

Unit 1: Building Strong Communities

WEEK 1

Stations

See Launching Stations, next page, for guidance on introducing activities.

Station	Activities	Materials
Shared Reading	<i>Begins in Week 2</i>	
Teacher Groups	<i>Begin in Week 3</i>	
Reading <i>Introduced on Day 4</i>	Independent and Partner Reading	<ul style="list-style-type: none"> ● individual book bags ● leveled and decodable books ● whisper phones
Listening & Speaking <i>Introduced on Day 3</i>	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 1 image 1 (from <i>All Are Welcome</i>) ● Week 1 prompt 1, copy for each child ● Week 1 image 2 (Ella Jenkins) ● Week 1 prompt 2, copy for each child ● sand timers ● drawing tools
Science Literacy	<i>Begins in Week 2</i>	
Vocabulary <i>Introduced on Day 2</i>	Draw for Meaning <i>family, friend, school, hello</i>	<ul style="list-style-type: none"> ● Introducing Draw for Meaning cards, copied and cut apart, 1 set of 4 cards for each group ● Draw for Meaning sheets, 1 for each child ● drawing and writing tools, enough for all groups to work simultaneously
Word Work <i>Introduced on Day 5</i>	Initial Sound BINGO	<ul style="list-style-type: none"> ● letter tiles ● BINGO Caller Card, in a sheet protector ● dry erase marker ● BINGO cards, copied onto stiff paper or in sheet protectors ● BINGO directions

WEEK 1

Launching Stations

The first two weeks of Stations are dedicated to establishing the mechanics and routines of the component and introducing some of the regular station activities. Before the first day:

- Determine how Stations work will be organized, such as in color-coded folders for blank sheets and finished work.
- Determine where in the classroom each station will be consistently located.
- Prepare each station's bin with its sign, folders, and writing tools. Add materials listed in Day 1, below.
- Establish children's small groups for the first two weeks.
- Set up and make visuals for the system by which children will move from one station to the next.
- Choose a signal to use for Stations transitions (chime, music, word or phrase, gesture, light).

In Weeks 1 and 2, the beginning of Stations time is dedicated to the introduction of a particular routine or station activity (see details below). While children work, teachers monitor children's activity in and flow between the stations, answer questions, reinforce behaviors, help children access resources, and support use, management, and care of materials.

Beginning in Week 3, stations introductions are no longer needed, as the activity structures continue through the weeks. Flexibly, at the beginning, midway, or end of Stations, teachers hold five-minute Community Conversations, clarifying directions, reviewing specific materials, or offering reminders. As children settle into Stations work, teachers use some of the time to work with children individually, assessing their skills and needs and forming initial small groups. Once children can work productively and independently in all stations, teachers dedicate most of the time during the Stations block to targeted small group instruction.

Week 1, Day 1

Introduce Stations systems	
Materials and Preparation	<ul style="list-style-type: none"> ● Stations Scavenger Hunt, one copy for each child ● pencils <p>Keep in each station’s bins or areas the following materials.</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ● Vocabulary Station conversation image ● Introducing Weekly Words cards, cut apart (4 cards) ● Draw for Meaning sheets, one for each child (in a folder) ● colored pencils <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> ● Listening and Speaking image 1 and image 2 ● Listening and Speaking prompt 1 and prompt 2 ● sand timers ● headphones (or other classroom listening technology) <p><u>Reading</u></p> <ul style="list-style-type: none"> ● Reading Station conversation image ● whisper phones ● individual book bags ● books <p><u>Word Work</u></p> <ul style="list-style-type: none"> ● Word Work Station conversation image ● magnetic letter tiles ● letter boards ● dry erase markers ● Word Work directions cards <p><u>Science Literacy</u></p> <ul style="list-style-type: none"> ● Science Literacy conversation image ● science journals (blank) ● colored pencils ● <i>Ada Twist, Scientist</i>
Introduction 15 minutes	<p><i>Each day we will work in Stations. This is a time for you to practice some of the skills you are each developing. Stations will come at this time in our schedule, right after [____] each day.</i></p> <p><i>Today, we’ll practice how Stations will work. We’ll start with four stations: Vocabulary, Listening and Speaking, Reading, and Word Work.</i></p> <p>Indicate each station as it is named, pointing or walking to where it is located</p>

	<p>in the classroom and showing its sign.</p> <p><i>You'll know which station you are in by its sign, and by the activities you find there.</i></p> <p><i>Each day you will visit at least one station. How will you know where to go and who you will work with?</i></p> <p>Describe the classroom management system, whether a work board, passport, or other way for children to know in which station to work and when. Walk through and practice “reading” the system together. List the groups for the week by color, letter, animal, or other designation, and name the children in each group. Note that groups will change based on the kinds of practice each child needs at different times during the year. Encourage children to help each other find their way in reading the schedule and locating the stations where they belong.</p> <p><i>Today, at each station, you will find something that tells you a little bit about the kind of work you will do there. When you arrive at your station, make sure everyone in your group is in the right place. Look at what you find in the bin and talk about it for a few minutes.</i></p> <p>Show the Stations Scavenger Hunt.</p> <p><i>Here's a Stations Scavenger Hunt. These are things to look for in the stations. When you find anything on this sheet, mark it with an x.</i></p> <p><i>When you hear the signal, you'll move to your next station.</i> [Demonstrate signal.] <i>You might not get to every station today; that's fine.</i> <i>Let's try it!</i></p> <p>Distribute the Stations Scavenger Hunts and pencils to each child.</p>
20 minutes	<p>Remind children of their tasks: make sure all the children in the group are gathered, look at and talk about the materials at each station, and mark what they find on their Stations Scavenger Hunts.</p> <p>Signal for children to move from the rug to their first stations. Help children get oriented and encourage them to help each other.</p> <p>Monitor children's activity. After about four minutes, give a one-minute warning. Then signal the transition to the second station.</p> <p>Depending on how smoothly the group is managing, the children may visit two, three, or all four stations.</p>
5 minutes	<p>Bring the group back together to share discoveries and answer questions</p>

about how this component works.

Week 1, Day 2

Introduce the Vocabulary Station

Note: Stations time will be shorter on this day. Use the extra time for reinforcing Stations routines and for any needed orienting to the new school year.

Materials and Preparation

All children will practice this one station. Create as many Vocabulary Station sets as needed for children to work in their established small groups.
Note: The words used for the station are different from those introduced during the week's Vocabulary and Language lessons; those will appear in the Vocabulary Station in Week 2.

- Introducing Draw for Meaning cards
 - Draw for Meaning sheets, 1 copy for each child
 - drawing and writing tools
 - chart paper and markers
- Create a large model of the Draw for Meaning sheet.

Draw for Meaning
Name: _____
Write the word: _____
Draw the word:
Write about the word: _____ _____ _____

10 minutes	<p><i>What did you discover in the Vocabulary Station yesterday?</i> Refer to the Stations Scavenger Hunt.</p> <p><i>Today you will practice the work you'll do in the Vocabulary Station, called Draw for Meaning.</i></p> <p>Choose one of the Introducing Draw for Meaning words to complete the chart as an example. Talk through and use children's suggestions for each part. More than one drawing and sentence can be included.</p> <p>When writing about the word, encourage children to use the word in their sentences.</p> <p><i>When you do this work at the Vocabulary Station today, you can choose any of these words:</i></p> <p>Show the Introducing Draw for Meaning cards: family, friend, school, hello.</p> <p><i>Usually, the Vocabulary Station will be here [____]. Today, since we are all practicing together, it will be on all of the tables. Everything you need is there: word cards, Draw for Meaning sheets, drawing and writing tools, and your folders.</i></p>
10 minutes	<p>Distribute one sheet to each child. Dismiss children to tables by group. As they work, circulate to observe their efforts, provide support, and monitor expectations for Stations work habits.</p>
5 minutes	<p>Bring the group back together to share discoveries and answer questions about the Vocabulary Station.</p>



Week 1, Day 3
Introduce the Listening and Speaking Station, Vocabulary Station open

<p>Materials and Preparation</p>	<p>Plan for two station rotations so that all children visit both the Vocabulary and Listening and Speaking stations (at least two set ups of each station).</p> <ul style="list-style-type: none"> ● Week 1 image 1 (illustration from <i>All Are Welcome</i>) ● Week 1 prompt 1, 1 copy for each child ● sand timers ● drawing tools
15 minutes	<p><i>What did you discover in the Listening and Speaking Station?</i> Refer to the Stations Scavenger Hunt. Note that the headphones will not be used yet but in upcoming weeks.</p>

	<p><i>Today you will practice the work you'll do in the Listening and Speaking Station: talking, drawing, and talking some more. Conversation, or talking and listening, is an important way we learn about the world, about each other, and even about how to read and write!</i></p> <p>Describe the work of the station, guiding children through the process of looking at and talking about an image together, drawing independently, and then talking about the drawings.</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>Show this week's Image 1, and invite a child to model a conversation. Begin by doing all of the talking.</p> <p><i>Oh, I've been doing all the talking! This means I don't know what my partner thinks about the image. Here's a tool that can help solve that problem.</i></p> <p>Show a 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. 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>After we've talked about the image, we'll take a few minutes to draw about our ideas. We won't copy the image we're looking at; we'll draw something it makes us think about. We can talk and share ideas while we draw, or we can work quietly until we're both ready.</i></p> <p>Indicate the space for drawing on the Talk, Draw, Talk sheet.</p> <p><i>I'm going to ask my partner, What do you think you will draw?</i></p> <p><i>After drawing, when we are ready, we'll talk and listen to each other about what we drew. Again, try to take two or three turns each.</i></p> <p><i>The Vocabulary Station is also open today. Everyone will go to both stations today: Talk, Draw, Talk at the Listening and Speaking, and Draw for Meaning at the Vocabulary Station. When you go to Vocabulary, choose a different word from the one you drew yesterday.</i></p>
10 minutes	<p>Rotation 1</p> <p>Distribute Talk, Draw, Talk sheets to half of the children and Draw for Meaning sheets to the other half. Dismiss children to tables by group.</p> <p>As children work, circulate to observe their efforts, provide support, and monitor expectations for Stations work habits.</p>

5 minutes	Signal clean up and transition; help children get settled in new stations.
10 minutes	Rotation 2 Children move to the station they have not yet visited (Listening and Speaking go to Vocabulary and vice versa). Continue to circulate, observe, and support children’s work.
5 minutes	Bring the group back together to share discoveries and answer questions about the Listening and Speaking Station.



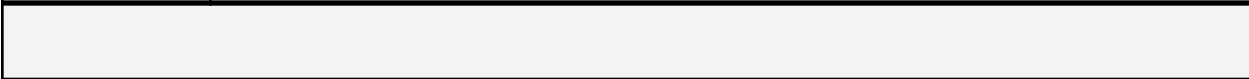
Week 1, Day 4
Introduce the Reading Station, Listening and Speaking Station open

Materials and Preparation	Plan for two station rotations so that all children visit both the Reading and Listening and Speaking stations (at least two set ups of each station). <ul style="list-style-type: none"> ● individual book bags ● leveled and decodable books ● whisper phones Replace or add to the Listening and Speaking Station: <ul style="list-style-type: none"> ● Week 1 image 2 (photo of Ella Jenkins with a group of children) ● Week 1 prompt 2
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15 minutes	<p><i>What did you discover in the Reading Station?</i></p> <p>Refer to the Stations Scavenger Hunt.</p> <p><i>Today you will practice the work you’ll do in the Reading Station. This is where you will work on your own and with partners all year long to become strong readers!</i></p> <p>Introduce the individual book bags and book collection. Describe the work of the station, guiding children through the process of choosing books, keeping book bags organized, finding a comfortable position for reading, and using the whisper phones.</p> <p><i>The Listening and Speaking Station is also open today. You’ll find a new image to talk and draw about. Everyone will go to both stations today.</i></p>
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10 minutes	Rotation 1 Dismiss half of the children to read and the other half to Listening and Speaking. As children work, circulate to observe their efforts, provide support, and monitor expectations for Stations work habits.
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5 minutes	Signal clean up and transition, help children get settled in a new station.
10 minutes	Rotation 2 Children move to the station they have not yet visited (Listening and Speaking go to Reading and vice versa). Continue to circulate, observe, and support children’s work.
5 minutes	Bring the group back together to share discoveries and answer questions about the Reading Station. Add any appropriate ideas to the Weekly Question chart to answer the question, “Who am I, and who are we together?”



Week 1, Day 5
Introduce the Word Work Station, Reading Station open
Community Conversation

Materials and Preparation	<p>All children will practice this one station. Create as many Word Work Station sets as needed for children to work in their established small groups. As children finish working, they will move to the Reading Station.</p> <ul style="list-style-type: none"> ● letter tiles ● BINGO Caller Card, in a sheet protector ● dry erase marker ● BINGO cards, copied onto stiff paper or in sheet protectors ● BINGO directions
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15 minutes	<p><i>What did you discover in the Word Work Station?</i></p> <p>Refer to the Stations Scavenger Hunt.</p> <p><i>Today you will all visit the Word Work Station. This is where you will practice the skills we are working on in our Foundations lessons. This station is a bit different from the other ones, because the activities you do here will change from week to week, depending on what we are learning about letters, sounds, and words.</i></p> <p>Describe the week’s activity, Initial Sound BINGO.</p> <p><i>Usually, the Word Work Station will be here [_____]. Today, since we are all practicing together, it will be on all the tables. Everything you need is there.</i></p> <p><i>Groups will take different amounts of time to complete this work. When you have finished, if there’s still time, you can get your book bags and do some reading.</i></p>
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	<i>Afterwards, we'll get back together for a community conversation about how Stations went this week.</i>
15 minutes	Dismiss children to tables to work. As they do, circulate to observe and support them. As children complete their Word Work activities, help them organize their finished work and get settled with reading.
5 minutes	Signal clean up and transition.
10 minutes	Bring the group back together for a Community Conversation. Discuss what went well during Stations this week, what challenges children encountered, what might need to be tweaked, and what can be reinforced.

Name: _____

Stations Scavenger Hunt

Mark each item as you find it at a station.

 <p>letter tiles</p>	 <p>directions</p>	 <p>word cards</p>	 <p>book</p>
 <p>dry erase marker</p>	 <p>picture of people singing</p>	 <p>folder</p>	 <p>whisper phone</p>
 <p>pencil</p>	 <p>headphones</p>	 <p>sand timer</p>	 <p>science journal</p>
 <p>paper for writing and drawing</p>	 <p>crayons</p>	 <p>book bag or book bin</p>	 <p>colored pencils</p>

Stations U1 W1



friend

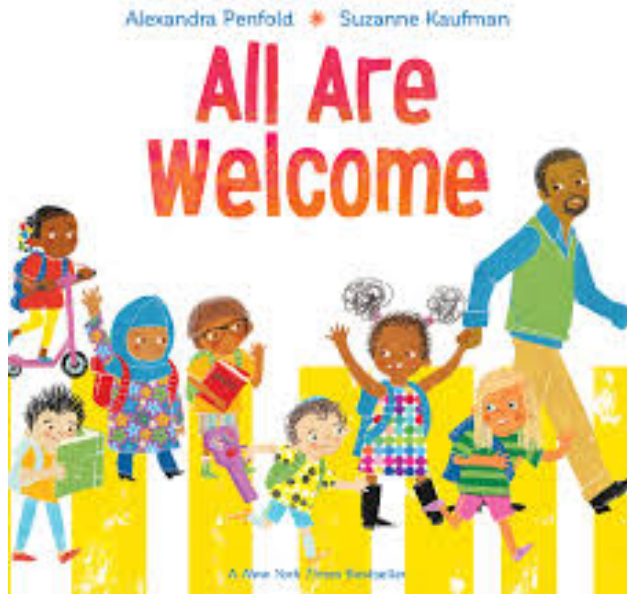
from *Baby Be Kind*, Jane Cowen-Fletcher (2012)



family

<https://en.wikipedia.org/wiki/Family>

Weekly Words U1 W1



school



hello

Talk, Draw, Talk Week 1, prompt 1



All Are Welcome, illustration by Suzanne Kaufman



All Are Welcome, illustration by Suzanne Kaufman

Listening & Speaking W1.1

Name: _____

Talk Draw Talk

Look carefully at the image. These children are eating together.

Draw a picture of some food you would like to share with other people in your community.

Talk with your partner about your drawing.



Talk, Draw, Talk Week 1, prompt 2



Ella Jenkins

Artists Pay Tribute to 'First Lady of Children's Music' NPR Oct. 11, 2004
<https://www.npr.org/artists/16319751/ella-jenkins>



Ella Jenkins

Artists Pay Tribute to 'First Lady of Children's Music' NPR Oct. 11, 2004
<https://www.npr.org/artists/16319751/ella-jenkins>

Listening & Speaking Station W1.2

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Maine Department of Education

Name: _____

Talk Draw Talk

Look carefully at the image. Singing songs is one thing people do together in communities.

Draw a picture of people doing something fun together.

Talk with your partner about your drawing.



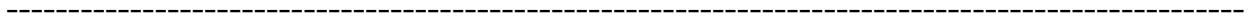
BINGO Caller Card

Put an **X** in the box each time you call a letter or sound.











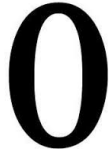




Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qu qu	
Rr	Ss	Tt	Uu	Vv	Ww
Xx	Yy	Zz	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		

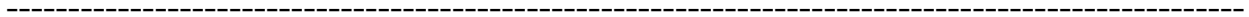
BINGO Cards

				
		 Free		
				











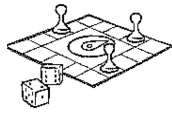


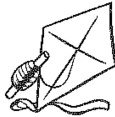



				
		 Free		
				





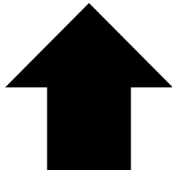




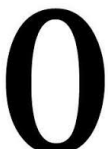




				
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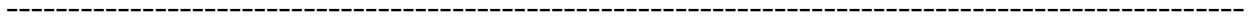


				
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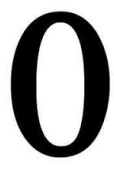





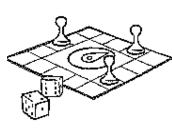


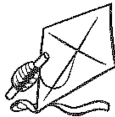





				
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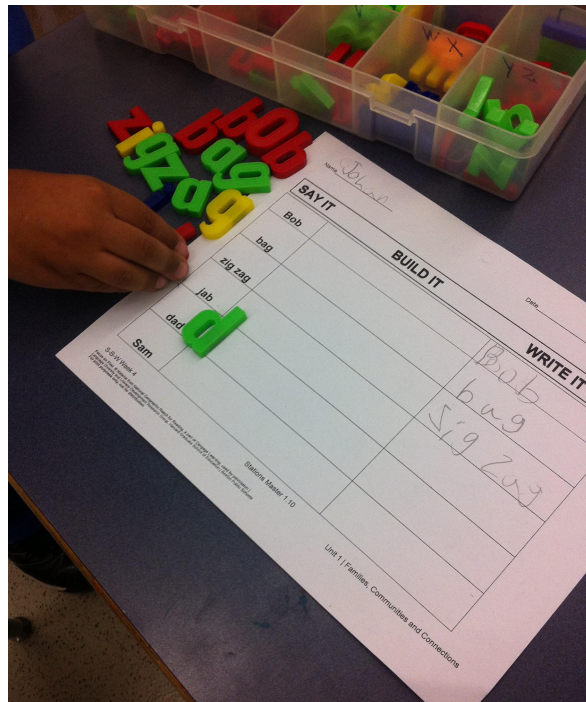
				
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Reading Station conversation image



Stations U1 W1

Word Work Station conversation image



Stations U1 W1

Vocabulary Station conversation image



Science Literacy conversation image



<https://www.scholastic.com/parents/others/articles/learning-personalities-quiz-6-7-scientistmathematician.html>

Stations U1 W1

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Maine Department of Education

Listening and Speaking conversation image



WEEK 1 Lesson 1

Science and Engineering: What Does a Scientist Do?

S & E Big Idea	Children can behave as scientists to find out about our world.
S & E Guiding Question	What does a scientist do?
Content Objective	I can ask a question that can be answered by doing a science investigation. (Practice 1)
Language Objective	I can ask a question about what I notice to get more information. (SL.1.1c)
Vocabulary	observation: noticing or watching something very carefully to gain information scientist: a person who studies physical, earth, or life sciences
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Ada Twist, Scientist</i>, Andrea Beaty ● Types of Scientists Vocabulary cards (slides), one set ● Matching Game cards, one set per pair/small group <p>On the whiteboard, write: What does a scientist do?</p>
Opening 5 minutes	<p><i>This is our first Science and Engineering lesson! We will begin by thinking about what a scientist is and what scientists do. Then, we'll meet a scientist in a book!</i></p> <p><i>First, close your eyes and imagine someone who is a scientist. What does that person look like? What is that person wearing? What is that person doing?</i></p> <p>Allow thinking time. Invite a few children to share their images of scientists. Note similarities and differences in children's ideas about who a scientist is and what a scientist does.</p>
Text 14 minutes	Read the book <i>Ada Twist, Scientist</i> , pausing minimally to define vocabulary. Highlight moments when the character asks questions.

<p>Discussion 10 minutes</p>	<p><i>What does Ada Twist do in this story?</i> [Ada asks a question about a terrible smell; this began an investigation to find its source. Throughout the investigation, including her time in the thinking chair, she records her ideas; her parents offer her a large piece of graph paper for this purpose.]</p> <p><i>Ada is a child AND she's a scientist! This year, we will spend a lot of time thinking, acting, and communicating as scientists- doing the same things Ada Twist does.</i></p> <p><i>Today we will learn about different kinds of scientists. Did you know that there are many kinds of scientists you could be?</i></p> <p>Post the vocabulary cards and the matching pictures. Post these for the children to see.</p> <ul style="list-style-type: none"> ● Meteorologist: Weather ● Chemist: Atoms and Test Tubes ● Astronomer: Planets and Stars ● Microbiologist: Microscope ● Marine biologist: Sea Life ● Geologist: Rocks ● Botanist: Plants <p>Have children play the scientist matching game by matching the name of the scientist to the picture of what they study. Circulate through the groups to help the children identify the names.</p>
<p>Closing 1 minute</p>	<p><i>All through first grade, you'll be asking questions about things you notice and investigating some of those questions, just like Ada Twist does! We will also practice being meteorologists, biologists, and botanists.</i></p>
<p>Standards</p>	<p>Practice 1: Asking questions and defining problems S.L.1.1c: Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<p>Ongoing assessment</p>	<p>During the conversation and in reviewing questions recorded in the teacher's journal, notice what kind of questions children ask and what topics interest them.</p>

<p>Notes</p>

Meteorologist

**Marine
Biologist**

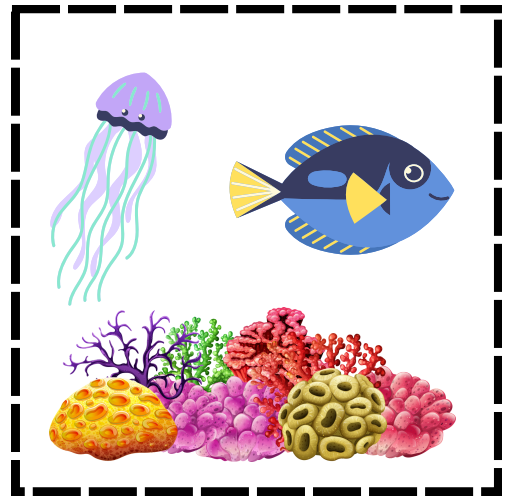
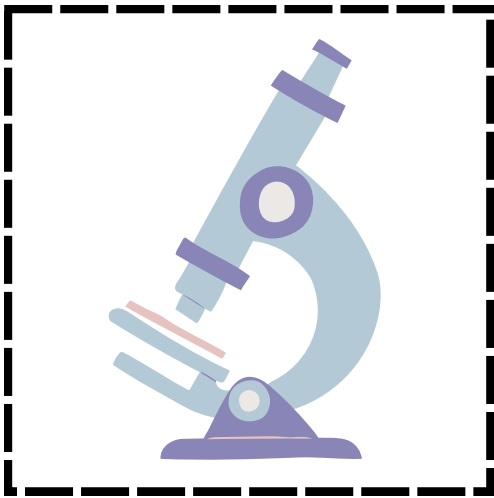
Geologist

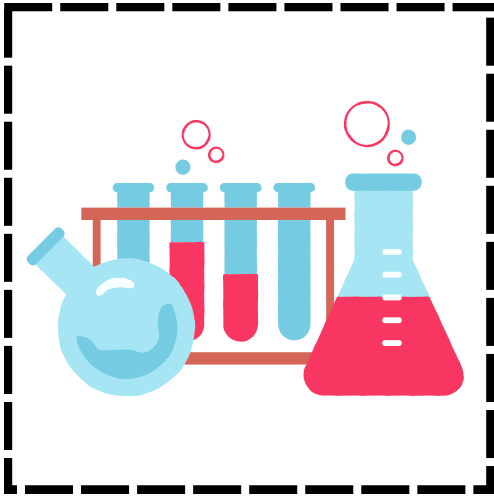
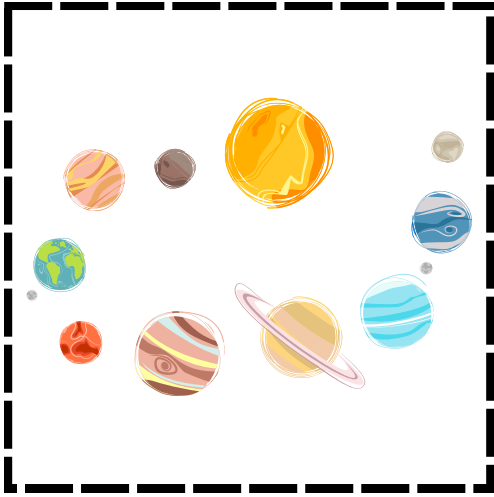
Astronomer

Microbiologist

Chemist

Botanist





WEEK 1 Lesson 2

Science and Engineering: Introducing Science Journals

S & E Big Ideas	Children can create a science journal for questions and observations to learn about the world around them.
S & E Guiding Question	How do we use science journals to learn about our world?
Content Objective	I can ask a question that can be answered by conducting a science investigation. (Practice 1)
Language Objective	I can ask a question about what I notice to get more information. (SL.1.1c)
Vocabulary	<p>observation: noticing or watching something very carefully to gain information</p> <p>scientist: a person who studies physical, earth, or life sciences</p> <p>science journal: a daily record of science investigations</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Questions Scientists Ask, 1 copy Cut out into strips. ● Types of Scientists cards, from Lesson 1 (1 set per class) ● journals, 1 for each child and teacher’s model This will be a journal that children work in this year. ● Week 1 journal question strips, copied and cut apart, 1 for each child ● glue sticks ● pencils ● colored pencils ● science journal resource, printed, copied and cut out for children to choose from when designing their science journal cover ● magazines, photographs, newspapers, optional, to decorate science journal cover <p>Set up a Teacher Science Journal to use as a model:</p> <ol style="list-style-type: none"> 1. Write your name on the cover. 2. Leave several pages blank, then glue the question strip onto the top

	<p>of the next page.</p> <p>Use the following link to find the relevant information for science journals:</p> <ul style="list-style-type: none"> • Daylight Hours • National Weather Service (Enter the schools zipcode in the upper left corner to generate a local forecast) <p>The teacher should use their journal to model a journal entry for the children.</p>
<p>Opening 6 minutes</p>	<p>Revisit the different types of scientists that were introduced in Lesson 1. Repost the different types of scientists and review the names.</p> <p><i>Today we will start thinking like scientists. I will read you some questions. I would like you to think about which scientist would ask that question.</i></p> <p>Read the first question from Questions Scientists Ask. Invite children to turn and talk to select a scientist that would match the question. Repeat this step until all the questions have been matched. [Correct responses are on the slides.]</p>
<p>Discussion 10 minutes</p>	<p><i>Today we will be building a science journal. Like these scientists we have learned about, we will be making observations and recording our observations in our journals. Here is my journal.</i></p> <p>Turn to the first blank page in the Teacher Science Journal and write the title, “First Questions about Science”. Record children’s questions about science. Reflect on similarities, trends, and novel ideas. If needed, use the following prompts:</p> <ul style="list-style-type: none"> • <i>What is science?</i> • <i>What will we learn about in science?</i>
<p>Investigation 15 minutes</p>	<p>Distribute journals, question strips, and glue sticks, pencils, and colored pencils.</p> <p>Walk children through setting up their science journals and modeling with the Teacher Science Journal. Pace the instructions so that children can complete each step together.</p> <ol style="list-style-type: none"> 1. <i>Write your name on the cover.</i> 2. <i>Open the notebook, and turn two pages. Leave those pages blank. [This will leave room to create a table of contents later.]</i> 3. <i>On the next page, glue the question strip on the top of the page.</i> 4. <i>Every scientist has different questions and interests. Now you’re going to have a chance to look through some words and images that interest you. Choose a few images and/or words to cut out and add to the cover of your science journal. This is your chance to really make it your own and show others what interests you!</i> <p>Distribute piles of the science journal resource PDF and/or newspapers/</p>

	<p>magazines/photos.</p> <p>Preview the science journal work for the year. <i>Each time you use your science journal, you will have a question to think about [indicate question at the top of the page], space to record the date, weather, temperature, space to draw, and space to write a question you are thinking about. We'll begin this next week.</i></p> <p>Collect the science journals, pencils, and glue sticks.</p>
<p>Closing 1 minute</p>	<p><i>Next week, we will begin a new station, called Science Literacy. When you visit that station, you'll draw yourself as a scientist on this page. I wonder how you will show yourself as a scientist who asks a lot of questions!</i></p>
<p>Standards</p>	<p>Practice 1: Asking questions and defining problems S.L.1.1c: Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<p>Ongoing assessment</p>	<p>Continue to track what kinds of questions children ask and what topics they are interested in.</p>

Notes

plants and
flowers



pets



farm
animals



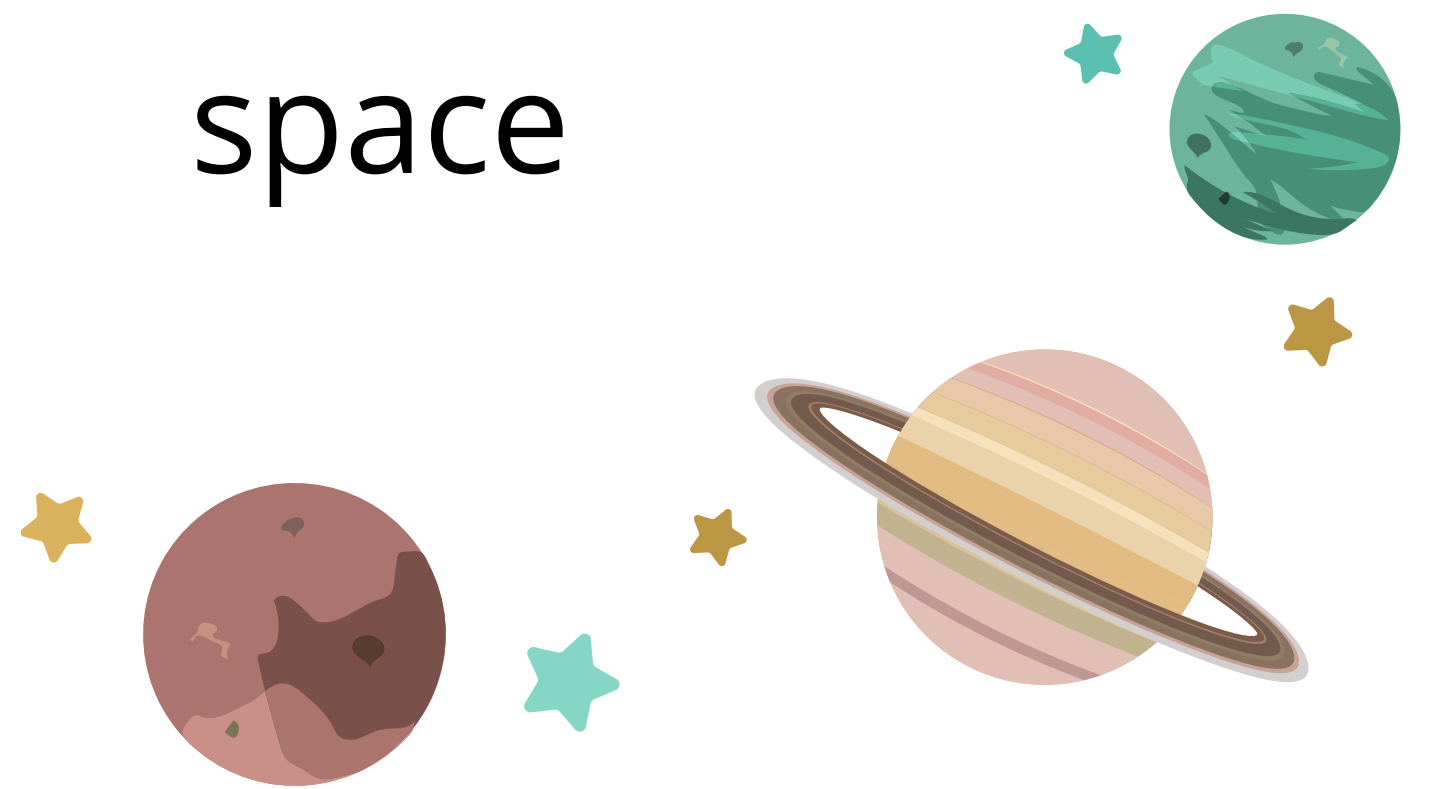
weather



ocean
animals



space



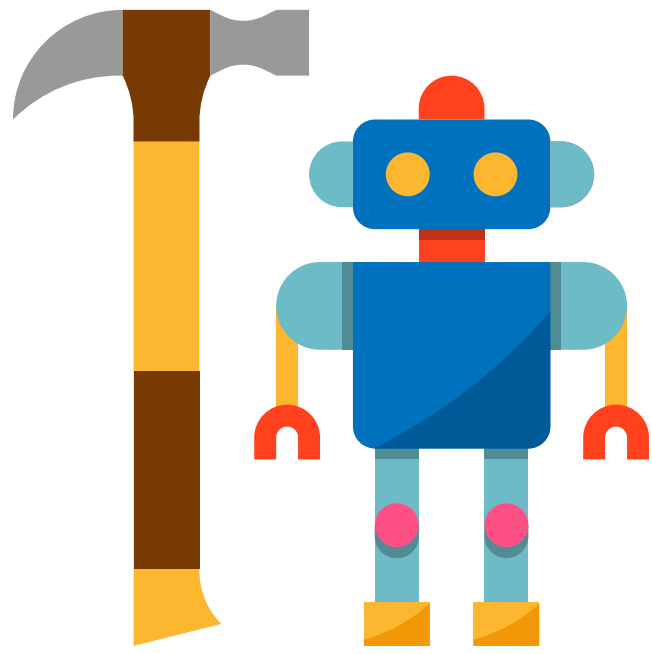
wild land
animals



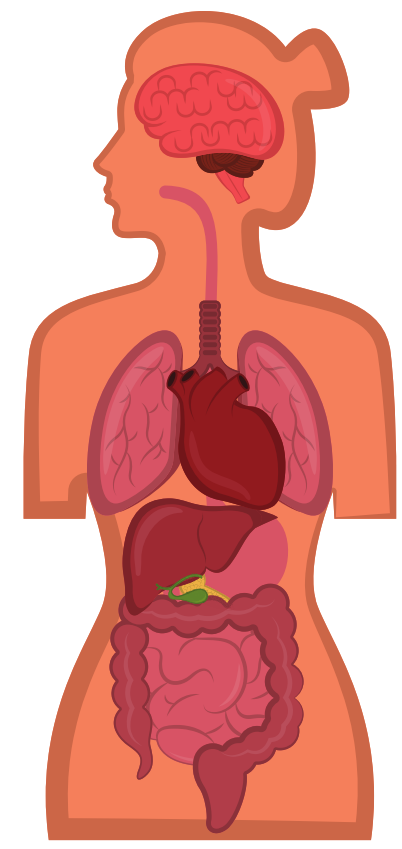
Earth



inventions



human
body



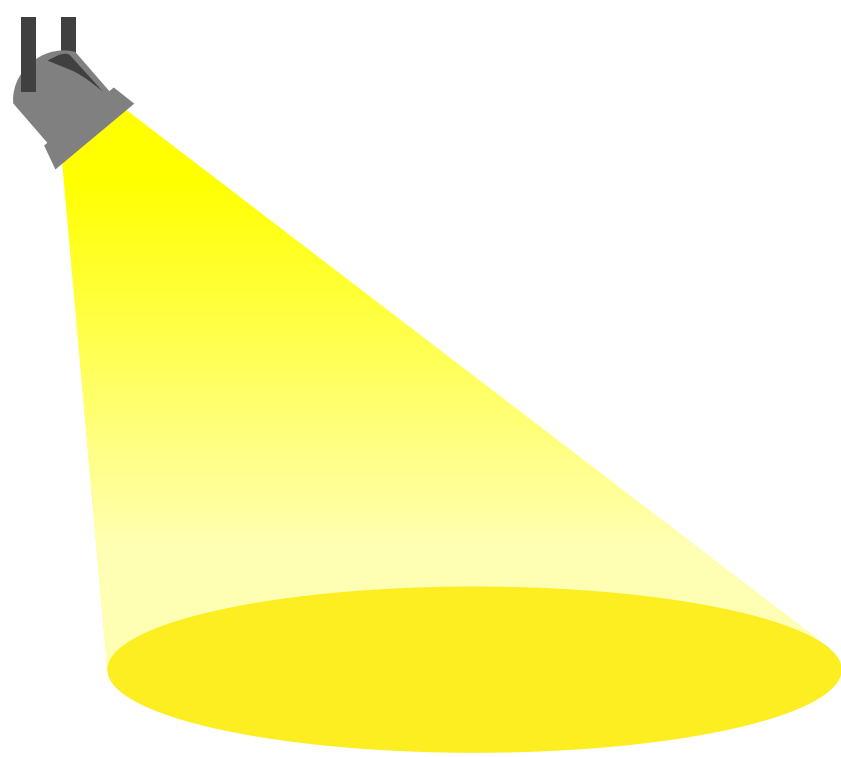
scientists
and
engineers



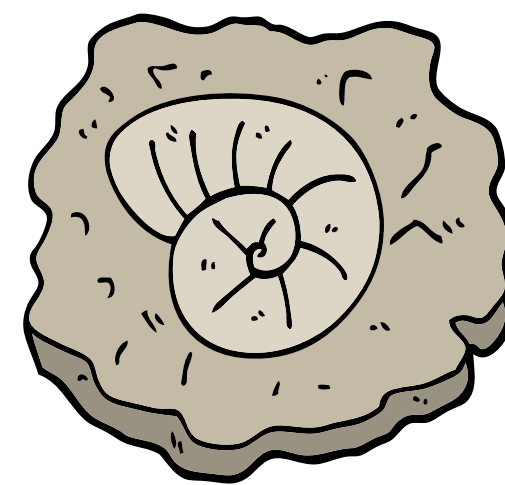
land and
water



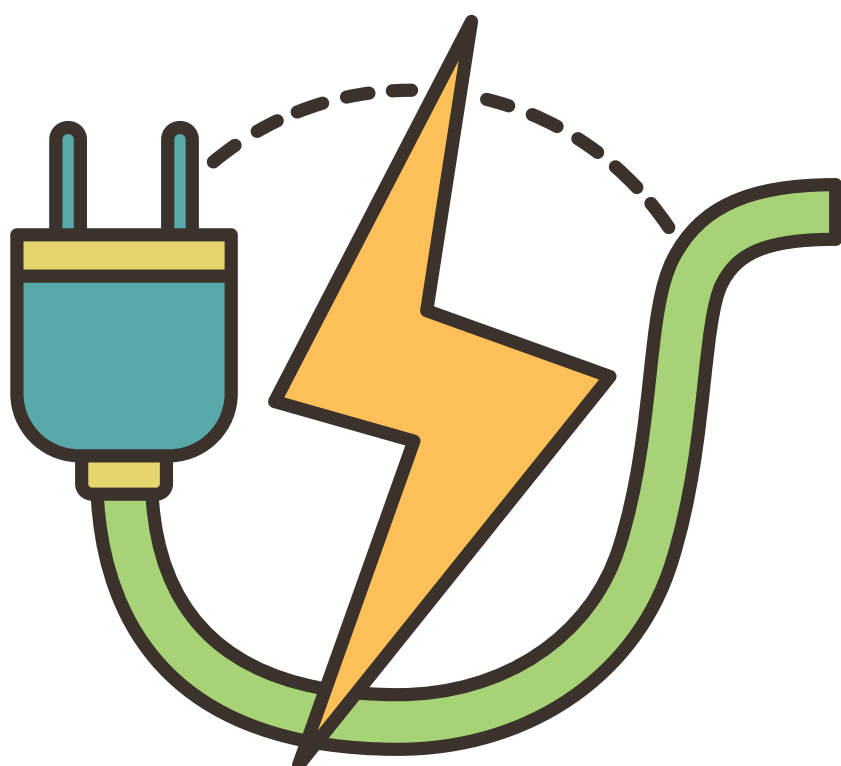
light



fossils



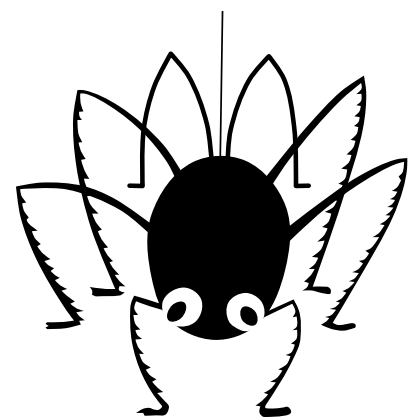
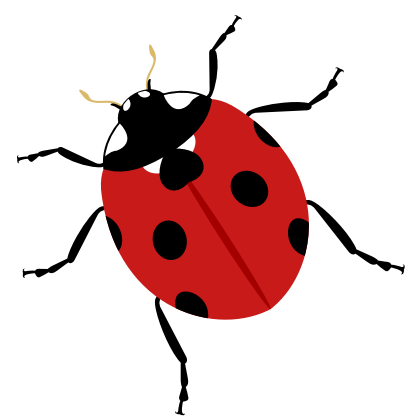
energy



tools and
machines



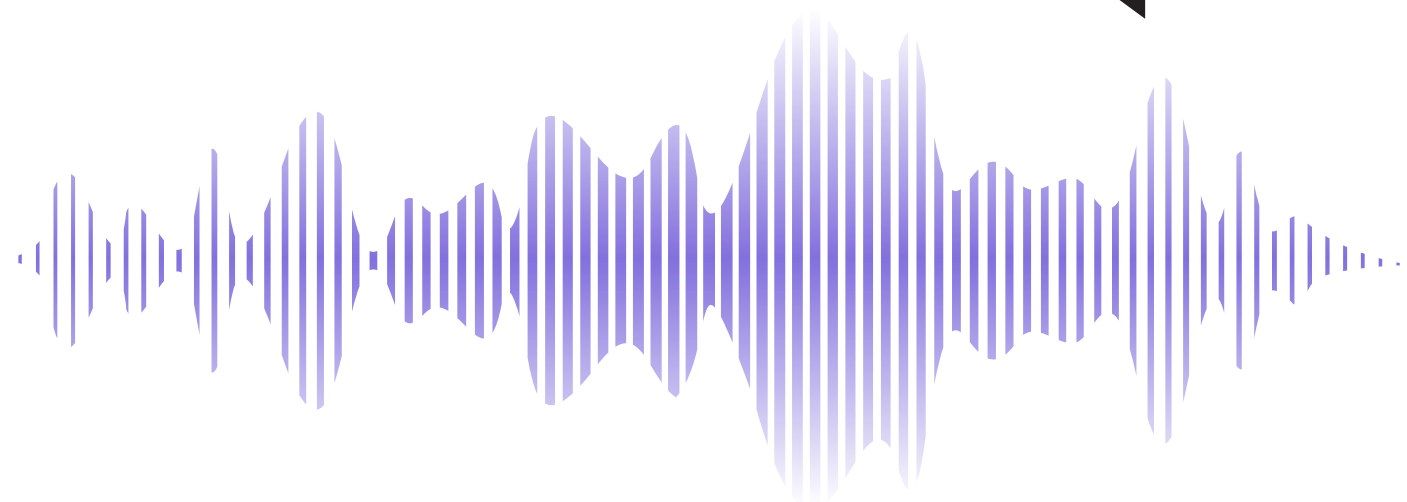
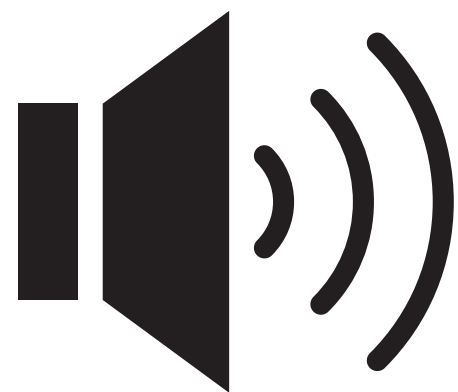
bugs and
insects



math



sound



water



transportation



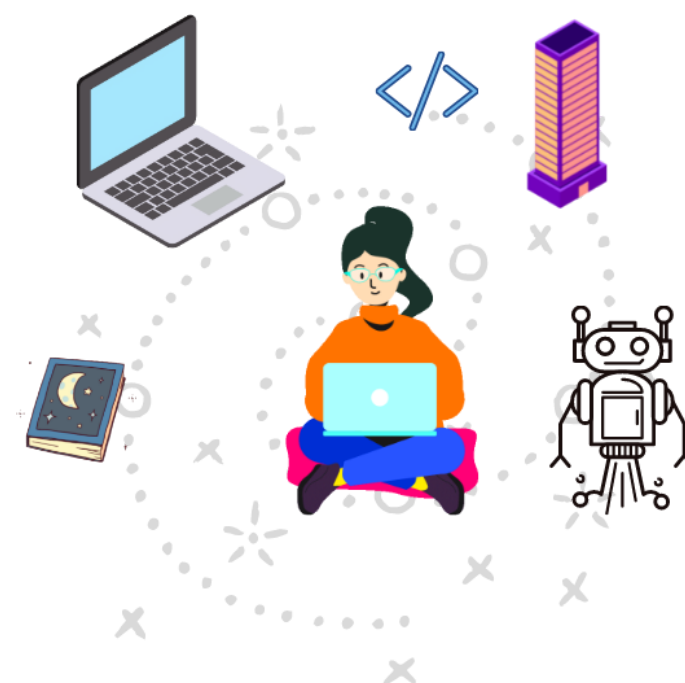
recycling



magnets



technology



Astronomer

How far is the sun from
Earth?

Will plants grow without soil?

Botanist

What will happen if two
chemicals are mixed together?

How can we protect coral
reefs?

Meteorologist

What will the weather be
tomorrow?

Are there tiny bacteria in the
water making people sick?

Microbiologist

What kind of rocks are formed by a volcano?

Week 1 prompt

What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____

Science and Engineering U1 W1

Adapted with permission for Maine Public Schools

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education

WEEK 1 Studios



Who am I, and who are we together?

Children take inventory of and explore the materials in each studio. They discuss possibilities for the materials' use and care and record these ideas. At the end of the week, the whole class reviews findings about use and care of Studios materials and establishes routines.

Big Idea	People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.
Materials and Preparation	<ul style="list-style-type: none">● Studios bins Prepare the bins with a selection of materials from the lists below.● Studios signs● studios prompts Cut prompts apart and add to each bin.● Inventory Sheets, three copies for each studio● Using Materials sheets, several copies for each studio● writing tools● observation sheets Prepare at least one copy for each adult in the classroom and place on clipboards. <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none">● crayons● colored pencils● variety of papers <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none">● Kapla blocks● paper● clipboards● writing tools

	<p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> ● fabric squares ● clothespins ● books <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> ● variety of books ● sticky notes ● writing tools <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● hand lenses ● trays ● blank science journals ● colored pencils <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none"> ● pencils ● white paper ● construction paper <p>Bring the prepared Studios bins to the whole group meeting. Have Inventory Sheets, Using Materials sheets, and pencils at hand.</p>
<p>Opening</p>	<p><i>One thing we will do together in our classroom community is work in Studios. Some of you have worked in Centers in K1 or K2, so Studios will feel familiar to you. During Studios, you will choose which materials to work with to communicate ideas you have. The studios are: [indicate each bin] Art, Building, Drama, Library, Science and Engineering, and Writing and Drawing.</i></p> <p><i>There are Studio materials for you to explore in each of these containers. Your first job, today, is to create a list of materials, or an inventory, for each studio. These inventories will help us get to know the materials in each studio.</i></p> <p><i>If you have time, with a partner, choose just one material and record some ideas about using and taking care of that material. This will help us set community expectations.</i></p> <p><i>For example, I'm choosing the Drama Studio today, and I'll work with the other children who choose this studio to make an inventory. We'll also talk about how we might use and take care of what we find.</i></p>

	<p><i>Remember, you will not be using the materials today, only recording what you find. There are two sheets for you to work on.</i></p> <p>Choose one child to help model looking through the Drama Studio basket and recording (through sketching and/or writing) one item on the Inventory Sheet. Then model using the Using Materials sheet to record ideas for the use and care of just one of the materials in the bin.</p> <p><i>All of the studios are open. Think about which studio you are most curious about.</i></p> <p><i>Turn to a partner, and talk about which studio you'd like to visit today to learn about its materials. Tell your partner why you are interested in that studio and listen to your partner's ideas.</i></p> <p>Distribute Inventory Sheets, Using Materials sheets, and pencils. Disperse children in groups and with bins to designated areas of the classroom, making sure at least two children visit each studio. Remind children that they will have opportunities to visit multiple studios on other days during the week.</p>
Facilitation	<p>Ask the children about what they find in each studio.</p> <p>Take observational notes about children's exploration and their ways of contributing to the Inventory and Using Materials sheets.</p> <p>Which materials are most appealing and provoking? What language do children use in conversation about materials (questions, observations)? How do children represent the materials and ideas about materials on paper? What resources do they use to do this? How familiar are children with various materials? For which children is this component (Centers/Studios) entirely new? What special supports might be useful to build positive Studios habits?</p>
Closing Studios	<p>The Thinking and Feedback protocol will be introduced in Week 3. In the meantime, hold a whole group meeting at the end of Studios time each day to reinforce Studios routines. Some possibilities for these conversations include:</p> <ul style="list-style-type: none"> ● charting "Studio Agreements" or adding to the Classroom Agreements that the children identify for how to care for materials, what routines to follow, and how to work collaboratively

	<ul style="list-style-type: none"> ● inviting one child or small group to share a Studio Inventory, discussing the materials children discovered and perhaps listing other materials children might like to see in that studio ● identifying and talking through challenges that occurred during Studios (e.g., many children wanted to explore a particular studio) <p>Solicit children’s ideas to the Weekly Question chart.</p>
Standards	<p>Maine Writing Preamble - Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.</p> <p>SA 5.1. (Boston SEL) Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p> <p>SR 4.1. (Boston SEL) Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p>

Notes

Studios Inventory Sheet: _____
name of studio

Material: Write a word and draw a picture	How many?

Studios Inventory Sheet: _____
name of studio

Material: Write a word and draw a picture	How many?

Names: _____

Using and Taking Care of Our Materials

Name of **material**: _____

We can use this material for:	We can take care of this material by:
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Names: _____

Using and Taking Care of Our Materials

Name of **material**: _____

We can use this material for:	We can take care of this material by:
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Art Studio

How could we use these materials?

What is important for taking care of these materials?

Building Studio

How could we use these materials?

What is important for taking care of these materials?

Drama Studio

How could we use these materials?

What is important for taking care of these materials?

Library Studio

How could we use these materials?

What is important for taking care of these materials?

Science and Engineering Studio

How could we use these materials?

What is important for taking care of these materials?

Writing and Drawing Studio

How could we use these materials?

What is important for taking care of these materials?