborhood?</p>
Opening 2 minutes	Review the text.

	<p><i>Yesterday we read an informational text to learn about our different neighborhoods/towns. Let's look again at the slide of where our school is.</i></p> <p>Show the relevant slide(s).</p> <p><i>We noticed yesterday that although there were some places we know here, the author did not show all the places in the neighborhood that are special to each of us.</i></p> <p>Set a purpose for the lesson.</p> <p><i>Today, you will have a chance to make your own informational text about your own neighborhood. You will talk about your neighborhood with a partner and describe some of the places that are special to you. Then, you will draw and write about your neighborhood to teach someone else about it. You can include places where you play, where you get the things we need, and where you live.</i></p> <p><i>Here's a drawing I started of our school neighborhood to show some of the places that are special to me.</i></p>
<p>Text and Discussion 6 minutes</p>	<p>Display the teacher model and explain why each place was included in the drawing.</p> <p>Invite children to ask questions about the model, then add a few details to the drawing in response to their questions.</p>
	<p>Invite children to Think, Pair, Share to plan out their neighborhood drawings.</p> <p><i>What special places are in your neighborhood/town?</i></p> <p>As children discuss, circulate to ask prompting questions that encourage them to elaborate on their ideas. Questions might include: Where do you play? Where do you get food? Do you have family or friends in other houses on your street?</p>
<p>Key Activity 11 minutes</p>	<p>Distribute the "My Neighborhood" paper and writing and drawing tools. Invite children to draw about their neighborhoods.</p> <p>While children work, circulate to take dictation and continue to ask questions that encourage elaboration and detail. This lesson can be extended on the same day to allow for more time drawing; children will also have an opportunity to work on their neighborhood drawings as the Writing Station is introduced in Week 3.</p>

<p>Closing 1 minute</p>	<p><i>You all talked about and began drawing such important places in your neighborhoods! Next week in the Writing Station you will have time to continue these drawings.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart. <i>We have been thinking about this question: What does it mean to be a member of a community?</i></p> <p>Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: A member of a community is part of a neighborhood. Community members help each other get what they need.</p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and in Think, Pair, Share.</p> <p>How do children describe their neighborhoods orally?</p> <p>Observe children’s drawings.</p> <p>How do children represent their neighborhood with drawing?</p>

Notes

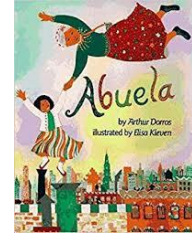
Name: _____

Date: _____

My Neighborhood

A large, empty rectangular box with a black border, intended for a student to draw or write about their neighborhood.

WEEK 2 Day 1

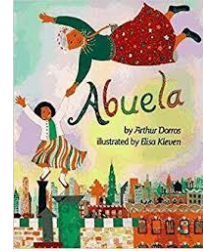


Art Studio Table: Playdough 2

As children explore the playdough freely, additional materials are added over time and according to children’s interests.

Big Ideas	Individuals or citizens come together to work, live, learn and relate to each other in communities. People in communities represent their experiences and traditions through artistic expression.
Guiding Questions	What does it mean to be a member of a community? How do you most effectively communicate your thoughts, ideas, feelings and traditions?
Vocabulary	curious: interested collaborate: to work together introduce: to show something new companion: friend represent: to show
Materials and Preparation	<ul style="list-style-type: none"> ● playdough (see recipe in Week 1) ● sculpting tools, such as cookie cutters, rolling pins, craft sticks, toothpicks ● caddies, bins, or other containers to keep tools organized and accessible ● figurines of animals and people ● paper ● writing and drawing tools <p>Prior to the start of the school day or during arrival with a small group of children, make a large batch of playdough.</p>
Intro to Centers	<p><i>In the Art Studio today we have added [rolling pins and cookie cutters] for you to use with the playdough.</i></p> <p>Hold up the materials. <i>How might you use these materials?</i></p>

	<p>Solicit a few ideas from the group. <i>What new ideas do you have for using the playdough?</i></p> <p>Solicit a few ideas from the group. Invite a couple of children to use the playdough to demonstrate their ideas.</p> <p>Remind children of expectations for cleaning up when finished. <i>When you are finished using the playdough, roll it back into a ball so it is ready for the next person to use, and put the tools away. Cleaning up is an important responsibility in K2.</i></p> <p>Model putting materials away.</p>
During Centers	<p>Children continue to freely explore the playdough using an expanded variety of tools.</p> <p>Observe and then join the children, asking them to describe or show how they are using the playdough and tools. Follow the children’s lead, trying out some of the techniques they describe and using rich and precise vocabulary to narrate what they are doing.</p> <p>Invite children to work collaboratively with the playdough.</p> <p>Consider offering other tools to foster their ideas.</p> <p>Take observational notes about children’s exploration and language.</p>
Facilitation	<ul style="list-style-type: none"> ● How does the playdough feel? ● What ideas do you have for using these tools? ● What do you notice your friend is doing with the playdough? ● How could you collaborate to use the playdough together? ● Now that you are finished, what can you do to get the materials ready for other children to use?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>



Art Studio Easel: Color Mixing 2

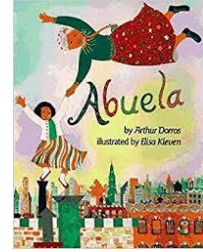
Children continue to experiment with mixing colors, adding white for mixing tints. In doing so, children add to a collection of paints in various colors for the classroom community to share and use together. Children paint with the colors they mix.

<p>Big Ideas</p>	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. People in communities represent their experiences and traditions through artistic expression.</p>
<p>Guiding Questions</p>	<p>When is it important to work in a group or independently? How do you most effectively communicate your thoughts, ideas, feelings and traditions?</p>
<p>Vocabulary</p>	<p>curious: interested disappear: to go completely away, to become unable to be seen imagine: to pretend notice: to see, to pay attention to something represent: to show creativity: the use of imagination tint: a shade or kind of color shade: a darker or lighter color than a similar one primary colors: yellow, blue, and red; the colors from which other colors can be made</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● easel ● tempera paints, white, red, blue, and yellow only, one set for each side of the easel (or table space) ● brushes ● large paper ● paint cups, such as small, clear plastic or glass jars, with lids ● pencils

	<ul style="list-style-type: none"> ● containers of water ● spoons ● mixing trays/palettes ● <i>Abuela</i>, Arthur Dorros ● a collection of books about and featuring color (see list, Week 1) ● masking tape ● markers <p>Set up the Easel as in Week 1.</p>
Intro to Centers	<p><i>This week we are adding white paint to the primary colors; in this way you will make shades or tints of the colors you have already mixed. You might start with one primary color plus white, or you might see what happens when you add a bit of white to a color you made and saved last week.</i></p> <p>Hold up the white paint. <i>What do you think will happen when we add white to another color?</i></p> <p>Invite children to make predictions. Model mixing a little bit of blue and white on a palette or in a small container, or add white to a container of paint the children mixed the previous week. <i>Just like you did last week, you can experiment with your new colors by painting with them on paper. You might want to look for colors to inspire you in this week's Read Aloud, Abuela.</i></p> <p>Demonstrate expectations for cleaning up and leaving the area. <i>Just like last week, when you are finished using the paint, make sure the brushes are ready for the next person coming to the easel. Organizing materials is an important responsibility in Kindergarten.</i></p>
During Centers	<p>Working independently or with a partner, children continue to experiment with mixing paints. They make predictions about how adding white will affect the colors they make. Notice the colors they are making. Ask children to name their colors and suggest that they label them.</p> <p>Encourage children to take a look at <i>Abuela</i> and other texts, noticing colors and thinking about how they might have been made. A color catalogue can be created by taking photos of color samples; children might refer to this catalogue to make favorite colors in the future.</p>
Facilitation	<ul style="list-style-type: none"> ● Of the colors you have made so far, which is your favorite? What do you like about it? ● How much white paint will you use to change the color?

	<ul style="list-style-type: none">● What happens to the color when you add white?● What would you call the color you are making?● How are you going to make sure materials are ready for the next painter?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes



Blocks: Exploration 2

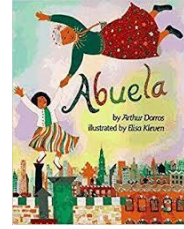
Children explore and play with various types of blocks and props and continue to work collaboratively, becoming familiar with the properties of blocks and other materials in the block area.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>A strong, interdependent community has qualities, such as:</p> <ul style="list-style-type: none"> ● shared responsibility, collaboration and support for each other.
Guiding Questions	<p>What does it mean to be a member of a community?</p>
Vocabulary	<p>collaborate: to work together</p> <p>communicate: to share ideas</p> <p>community: a group of people who live, work, or do things together</p> <p>build: to construct</p> <p>structure: a building</p>
Materials and Preparation	<ul style="list-style-type: none"> ● unit blocks ● other types of blocks (foam blocks, Kapla blocks, hollow blocks, snap blocks, etc.) ● props, such as figurines, toy vehicles, signs ● blank paper ● writing and drawing tools ● clipboards ● trays, small rugs, or tape, for defining building spaces ● several books with community images and themes <p>Arrange these in the Blocks Center for children’s reference.</p> <ul style="list-style-type: none"> ● a collection of images of buildings and/or a set of images of various kinds of structures <p>Begin this collection with images of structures in your town, buildings in other places children's families come from, and structures built by children. Over time, children may contribute</p>

	<p>other images of structures they find interesting. Print the images and hang them on a low wall around the Blocks Center, or put them on a ring or in a binder so that children can access them. Alternatively, run a slideshow of images on a computer or projected on a wall.</p> <p>Bring a few blocks and props to the large group meeting area for the Intro to Centers.</p> <p>In the Blocks Center, set up some clipboards with drawing and writing tools for children to sketch plans and record block structures and scenes. Define the building space by taping an area on the rug, using a small area rug, or offering large trays.</p>
Intro to Centers	<p><i>Today in the Blocks Center, we are going to continue exploring blocks. I have added foam blocks, _____ and _____ for you to work with as you build.</i></p> <p>Show children added blocks and props. Show <i>Abuela</i> and turn to a page with buildings. <i>You can look at the illustrations in our Read Aloud book, Abuela, for inspiration. What do you notice?</i></p> <p><i>Remember that there are paper and drawing tools in Blocks. You can use these to sketch or draw your building, to make a plan, or to write labels for your structures.</i></p> <p>Put together a few blocks, and model making a label.</p> <p><i>Remember that you can also get ideas about what to build from the images on the wall.</i> <i>What do you think you might be inspired to build today?</i></p> <p>Invite children to turn and talk with a partner. Invite a few children to share their ideas.</p> <p><i>When you are finished working with the blocks, make sure there is open space for other children to work. Taking care of materials is an important responsibility in Kindergarten.</i></p>
During Centers	<p>Notice how the children are building with different types of blocks. What do different kinds of blocks provoke children to try? Do children build vertically or flat on the ground?</p> <p>Ask children to describe what they are working on.</p> <p>Notice children’s interactions. Are they working together? Point out opportunities for collaboration.</p> <p>Invite children to document their structures through photos and drawings.</p>

	<p>Look with children at <i>Abuela</i> and at images. Notice the shapes in the images and the shapes of various blocks, helping children contemplate which shapes might be most useful for various parts of their structures.</p> <p>Encourage children to count how many or to notice categories of blocks they are using as they build.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● How did you decide what materials to use for your structure? ● Why did you add these props? ● What did you notice in these images/books/<i>Abuela</i> that inspire you? ● Can you describe the blocks you are using? How many blocks did you use? Which kind of block did you use the most? Why? ● What do you notice about someone else's work that can help you with your structure? ● How can you work together? ● How can you make sure other children have enough space to build?
<p>Standards</p>	<p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>SL.3.K b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Civics and Government Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p> <p>Geography 1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples</p> <p>Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p>

<p>Notes</p>



WEEK 2 Day 1

Dramatization: Pretending Home & School 2

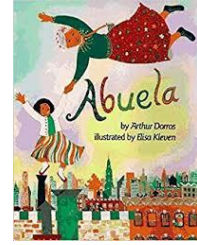
Children continue to act out family or school roles and scenarios. Through pretend play, children make connections between home and school.

<p>Big Ideas</p>	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. A strong, interdependent community has qualities, such as:</p> <ul style="list-style-type: none"> ● shared responsibility, collaboration and support for each other.
<p>Guiding Question</p>	<p>What does it mean to be a member of a community?</p>
<p>Vocabulary</p>	<p>community: a group of people who live, work, or do things together collaborate: to work together communicate: to share ideas imagine: to form a picture in one’s mind possessions: things that belong to someone family: a group of people who love each other scenario: a setting and sequence of events</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● pretend food and/or clean food containers ● food preparation supplies (dishes, eating utensils, cooking utensils, napkins, hot mitt, pots and pans, etc.) ● large pieces of fabric ● clothespins ● kitchen furniture and other equipment ● informational and fiction books related to food and cooking ● clipboards ● paper ● writing and drawing tools <p>Review how the materials have been organized in the Dramatization Center so far and consider what additional props might be useful. Ensure</p>

	<p>that children can easily access what they need and that they have adequate space to move around the area.</p> <p>Bring a small selection of props to the Intro to Centers meeting.</p>
Intro to Centers	<p><i>Now that you have set up a [home/school] in the Dramatization Center, you can pretend to be [family members/people who work in a school].</i></p> <p>Show the selected props. <i>What roles would you like to act out today, and how might you use these props?</i></p> <p>Affirm children’s ideas and help expand them to encourage rich play and support vocabulary. For example, <i>You want to pretend to make a meal for the family. Maybe you would use these dishes to make some rice and beans. What would you need to do first?</i></p> <p><i>Maybe you want to use some paper and colored pencils to write down a shopping list or a recipe.</i> <i>You can also be inspired by a story we have read. I wonder what Rosalba and her Abuela would like for a meal or a snack? Which character might you want to pretend to be?</i></p> <p>Remind children about any agreements made in Week 1 about working together and using the materials and space.</p>
During Centers	<p>Observe children as they negotiate roles with each other, and take note of the roles children are choosing. Support them in thinking about how to make decisions together. Suggest that they write recipes to try out. Record some of their scenarios by video to revisit later with the children or for use as formative assessment.</p>
Facilitation	<ul style="list-style-type: none"> ● Who are you pretending to be? ● How did you decide? What inspired you to act as that character? ● What props will you use to pretend to be that character/role? ● What kinds of ingredients will you need to make _____? ● How are you deciding what to do in your story? ● How are you collaborating with other children? ● How will we arrange the materials so they are ready for other children to use?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>

	<p>Civics and Government 4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>
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Notes



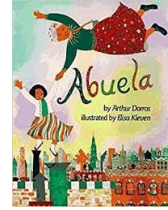
WEEK 2 Day 1

Library & Listening: Enjoying Books 2

Independently and together, children read or listen to literature that builds concepts of community, kindergarten, friendship, respect, diversity, responsibility, and storytelling.

Big Ideas	A strong, interdependent community has qualities, such as: <ul style="list-style-type: none"> ● shared responsibility, collaboration and support for each other. One way people in communities communicate is through stories.
Guiding Question	What does it mean to be a member of a community?
Vocabulary	<p>author: person who writes a book or other text</p> <p>illustrator: person who creates pictures for a text</p> <p>library: a building or room with a collection of books and other resources, such as films, articles, and recorded music</p> <p>fiction: literature that describes imaginary characters and events</p> <p>information: facts</p> <p>informational: text that provides facts</p> <p>nonfiction: writing that is based on real events and real people</p>
Materials and Preparation	<p>Note: Research has shown that the best predictor of and a causal factor in a child's growth in reading and vocabulary is the amount of leisure time spent reading. At the same time, the Library and Listening Center in classrooms tend to be the least visited area during Centers. Setting up the library with the children gives them ownership and a better sense of how to use the library purposefully.</p> <ul style="list-style-type: none"> ● read aloud books from Unit 1: Our Community ● bins ● color-coded stickers or other labels, for books and bins ● a variety of fiction and nonfiction books

	Review the organizational systems set up so far and how children are managing it. Consider adjustments as needed.
Intro to Centers	<p><i>If you visited the Library and Listening center, tell us something about what you have done there.</i></p> <p><i>Some of you have had a chance to explore different kinds of books. What are some of your favorites?</i></p> <p><i>What should we do to take care of the books?</i></p> <p>Harvest a few responses. Model handling the books gently, turning pages and closing them with care.</p> <p><i>Do you have any suggestions for how the books are organized?</i></p> <p><i>This week we are going to continue to organize and look at our classroom books.</i></p>
During Centers	Observe children and notice the kinds of books they are interested in. Support them with book handling. Make time to read with children and talk with them about books.
Facilitation	<ul style="list-style-type: none"> ● Which are your favorite books? What do you like about them? ● What can you tell about this book by looking at the cover? ● You stopped and looked carefully at this page. What interests you? ● How can you take care of the books? How can you help others to remember how to use the books?
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>R.12.K Read emergent-reader texts with purpose and understanding.</p> <p>Civics and Government 4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>



WEEK 2 Day 5

Discovery Table: Sand 2

Children continue to explore damp sand, using tools to manipulate the sand.
Additional materials may be added for children to find while digging.

Big Idea	A strong, interdependent community has qualities, such as: <ul style="list-style-type: none"> ● shared responsibility, collaboration and support for each other.
Guiding Questions	What does it mean to be a member of a community? Why is collaboration and working together important?
Vocabulary	tools: objects used to accomplish something observe: to notice notice: to see, to pay attention to something search: to look for something describe: to tell what someone or something is like disappear: to go completely away, to become unable to be seen curious: interested estimate: to make a guess
Materials and Preparation	<ul style="list-style-type: none"> ● sensory/discovery table, or tabletop tubs ● sand ● sand table tools, such as cups and scoops, small shovels, and/or plastic spoons ● sieves ● water wheels ● buckets and/or other plastic containers ● spray bottles filled with water ● Sand Castle Procedure, from Week 1 ● gloves, optional <p style="margin-top: 10px;">Continue to keep the sand moist so that children are able to build with it.</p>
Intro to Centers	<p style="text-align: center;"><i>What have you discovered at the Discovery Table so far? Today you'll find a few new tools there. Let's see what they are.</i></p>

	<p>Show the new tools. <i>What do you notice about these tools? How might you use them?</i> Harvest a few responses.</p> <p>Show any new tools, such as water wheels and sieves. Talk together about how they might be used. <i>You will continue to make discoveries about how you can use sand when it's wet and when it's dry.</i></p> <p><i>Make sure you are being safe with the sand; that means keeping it in the Discovery Table, so no one slips, and keeping it out of the air, so it doesn't get in anyone's eyes. Work with each other to figure out how to share the tools.</i></p>
During Centers	<p>As children are working, observe how they shape the sand; ask what they are discovering. Allow children to add water in small amounts; spray bottles are useful in helping to control how much water is added.</p> <p>Talk with children about what the different consistencies allow them to accomplish with the sand.</p> <p>Encourage children to work together and to be mindful about safety.</p>
Facilitation	<ul style="list-style-type: none"> ● Does the sand flow through the water wheel? Why or why not? ● What happens when you sift it? Why does some of the sand stay in the sifter (if it does)? ● How can you make the sand flow through the wheel or sieve faster or slower? ● Does the sand flow more easily when it is wet or dry? Why do you think? ● How are you sharing the tools in the sand table?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>Civics and Government Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes



STEM Investigation 1: Hands-On Investigating



Description: Children will use their sense of touch to study the physical objects in the classroom. They will feel the specific textures, hardness, size, shape, and flexibility of the objects in the classroom and learn to describe objects by how they feel. Children will record data by sorting the objects into labeled bins.

Throughout the activity the children and teacher together will build a common understanding and vocabulary of classroom materials. During this investigation teachers should 'bank' children's questions and ideas as they come up; there will be an opportunity at the end of this investigation to discuss children's additional questions about the subject.

Standards Addressed:

K-ESS3-2

Science Practice Standard: Obtaining, Evaluating, and Communicating Information

Enduring Understanding:

- Communities are affected by their environments. People use their senses to observe the environment and materials in their community, and may describe and label materials according to their observable properties.

Essential Question:

- Where do you find what you need in your community, including information, help, and companionship?

Materials:

- 10 paper lunch bags
- small objects from around the classroom
- 4-6 empty bins
- word bank cards to label the bins with appropriate words: smooth, rough, pointy, soft, hard, sticky, etc.

Vocabulary:

- data
- describe
- objects
- sense
- texture

Preparation:

Prepare two bins with labels "rough" and smooth."

Write Focus Question on chart paper: ***"How can we observe and describe objects in our classroom using our sense of touch?"***

Make sure to have one (1) unsharpened pencil.

Place one or two objects with particular properties in the bins labeled as such to offer suggestion and clarification of those properties.

Intro to Centers:

“As scientists this week you will investigate the focus question that is written here, on this chart paper: **How can we describe classroom objects using our sense of touch?**”

“What are some important words that we need to understand as scientists in order to answer this question?”

“What does it mean to describe something?”

“What are some objects in our classroom we might describe?”

“This week we will use our sense of touch. What body part do we often use for touching?”

“What will we do as scientists to answer the focus question?”

“Yes, we’ll be touching objects in our classroom in order to be able to describe them, tell what they are like. I have placed some objects in these paper bags, which I’ll put in the STEM Center. You will reach into the paper bag and feel the object with your fingers and hand. Describe what you feel, and then guess what the object might be. Let’s try one.”

“Describe the object: ‘It feels...’ How does it feel?”

“Can you guess what it might be?”

“It’s a pencil! I have two bins here, one labeled ‘smooth’ and the other labeled ‘rough.’ Which bin does this pencil belong in?”

“As you use more describing words this week, we’ll add more bins to the STEM center with those labels so you can describe objects in lots of different ways.”

Indicate and read the focus question.

*Circle, discuss, and annotate key words (**describe, objects, sense, touch**)*

*Define **describe**: to tell about an object. Use the talking frame “It feels...”*

Invite children to name some objects in the classroom.

Draw a hand above the word ‘touch’ on the focus question.

Show one paper bag (with a non-sharpened pencil inside). Invite one child to demonstrate with you, prompting her to describe the qualities of what she feels in more than one way.

Show two empty bins, one labeled “smooth” and the other, “rough”. Invite another child to suggest which bin to put the pencil in.

During Centers:

Throughout the week children will make observations about classroom objects by feeling and describing them. You can place the objects in the paper bags ahead of time, or you can make the activity more child-centered by inviting children to place an item in the bag and having other children describe and guess what the object is. In the STEM Center children will sort the objects into bins by the objects' properties of texture and hardness.

Guiding Questions during Centers:

- What do you notice about an object from feeling it?
- What can you *not* notice about an object when you can only feel it?
- Why do you think that object has that texture, shape, size, hardness, or flexibility?
- Would a pencil still work for writing if it were as soft and flexible as a shoelace? And would a shoelace work if it were as hard and rigid as a pencil?

Sharing our Research:

- What did you do this week as scientists in the STEM center?
- Revisit the focus question, "***How can we describe objects using our sense of touch?***" Children turn and talk to a classmate about an object that they felt and share how they described it.
- Looking at the data we collected (objects in bins), what did we find out about the objects in our classroom? (Objects have different textures, like smooth and rough.) Introduce the vocabulary word *texture* for how smooth or rough an object is. Children might also share ideas about hardness, shape, size, and flexibility.
- Ask, "What could we *not* tell by only feeling an object?" Children might be surprised at how much you can tell by feeling. (You cannot tell color or printed designs.)

Additional Questions:

- When you go outside for recess, think about the different textures you can feel on the playground. Are the textures outside the same as the textures inside?
- Why is it important for us to describe objects by touching them?
- Are there any other questions that you have about texture or the sense of touch? This is also the time to review and discuss any questions from children that were 'banked' during the week.

Documentation:

Take pictures of children sorting and of the sorted materials to document the process and the various properties children identified to sort by. Display the pictures in the STEM center or show them to children at a later time to reinforce the concepts.

Using this as a Provocation:

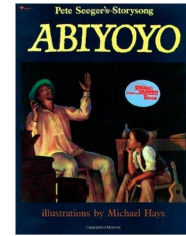
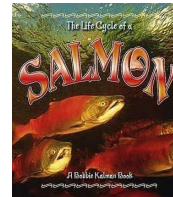
Encourage children to consider the different textures of the objects in all the classroom centers. Have them hunt for soft or hard objects around the room. Consider how soft objects are different to construct with than hard objects.

Note: Children's Own Questions

Children will generate any number of authentic questions as they work. During each STEM investigation in *Our Community*, keep a large piece of chart paper on the wall near the STEM Center with a marker attached by string. Throughout the week, adults record or "bank" any spontaneous questions you hear children ask as they are engaging in the investigation. On the fifth day of each investigation, during the Sharing our Research session, the teacher will review these child-generated questions with the class, following the directions in the written investigation. After Investigation 4 in *Our Community*, if you would like, work with children to develop their own investigation to try and answer one of the child-generated questions that were banked during Investigations 1-4. This investigation could take place during the fifth week when there is no written, required STEM investigation.

Unit 1: Our Community

Steps for Watercolor Painting



WEEK 2 Day 1

Writing Basics
Deconstruction: Why We Write

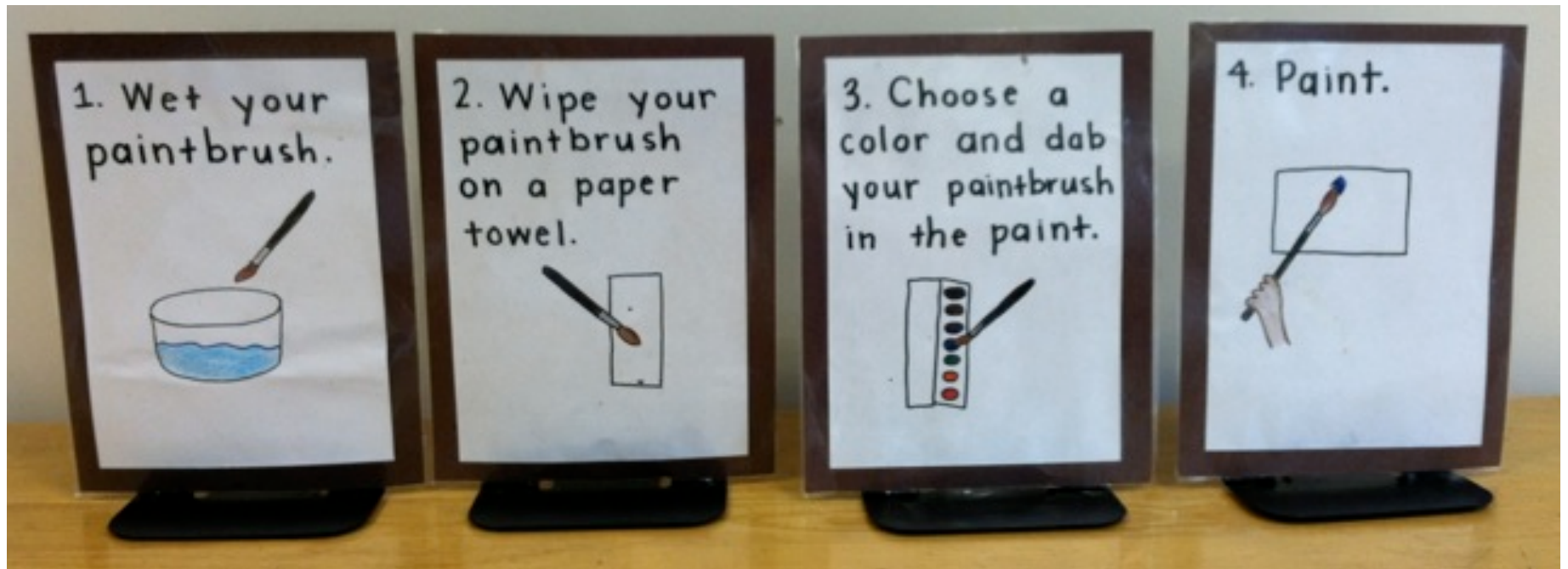
Content Objective	I can name different types of texts. (R.8.K.a, R.8.K.b)
Language Objective	I can describe what I observe about a text. (SL.1.K.a)
Vocabulary	<p>communicate: to share an idea by talking, writing, or showing someone else</p> <p>purpose: the reason for doing or creating something</p> <p>author: the writer of a story, book, or other text</p>
Materials and Preparation	<p>Read Writing: Introduction to Writing Basics (in the Introduction documents).</p> <ul style="list-style-type: none"> ● examples of texts written for different purposes: <ul style="list-style-type: none"> ○ <i>Abiyoyo</i>, Pete Seeger ○ <i>The Life Cycle of a Salmon</i>, Bobbie Kalman ○ “Steps for Watercolor Painting” (from Art Studio, Week 4) ● Why We Write sheets: <i>Abiyoyo</i>, <i>The Life Cycle of a Salmon</i>, “Steps for Watercolor Painting” ● marker and chart paper Prepare the following Why We Write chart. <div style="border: 1px solid black; width: 50%; margin: 10px auto; text-align: center; padding: 10px;"> <p>Why We Write</p> </div> <ul style="list-style-type: none"> ● scotch tape, for attaching the Why We Write sheets to the chart ● blank paper, one sheet for each child

<p>Opening 1 minute</p>	<p>Gather the children in a circle on the rug.</p> <p><i>This year in kindergarten, we are going to communicate—or share—our ideas in many different ways. One way we can communicate with each other is by talking. Another way we can communicate is by drawing and writing. Every day we will have a Writing time, when we will learn about how writers communicate through writing, and we will draw and write, too!</i></p>
<p>Deconstruction 13 minutes</p>	<p><i>Let’s take a look at some of the texts we will use this year and think about their purpose—why they were written—and how they communicate.</i></p> <p>Hold up <i>Abiyoyo</i>. <i>We have been reading Abiyoyo, by Pete Seeger. Why do you think Pete Seeger wrote this book? What is he communicating?</i></p> <p>Harvest several ideas and record them on the <i>Abiyoyo Why We Write</i> sheet.</p> <p><i>Here is another book we will read this year.</i></p> <p>Hold up <i>The Life Cycle of a Salmon</i> and flip through the pages. <i>This book looks different to me than Abiyoyo. What do you notice about this book?</i></p> <p>Harvest several ideas. <i>Do you think Bobbie Kalman, the author, is communicating the same thing as Pete Seeger, or something different?</i></p> <p>Harvest several ideas and record them on the <i>The Life Cycle of a Salmon Why We Write</i> sheet.</p> <p><i>Here is another text we will use in a few weeks.</i></p> <p>Hold up “Steps for Watercolor Painting.” <i>This text looks different than the others. What do you notice about this text?</i></p> <p>Harvest several ideas. <i>What do you think this author is communicating?</i></p> <p>Harvest several ideas and record them on the “Steps for Watercolor Painting” Why We Write sheet.</p> <p>Indicate the Why We Write chart. <i>I am going to put all of your ideas about what these authors are trying to communicate here, on this chart. The title of this chart is Why We Write. It will help us keep track of the different ways writers communicate. We will keep adding to this chart as we explore more texts. As you sort books at the Library & Listening Center, you might discover more reasons that writers write.</i></p> <p>Tape the Why We Write sheets to the chart. Note that tape should be used instead of glue so the papers can be moved and grouped as more are</p>

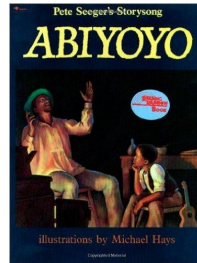
<p>Individual Construction 15 minutes</p>	<p>added.</p> <hr/> <p>Introduce pencils as a tool that will be used for writing throughout the year, including classroom-specific expectations for where they will be stored, how to indicate they need sharpening, etc.</p> <p>Have children engage in writing to communicate about themselves in a way that is helpful for beginning the school year. For example, children might make name tags or draw self-portraits. Children can begin these tasks in pencil, with time to add color and share their work allotted on future days</p> <p>As materials and tasks are introduced, model asking clarifying questions, and invite the children to ask questions when they do not understand.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned that writing is one way to communicate. We also learned that authors write to communicate different things. We were able to communicate through writing and drawing working independently at our seats. Tomorrow we will continue this work!</i></p> <p>Note: Leave the Why We Write chart posted. You will continue to reference and add to it throughout the unit.</p>
<p>Standards</p>	<p>R.8.K.a Identify texts that tell stories. R.8.K.b Identify texts that provide information. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of children’s discussion. What do they notice about the texts? What do children already know about the purposes of writing?</p>

Notes

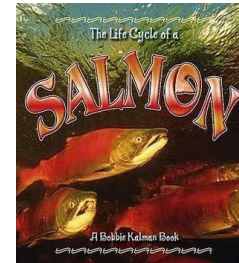
Steps for Watercolor Painting



Why We Write



Why We Write



Why We Write

Steps for Watercolor Painting



Why We Write

Title:

WEEK 2 Day 2

Writing Basics

Deconstruction: Why We Write
Individual Construction

Content Objective	I can write to communicate about myself. (W.3.K.b)
Language Objective	I discuss why people write. (SL.1.K.a)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else purpose: the reason for doing or creating something
Materials and Preparation	<ul style="list-style-type: none">● Why We Write chart, from Day 1● Center sign, or other classroom text, to illustrate writing for a different purpose● Why We Write sheet● scotch tape, for attaching the Why We Write sheet to the chart● children’s writing, from Day 1● pencils● Crayons● teacher whiteboard Write the following prompts on the board. I drew _____, because _____. I notice _____.
Opening 1 minute	<i>We talked about how writers communicate different things in different ways. Today we are going to look at a different text to figure out its purpose.</i>
Deconstruction 5 minutes	Hold up the Center sign (or other classroom text). <i>Why do you think [I/other author] wrote this? What am I communicating?</i> Harvest several ideas and record them on the Why We Write sheet. Add the Why We Write sheet to the chart. Review the purposes for writing

	<p>identified for the different texts.</p> <p><i>Writers write for so many reasons! Remember, if you come across a text that is written for another purpose, let me know, and we will add it to our chart.</i></p>
<p>Individual Construction 8 minutes</p>	<p><i>Yesterday you started writing _____ to communicate about yourselves. The first writing tool you used was a pencil. Today you will get to try a new tool: crayons. Crayons can help you communicate more clearly about yourself, because they help you add color.</i></p> <p>Introduce crayons as a tool that will be used for writing throughout the year, including classroom-specific expectations for where they will be stored, etc.</p> <p>Send children to add to their writing by adding color with crayons. As they work, circulate to support them. Invite one child to help you model sharing work at the end of the session.</p> <hr/> <p>Gather the children back on the rug. Model sharing work in pairs. Sit shoulder-to-shoulder with a child partner. Point to and read the first prompt on the board: "I drew _____, because _____." Have the child present his work using that sentence frame. Point to and read the second prompt on the board: "I notice _____." Respond to his work using that sentence frame.</p> <p>Pair children and have them share their work and respond to their partner's work using the sentence frames.</p> <p>After sharing, have several children share what they learned about their partners.</p>
<p>Sharing 13 minutes</p>	
<p>Closing 1 minute</p>	<p><i>Your writing helped you communicate something about yourself to your partner.</i></p> <p>Note: Leave the Why We Write chart posted. You will continue to reference and add to it throughout the unit.</p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate about a topic.</p> <p>Writing Standard 3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience and purpose.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>During the lesson, listen for and make note of children's discussion.</p> <p>What do they notice about the text?</p>

	<p>What do children already know about the purposes of writing? What new understandings are they developing?</p> <p>After the lesson, review children’s writing. What do they communicate about themselves? How do they communicate about themselves? How effectively do they use the tools? How effectively do they use the space on the page?</p>
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Notes

Why We Write

Title:

Why We Write

Title:



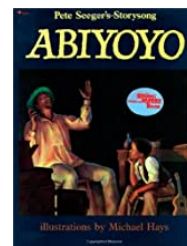
Why We Write

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Why We Write

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WEEK 2 Day 3

Writing Basics

Deconstruction: Storytelling

Content Objective	I can answer questions about key details in a text. (R.4.K)
Language Objective	I can ask questions to understand a story. (SL.2.K.b)
Vocabulary	<p>communicate: to share an idea by talking, writing, or showing someone else</p> <p>purpose: the reason for doing or creating something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Abiyoyo</i>, Pete Seeger Flag page 11. ● chart paper, for teacher illustration ● blank paper, one sheet for every student <p>Prepare to tell the class a true story about yourself.</p>
Opening 1 minute	<i>We have been talking about communicating in different ways, for different purposes. One way that people communicate is through storytelling.</i>
Deconstruction 7 minutes	<p><i>People tell different types of stories for different purposes. Sometimes people tell true stories about themselves, and sometimes they tell stories they made up. In Abiyoyo the people in the town tell a story. Listen to this page that describes the story, and think about why they may have told that story.</i></p> <p>Read the flagged page in <i>Abiyoyo</i>. <i>Why did the people in the town tell the story of Abiyoyo?</i> Harvest several ideas.</p>
Deconstruction 6 minutes	<i>We've been learning that people tell different stories for different purposes. In our class this year we are going to tell lots of stories</i>

<p>Shared Writing/Drawing 10 minutes</p>	<p><i>to each other! Today I would like to tell you a true story about myself, so that you can get to know me better.</i></p> <p>Tell a true story from your life. After telling the story, invite children to ask questions to clarify their understanding.</p> <p>Children turn and talk to a partner and decide on a picture that would match the teacher's true story.</p> <p>Invite children to go back to their seats. Decide on a picture to draw with the whole group. Draw on chart paper and guide the children in whole group drawing. While the children draw on their own papers simultaneously, talk out loud about adding the important details. Model using appropriate colors and not adding extra details that would not make sense.</p>
<p>Closing 1 minute</p>	<p><i>This week we learned that writers write to communicate and that they write in different ways for different purposes. We also learned that storytelling is one way to communicate. Next week you will have a chance to tell your own stories.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about, who what, when, where and how.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>During the lesson, listen for and make note of children’s discussion.</p> <p>What do they understand about the purpose of storytelling in <i>Abiyoyo</i>?</p> <p>What questions do they ask?</p> <p>What support do they need in asking questions?</p>

Notes

WEEK 2 Day 4

Writing Basics
Individual Construction: Storytelling

Content Objective	I can tell a true story from my life. (W.3.K.b)
Language Objective	I can ask questions to understand my partner. (SL.2.K.b)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else
Materials and Preparation	<ul style="list-style-type: none"> ● teacher’s illustration of story from Week 1 Day 5 ● blank paper, 1 for each child <p>Before the lesson, consider how children will be partnered during Writing and how they will decide which partner speaks first. For example, children may have assigned Writing partners, or they may turn to the person sitting next to them.</p>
Opening 6 minutes	<p><i>We have been talking about how people, like Abiyoyo, communicate through storytelling. Today I will remind you of the story from yesterday about my life, and you will tell a story to a partner.</i></p> <p>Show children the illustration from your story. Invite children to help retell the story based on illustration.</p>
Individual Construction 10 min	<p><i>Now it’s your turn! First you will think of a story that you would like to tell your partner. It could be about something you did this weekend or something you like to do with your family—anything that will help your partner get to know you better. Take a moment to think. When you have an idea for your story, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling their stories.</p> <p><i>Remember, when we talk to partners on the rug, we sit together, facing each other, with our knees touching. [Model with a child.] This helps us hear just our partners. We also use low voices, only loud enough for our partners to hear—like this! [Model speaking in</i></p>

<p>10 minutes</p>	<p>a quiet voice.]</p> <p>Introduce the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners.</p> <p>Introduce the routine for choosing who will talk first. <i>The first partner will tell her story, and the second partner will ask a question. Then the second partner will tell his story, and the first partner will ask a question.</i></p> <p>As the children tell stories to their partners, circulate to support them.</p> <hr/> <p>Call children’s attention back to the whole group. Retell one child’s story. As a group, decide what this story’s illustration might look like. Have children turn and talk about what illustration they will draw about their own true story.</p> <p>Invite children to go back to their seats to draw the illustration that goes with their true story. Encourage details that relate to their true story.</p>
<p>Closing 1 minute</p>	<p><i>Today we began telling and illustrating our own stories! Tomorrow we will continue communicating through storytelling, drawing, and will begin labeling.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.2.K.b Ask and answer questions in order to seek help, gather information or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>While circulating, take notes about how children work in pairs and the effectiveness of their storytelling.</p> <p>Are children following the routines for talking with a partner? What needs to be reinforced/retaught?</p> <p>How effective is their storytelling? Do children’s partners understand their stories? What types of questions do they ask each other? What can be learned about the children from the stories they tell?</p>

Notes

WEEK 2 Day 5

Writing Basics

Individual Construction: Storytelling

Content Objective	I can tell a true story from my life. (W.3.K.b)
Language Objective	I can ask questions to understand my partner. (SL.2.K.b)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else
Materials and Preparation	<ul style="list-style-type: none">● teacher’s illustration of story, from Day 3● children’s illustrations, from Day 4 <p>Before the lesson, develop a system for keeping track of children who share, perhaps a checklist, or clothespins with children’s names clipped to a basket.</p>
Opening 1 minute	<i>We have been communicating about ourselves through storytelling. Yesterday you told your partner a true story and drew an illustration that matched your words. Today we will label our pictures with letter sounds.</i>
Modeling 8 minutes	<p>Show the teacher illustration. Have children describe the things they see in the picture.</p> <p><i>There is something else I can add—labels! Labels provide more information about what is in an illustration. We can use sounds and words we already know to label parts of our illustration.</i></p> <p>Model labeling one part of the illustration using a previously-taught sound. For example,</p> <ul style="list-style-type: none">● identify a table in the illustration;● segment the first sound /t/;● ask children which letter makes the /t/ sound;● write (or have a child write) a t next to the table. <p>Repeat the process with a few other parts of the illustration.</p>

<p>Individual Construction 15 minutes</p>	<p>Pass out the children’s illustrations from the previous day. <i>Now it’s your turn. Turn and talk to your partner about the details you see in each other’s pictures; then identify parts of your illustration you can label with sounds you know.</i></p> <p>Children go back to their seats and start adding labels to their true stories. As they write, circulate to support them with labeling their illustrations. Encourage them to label using sounds that they know.</p>
<p>Individual Construction 5 minutes</p>	<p><i>[Child’s name] has a very special story to share with us.</i></p> <p>Guide the child to tell her story and illustration. Encourage the child to share what he or she has labeled. Ask questions to clarify and to draw out more details from the story. Invite other children to ask questions as well.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned the importance of labeling our pictures. Tomorrow we will read a story, The Lion and the Mouse, that is mostly pictures. We will also add more details to our illustrations.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.2.K.b Ask and answer questions in order to seek help, gather information or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>While circulating, take notes about how children work in pairs and the effectiveness of their storytelling.</p> <p>Are children following the routines for talking with a partner? What needs to be reinforced/retaught?</p> <p>How effective is their storytelling? Do children’s partners understand their stories? What types of questions do they ask each other? What can be learned about the children from the stories they tell?</p>

Notes

WEEK 2

Shared Reading

<p align="center">“So Nice to Be Here” by Peter and Ellen Allard Listen here</p>		
<p>Standards: R.1.K.a, R.1.K.b, R.1.K.d, R.2.K.d, R.3.K.a</p>	<p>It’s so nice to be here With my friends today. Shout hooray! Let’s all play. It’s so nice to be here With my friends today, With my friends today.</p>	<p>It’s so nice to bounce With my friends today. Shout hooray! Let’s all play. It’s so nice to bounce With my friends today, With my friends today.</p>
<p>Session 1</p>	<p>Opening: <i>We are going to learn another new song. We can get information about this song from the title. Based on the title, what do you think this song is about? Where do you think it’s nice to be?</i></p> <p>Fluency: Model expressive signing. Invite children to echo two lines at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>The words of this song let us know someone is happy to be with their friends. What things do they do with their friends?</i> Encourage children to bounce their bodies in place. <i>What other ways can we move our bodies with our friends? We can change the words and sing about it.</i> Invite children to change the verse and sing again with new motions. (eg. “It’s so nice to clap/spin/jump...”)</p> <p>Print Concepts (spoken words to print and directionality): <i>We say one word for each word we see in writing. Watch me while I touch the words as I read them. Remember we read from left to right so we start reading here.</i> Model touching one word for one spoken word. After the first line, invite children up to touch one word at a time as you read it. Reinforce directionality and return sweep with language. <i>After you finish reading on this line, you sweep back to the other side and keep reading.</i></p>	

“So Nice to Be Here” by Peter and Ellen Allard

[Listen here](#)

Standards:

R.1.K.a, R.1.K.b,
R.1.K.d, R.2.K.d,
R.3.K.a

It’s so nice to be here
With my friends today.
Shout hooray!
Let’s all play.
It’s so nice to be here
With my friends today,
With my friends today.

It’s so nice to bounce
With my friends today.
Shout hooray!
Let’s all play.
It’s so nice to bounce
With my friends today,
With my friends today.

Session 2

Phonological Awareness:

Cover the song so that children do not see the print. Say the word “today.”

Which sound do you hear at the beginning of that word?

Repeat the same exercise with the words “friends,” “be,” and other words with /t/, /b/ and /f/. Review the letter sound cards for T, B and F.

Fluency:

Invite children to chorally read the full song.

When we last sang this song, we changed some of the words and acted out how we can move our bodies with our friends. Let’s sing the first verse and then we will change the words.

Sing the first verse and allow children to chime in as they can.

Print Concepts (spoken words to print):

We say one word for each word we see in writing. Watch me as I make a dot under each word as I read them. Remember we read from left to right so we start reading here.

Model using a dot marker to stamp under one word for one spoken word. After the first line, invite children to stamp under one word at a time as you read it.

<p align="center">“So Nice to Be Here” by Peter and Ellen Allard</p> <p align="center">Listen here</p>			
<p>Standards: R.1.K.a, R.1.K.b, R.1.K.d, R.2.K.d, R.3.K.a</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>It’s so nice to be here With my friends today. Shout hooray! Let’s all play. It’s so nice to be here With my friends today, With my friends today.</p> </td> <td style="width: 50%;"> <p>It’s so nice to bounce With my friends today. Shout hooray! Let’s all play. It’s so nice to bounce With my friends today, With my friends today.</p> </td> </tr> </table>	<p>It’s so nice to be here With my friends today. Shout hooray! Let’s all play. It’s so nice to be here With my friends today, With my friends today.</p>	<p>It’s so nice to bounce With my friends today. Shout hooray! Let’s all play. It’s so nice to bounce With my friends today, With my friends today.</p>
<p>It’s so nice to be here With my friends today. Shout hooray! Let’s all play. It’s so nice to be here With my friends today, With my friends today.</p>	<p>It’s so nice to bounce With my friends today. Shout hooray! Let’s all play. It’s so nice to bounce With my friends today, With my friends today.</p>		
<p>Session 3</p>	<p>Fluency: Invite children to chorally read and sing the song. Track the print with a pointer.</p> <p>Print Concepts (identify and say letter names and sounds): <i>Every letter has a shape and name. Can you find Tt, Bb, or Ff anywhere in this song?</i> Invite children to highlight or circle target letters, then produce the sound of the letter.</p> <p>Phonological Awareness: <i>We are focusing on the sounds /t/, /b/ and /f/, that are made by the letters T, B and F. Can you think of an action or movement that starts with one of these letter-sounds like “bounce” starts with /b/.</i> Use 1-2 suggested verbs to sing the second verse together as a class reinforcing the letter sound relationships with language. <i>We can twirl with our friends, twirl starts with /t/.</i> (suggestions: bend, twist, twirl, flip)</p>		
<p>Extensions</p>	<p>Word recognition practice: Provide children 3 chips/cubes. Invite children to repeat each word in the sentence “Let’s all play.” as they put a chip/cube down. Then count the chips/cubes to determine the number of words in the sentence. This exercise can be adapted to use gross motor movements instead (stamp feet, jump up, pat head).</p> <p>Letter practice: Pass out Tt, Bb, or Ff written on index cards. Invite children to high five someone with the same letter. Ask children to think of words that start with the letter they have.</p>		
<p>Standards</p>	<p>R.1.K.a Follow words from left to right, top to bottom, and page by page.</p>		

	<p>R.1.K.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>R.1.K.d Recognize and name all the upper- and lowercase letters of the alphabet.</p> <p>R.2.K.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>R.3.K.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>
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So Nice to Be Here

by Peter and Ellen Allard

It's so nice to be here
With my friends today.
Shout hooray!
Let's all play.
It's so nice to be here
With my friends today,
With my friends today.



It's so nice to bounce
With my friends today.
Shout hooray!
Let's all play.
It's so nice to bounce
With my friends today,
With my friends today.



It's so nice to clap
With my friends today.
Shout hooray!
Let's all play.
It's so nice to clap
With my friends today,
With my friends today.



Name: _____

Date: _____

So Nice to Be Here

It's so nice to be here

With my friends today.

Shout hooray!

Let's all play.

It's so nice to be here

With my friends today,

With my friends today.

Unit 1: Our Community

WEEK 2

Stations

Station	Activities	Materials Add writing and drawing tools at each station. <i>See Week 2 Launching Stations for preparation notes.</i>
Strategic Small Group Instruction	<i>Introduced in Week 4; until then, teachers circulate to support Stations.</i>	
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, organized on a bookshelf and in bins
Pocket Chart <i>Introduced on Day 3</i>	"This Is the Way We Go to School"	<ul style="list-style-type: none"> ● "This Is the Way We Go to School" written out line by line on sentence strips ● pocket chart to accommodate sentence strips ● "This Is the Way We Go to School" on chart, from Week 1 ● "This Is the Way We Go to School" child copy, one for each child ● pointer
Listening & Speaking <i>Introduced on Day 1</i>	Talk Time	<ul style="list-style-type: none"> ● Week 2 Talk Time image and prompt ● 1-minute sand timers, optional
<i>Listen and Respond introduced in Week 4</i>		
Writing	<i>Introduced in Week 3</i>	
Word Work	Name Puzzles, from Week 1 (<i>Day 1 only</i>)	
	Faces Memory, from Week 1 (<i>Days 1-3</i>)	
	Picture Match (b, f, t) <i>Day 2</i>	<ul style="list-style-type: none"> ● Picture Match grids, in sheet protectors ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Names and Faces Memory <i>Day 4</i>	<ul style="list-style-type: none"> ● large grids, 2 ● index cards, 3 x 5, cut in half ● marker ● 2 photographs of each child, 3 x 2.5" or smaller ● glue

Name: _____

Date: _____

This is the Way We Go to School

This is the way we go to school,
Go to school, go to school.
This is the way we go to school,
So early in the morning.

Unit 1: Our Community

WEEK 2

Launching Stations

In Weeks 2 and 3 the beginning of Stations time continues to be dedicated to the introduction of one particular routine or station activity (see details below). While children work, teachers circulate to answer their questions, reinforce productive and cooperative behaviors, support children’s access, use, management, and care of materials, and facilitate children’s movement between stations.

Review the week’s activities and plan small group rotations. Arrange the schedule for children to reference.

Review observational notes from Week 1 to determine what adjustments are needed for this week.

Week 2, Day 1 Review routines. Introduce the Listening and Speaking Station: Talk Time Word Work and Reading Stations open; children visit only one station	
Materials and Preparation	<p><u>Reading</u></p> <ul style="list-style-type: none">● collection of high-interest picture books, organized on a bookshelf and in bins <p><u>Listening and Speaking: Talk Time</u></p> <ul style="list-style-type: none">● Week 2 Talk Time image and prompt Prepare two or more sets for children to work in pairs, each with a copy of the image (printed or on the slide) and a printed prompt.● 1-minute sand timers, optional <p><u>Word Work</u></p> <ul style="list-style-type: none">● Name Puzzles, from Week 1● Faces Memory, from Week 1
Introduction 8 minutes	<i>Today you will practice the work you’ll do in the Listening and Speaking Station: having conversations. Talking and listening is an important way we learn about the world, about each other, and even</i>

Stations U1 W2

	<p><i>about how to read and write!</i></p> <p><i>First, let's remind ourselves about how Stations work.</i></p> <p>Invite children to describe what they know about the schedule, how to work with group members or partners, when to transition, and how to clean up when finished with an activity, along with any other established routines and expectations. Fill in with additional reminders.</p> <p>Orient children to the work of the Listening and Speaking Station: looking at and talking about an image together, using a prompt.</p> <p><i>You'll work with a partner at this station.</i></p> <p><i>First, you'll look together at an image. Talk and listen to each other about what you see and what you think about it.</i></p> <p><i>The question this week is, What is going on in this picture? You have an opportunity to share whatever you notice and think about the image.</i></p> <p>Show the week's image (children running), and invite a child to model a conversation. Begin by doing all of the talking, sharing observations and thoughts. Then pause.</p> <p><i>Oh, I've been doing all the talking! This means I don't know what my partner thinks about the image. I need to stop and listen.</i></p> <p>If providing sand timers, continue:</p> <p><i>Here's a tool that can help us take turns talking and listening.</i></p> <p>Show the sand timer. Explain how to set and turn over the timer to take turns talking and listening with a partner.</p> <p><i>When you start the sand timer, one person is the speaker and one person is the listener. When the sand runs out, you switch roles.</i></p> <p><i>Now that we're both taking turns, we can have a really interesting conversation! Try to take two or three turns each.</i></p> <p><i>The Word Work and Reading Stations are also open today. Everyone will go to two stations today. How will you know where to go and who you will work with?</i></p> <p>Revisit the Stations management system, as needed, by walking through and practicing "reading" the system together.</p> <p>List the groups for the week and name the children in each group. Encourage children to help each other find their way in reading the schedule and locating the stations where they each belong. Dismiss children to stations by group.</p>
17 minutes	Dismiss children to their stations to begin work.

	Monitor and support children’s activity. After about 8 minutes, signal children to move to their second stations.
5 minutes	Practice a smooth clean up and gather as a whole group. Check in to see how the Stations time went and listen to any suggestions children have for improving the mechanics of the component.

Week 2, Day 2 Introduce a new Word Work activity: Picture Match (rotate out Name Puzzles) Listening and Speaking: Talk Time, Reading, and Word Work remain open	
Materials and Preparation	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● collection of high-interest picture books, organized on a bookshelf and in bins <p><u>Listening and Speaking: Talk Time</u></p> <ul style="list-style-type: none"> ● sets of Week 2 Talk Time image and prompt ● 1-minute sand timers, optional <p><u>Word Work</u></p> <ul style="list-style-type: none"> ● Faces Memory, from Week 1 ● Picture Match (b, f, t) <ul style="list-style-type: none"> ○ Picture Match grids Place each grid in a sheet protector. ○ Picture Cards, 5 sets, cut apart ○ envelopes Place one set of Picture Cards in each envelope.
Introduction 8 minutes	<p><i>Today we have a new Word Work activity. You can take your Name Puzzles home to use with your families!</i></p> <p><i>Memory is still available at the Word Work Station, as well. Listening and Speaking Talk Time and Reading are also open. Let’s look at the [work board] to see where each group will begin.</i></p> <p>Review the groups and stations assignments. Dismiss children to begin working.</p>
20 minutes	Monitor and support children’s activity. After about 9 minutes, signal children to move to their second stations.
2 minutes	Close Stations.

Week 2, Day 3

Introduce the Pocket Chart Station

Listening and Speaking: Talk Time, Reading, and Word Work remain open; children have time to visit only one station

Materials and Preparation

Reading

- collection of high-interest picture books, organized on a bookshelf and in bins

Pocket Chart Station

- pocket chart to accommodate sentence strips
- sentence strips
Write out “This Is the Way We Go to School,” line by line, on sentence strips.
- “This Is the Way We Go to School” on chart, from Week 1
- “This Is the Way We Go to School” child copy, one for each child
- pointer
- drawing tools, optional

Listening and Speaking: Talk Time

- sets of Week 2 Talk Time image and prompt
- 1-minute sand timers, optional

Word Work

- Picture Match, from Day 2
- Faces Memory, from Week 1

15 minutes

Last week we sang and read “This Is the Way We Go to School.” This week you will work with this text in a new station, the Pocket Chart Station! If you don’t get a turn today, you will have a turn at this new station on another day.

Describe and model the steps of working with the text at the Pocket Chart Station:

1. Two or three children work together to reconstruct the poem on the pocket chart, consulting each other and the class text on chart paper. Invite a few children to try the first few lines with the whole group’s support.

2. After the poem is fully reconstructed at the station, children will take turns using a pointer to track the print and lead classmates in singing the song or reciting the poem.

Describe and model this process with the whole group.

3. Children find target letters/sounds in the song. They might use sticky

	<p>notes or transparent overlay to mark the target letters/sounds.</p> <p>4. If offering drawing tools: <i>When you and your partner or group are finished reconstructing the poem—putting it together on the pocket chart, you might like to illustrate your own copy of it. That means you would draw a picture that goes with the words.</i></p> <p><i>Because we are learning about this new activity, you will only have time to work in one station today. Let’s look at the [work board] to see where each group will work.</i></p> <p>Review the groups and stations assignments. Dismiss children to begin working.</p>
13 minutes	Monitor and support children’s activity.
2 minutes	Bring the group back together. <i>How did it go today?</i>

<p>Week 2, Day 4</p> <p>Introduce a new Word Work activity: Names and Faces Memory (rotate out Faces Memory, from Week 1)</p> <p>Pocket Chart, Listening and Speaking: Talk Time, Reading, and Word Work remain open</p>	
<p>Materials and Preparation</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● collection of high-interest picture books, organized on a bookshelf and in bins <p><u>Pocket Chart Station</u></p> <ul style="list-style-type: none"> ● pocket chart to accommodate sentence strips ● “This Is the Way We Go to School,” sentence strips, from Day 3 ● “This Is the Way We Go to School” on chart, from Week 1 ● “This Is the Way We Go to School” child copies, from Day 3 ● pointer ● drawing tools, optional <p><u>Listening and Speaking: Talk Time</u></p> <ul style="list-style-type: none"> ● sets of Week 2 Talk Time image and prompt ● 1-minute sand timers, optional <p><u>Word Work</u></p> <ul style="list-style-type: none"> ● Picture Match, from Day 2

	<ul style="list-style-type: none"> ● Names and Faces Memory <ul style="list-style-type: none"> ○ large grids, 2, drawn on paper or taped out on a tray or tabletop, 1 for each small group, as in Week 1 ○ index cards, 3 x 5, cut in half ○ marker ○ 2 photographs of each child, 3 x 2.5" or smaller ○ glue <p>Prepare 2 sets of cards with children's photos, and 2 corresponding sets with children's first names. Each game set includes a set of photos and corresponding set of names.</p> <p>In this version, children match faces to names.</p>
5 minutes	<p><i>Today we have another new Word Work activity. These activities are going to change often, so that you can practice new skills you are learning in Foundations.</i></p> <p><i>You have already played Memory; this is another memory game with faces and names!</i></p> <p>Model the activity.</p> <p>Review the groups and stations assignments. Dismiss children to begin working.</p>
23 minutes	<p>Monitor and support children's activity.</p> <p>After about 10 minutes, signal children to move to their second stations.</p>
2 minutes	<p>Bring the group back together.</p> <p><i>How did it go today?</i></p>

<p>Week 2, Day 5</p> <p>All Stations activities continue</p> <p>Community Conversation</p>	
<p>Materials and Preparation</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● collection of high-interest picture books, organized on a bookshelf and in bins <p><u>Pocket Chart Station</u></p> <ul style="list-style-type: none"> ● pocket chart to accommodate sentence strips ● "This Is the Way We Go to School," sentence strips, from Day 3 ● "This Is the Way We Go to School" on chart, from Week 1 ● "This Is the Way We Go to School" child copies, from Day 3 ● pointer ● drawing tools, optional

	<p><u>Listening and Speaking: Talk Time</u></p> <ul style="list-style-type: none"> ● sets of Week 2 Talk Time image and prompt ● 1-minute sand timers, optional <p><u>Word Work</u></p> <ul style="list-style-type: none"> ● Picture Match, from Day 2 ● Names and Faces Memory, from Day 4
2 minutes	<p><i>You are already familiar with all of today's Stations activities! Today we'll finish a few minutes early so we have time for a Community Conversation to see how Stations are going and if we want to make any changes to how we are working together. Today, pay special attention to our transition between stations.</i></p> <p>Review the groups and stations assignments. Dismiss children to begin working.</p>
23 minutes	<p>Monitor and support children's activity. After about 9 minutes, signal children to move to their second stations.</p>
5 minutes	<p>Facilitate a Community Conversation about the transition between stations and any other glitches the group needs to address.</p>

Talk Time Week 2



https://www.yaleclimateconnections.org/2018/05/school-goes-solar-saves-money-buys-laptops/052118_school_children/



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Listening & Speaking Station: Talk Time U1 W2

What is going on in this picture?

What is going on in this picture?

What is going on in this picture?

What is going on in this picture?

Talk Time

Unit 1, Week 2




Picture Match: Find pictures that have the same beginning sound as the picture in the center.

Picture Match: Find pictures that have the same beginning sound as the picture in the center.

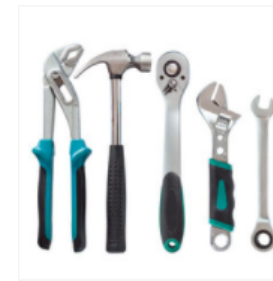
Picture Match: Find pictures that have the same beginning sound as the picture in the center.

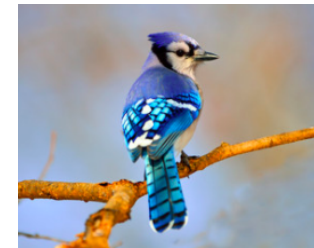
Picture Cards: Copy 5 sets. Cut apart and place one set in each envelope.



5




Word Work Station U1 W2




Word Work Station U1 W2



Picture Match: Find pictures that have the same beginning sound as the picture in the center.

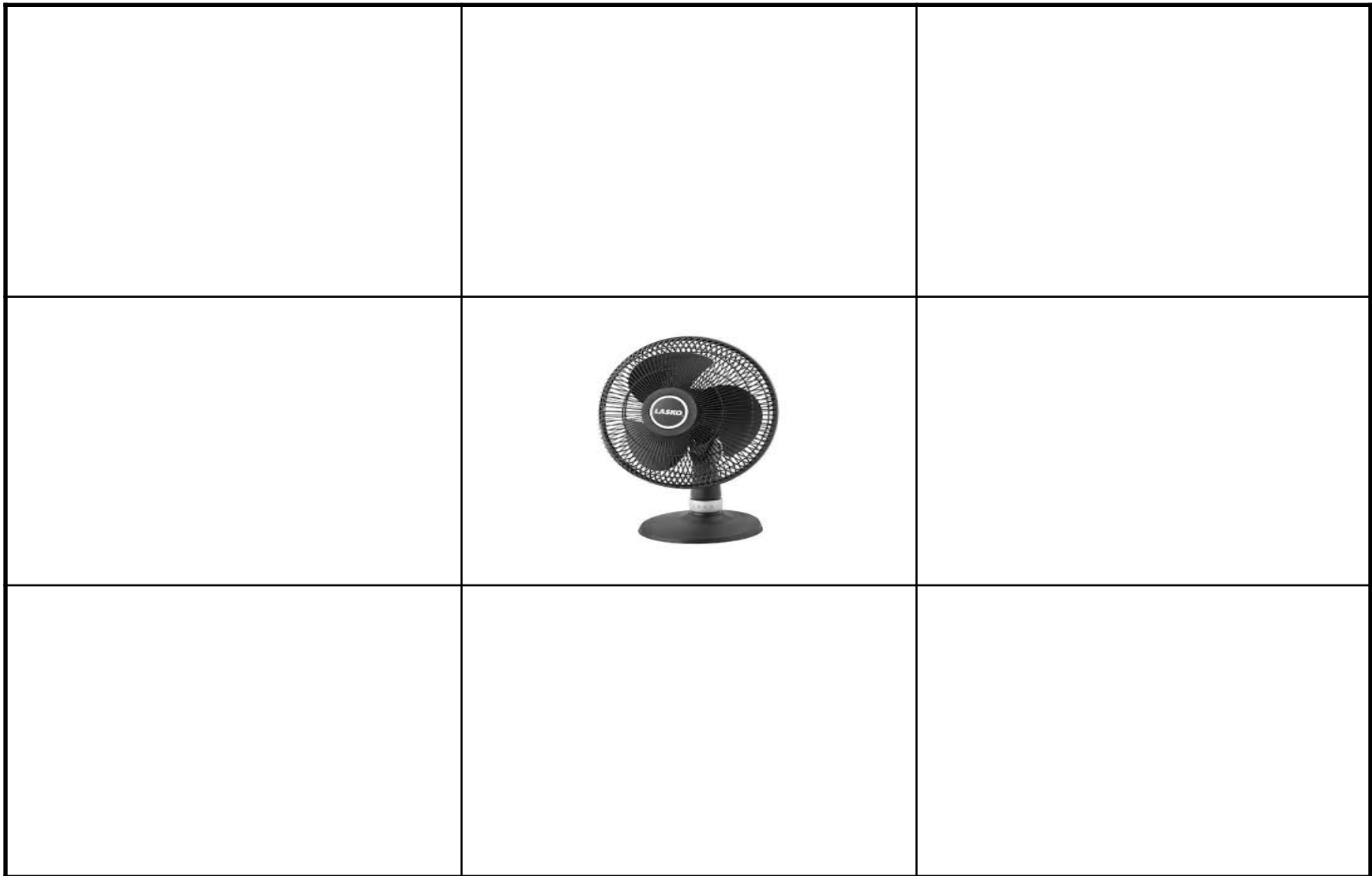
		

Picture Match: Find pictures that have the same beginning sound as the picture in the center.

RF.K.1, RF.K.2

Picture Match: Find pictures that have the same beginning sound as the picture in the center.



RF.K.1, RF.K.2

Picture Cards: Copy 5 sets. Cut apart and place one set in each envelope.

