

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.

<b>Week 2, Day 1</b> <b>Review routines.</b> <b>Introduce the Listening and Speaking Station: Talk Time</b> Word Work and Reading Stations open; children visit only one station	
<b>Materials and Preparation</b>	<u>Reading</u> <ul style="list-style-type: none"><li>● collection of high-interest picture books, organized on a bookshelf and in bins</li></ul> <u>Listening and Speaking: Talk Time</u> <ul style="list-style-type: none"><li>● 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.</li><li>● 1-minute sand timers, optional</li></ul> <u>Word Work</u> <ul style="list-style-type: none"><li>● Name Puzzles, from Week 1</li><li>● Faces Memory, from Week 1</li></ul>
<b>Introduction</b> 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>

	<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 <b>and</b> 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.

<b>Week 2, Day 2</b> <b>Introduce a new Word Work activity: Picture Match</b> (rotate out Name Puzzles) Listening and Speaking: Talk Time, Reading, and Word Work remain open	
<b>Materials and Preparation</b>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>● collection of high-interest picture books, organized on a bookshelf and in bins</li> </ul> <p><u>Listening and Speaking: Talk Time</u></p> <ul style="list-style-type: none"> <li>● sets of Week 2 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul> <p><u>Word Work</u></p> <ul style="list-style-type: none"> <li>● Faces Memory, from Week 1</li> <li>● Picture Match (<b>b, f, t</b>)             <ul style="list-style-type: none"> <li>○ Picture Match grids Place each grid in a sheet protector.</li> <li>○ Picture Cards, 5 sets, cut apart</li> <li>○ envelopes Place one set of Picture Cards in each envelope.</li> </ul> </li> </ul>
<b>Introduction</b> 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><b>Week 2, Day 4</b></p> <p><b>Introduce a new Word Work activity: Names and Faces Memory</b> (rotate out Faces Memory, from Week 1)</p> <p>Pocket Chart, Listening and Speaking: Talk Time, Reading, and Word Work remain open</p>	
<p><b>Materials and Preparation</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>● collection of high-interest picture books, organized on a bookshelf and in bins</li> </ul> <p><u>Pocket Chart Station</u></p> <ul style="list-style-type: none"> <li>● pocket chart to accommodate sentence strips</li> <li>● “This Is the Way We Go to School,” sentence strips, from Day 3</li> <li>● “This Is the Way We Go to School” on chart, from Week 1</li> <li>● “This Is the Way We Go to School” child copies, from Day 3</li> <li>● pointer</li> <li>● drawing tools, optional</li> </ul> <p><u>Listening and Speaking: Talk Time</u></p> <ul style="list-style-type: none"> <li>● sets of Week 2 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul> <p><u>Word Work</u></p> <ul style="list-style-type: none"> <li>● Picture Match, from Day 2</li> </ul>

	<ul style="list-style-type: none"> <li>● Names and Faces Memory <ul style="list-style-type: none"> <li>○ large grids, 2, drawn on paper or taped out on a tray or tabletop, 1 for each small group, as in Week 1</li> <li>○ index cards, 3 x 5, cut in half</li> <li>○ marker</li> <li>○ 2 photographs of each child, 3 x 2.5" or smaller</li> <li>○ glue</li> </ul> </li> </ul> <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><b>Week 2, Day 5</b></p> <p><b>All Stations activities continue</b></p> <p><b>Community Conversation</b></p>	
<p><b>Materials and Preparation</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>● collection of high-interest picture books, organized on a bookshelf and in bins</li> </ul> <p><u>Pocket Chart Station</u></p> <ul style="list-style-type: none"> <li>● pocket chart to accommodate sentence strips</li> <li>● "This Is the Way We Go to School," sentence strips, from Day 3</li> <li>● "This Is the Way We Go to School" on chart, from Week 1</li> <li>● "This Is the Way We Go to School" child copies, from Day 3</li> <li>● pointer</li> <li>● drawing tools, optional</li> </ul>

	<p><u>Listening and Speaking: Talk Time</u></p> <ul style="list-style-type: none"> <li>● sets of Week 2 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul> <p><u>Word Work</u></p> <ul style="list-style-type: none"> <li>● Picture Match, from Day 2</li> <li>● Names and Faces Memory, from Day 4</li> </ul>
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>