

Unit 1: Our Community

WEEK 3

Launching Stations

By Week 3 children will be developing familiarity and facility with the routines and expectations of Stations. Only one new station, Writing, is introduced this week. Other activities change in content only, so children can rely on their knowledge of how to approach each station. While children work, teachers continue to 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 2 to determine what adjustments are needed for this week.

| Week 3, Day 1 Introduce the Writing Station All other stations open | |
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| 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>Pocket Chart Station</u></p> <ul style="list-style-type: none">● pocket chart to accommodate sentence strips● sentence stripsWrite out “So Nice to Be Here,” line by line, on sentence strips.● “So Nice to Be Here” on chart, from Week 2● “So Nice to Be Here” child copy, one for each child● pointer● drawing tools, optional <p><u>Writing</u></p> <ul style="list-style-type: none">● “Towns in Maine” slides● technology to allow children to revisit the slides independently |

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| | <ul style="list-style-type: none"> ● children’s “My Neighborhood” drawings, from Read Aloud Week 2, Day 5 ● writing and drawing tools <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> ● sets of Week 3 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 Week 2 ● Names and Faces Memory, from Week 2 |
| Introduction 5 minutes | <p><i>We have one more station to introduce: the Writing Station! At this station, you will draw and write about texts that we read. Today you can continue working on the drawings you started last week about your own neighborhoods.</i></p> <p>Refer to the “Towns in Maine” slides and a couple of children’s drawings in process.</p> <p>Indicate which children will begin at the Writing Center. <i>Let’s make sure we all remember how to find out where to go for the first and second stations.</i></p> <p>Invite children to explain the system and answer each other’s questions.</p> |
| 22 minutes | <p>Dismiss children to their stations to begin work. Monitor and support children’s activity. After about 10 minutes, signal children to move to their second stations.</p> |
| 3 minutes | <p><i>Some of you went to the Writing Station today. What can you tell the rest of us about that experience?</i></p> |

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| <p>Week 3, Day 2 Substitute a Word Work activity: Picture Match (m, n) All other stations open</p> | |
| 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>Pocket Chart Station</u></p> <ul style="list-style-type: none"> ● pocket chart to accommodate sentence strips ● “So Nice to Be Here” on sentence strips, from Day 1 ● “So Nice to Be Here” on chart, from Week 2 |

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| | <ul style="list-style-type: none"> ● “So Nice to Be Here” child copies, from Day 1 ● pointer ● drawing tools, optional <p><u>Writing</u></p> <ul style="list-style-type: none"> ● “Towns in Maine” slides ● technology to allow children to revisit the slides independently ● children’s “My Neighborhood” drawings, from Read Aloud Week 2, Day 5 ● writing and drawing tools <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> ● sets of Week 3 Talk Time image and prompt ● 1-minute sand timers, optional <p><u>Word Work</u></p> <ul style="list-style-type: none"> ● Names and Faces Memory, from Week 2 ● Picture Match (m, n) <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. |
| <p>Introduction 6 minutes</p> | <p><i>Today we have a familiar Word Work activity, with different letters and sounds. Let me show you.</i></p> <p>Remind children how the Picture Match activity works while reinforcing the new letters/sounds children will work with (m, n).</p> <p><i>Names and Faces Memory is still available at the Word Work Station, as well. Pocket Chart, 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> |
| <p>22 minutes</p> | <p>Monitor and support children’s activity. After about 10 minutes, signal children to move to their second stations.</p> |
| <p>2 minutes</p> | <p>Close Stations.</p> |

Week 3, Day 3

Introduce a new Word Work activity: Sorting Beginning Sounds and Letters (rotate out Names and Faces Memory)

All other stations open

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
- “So Nice to Be Here” on sentence strips, from Day 1
- “So Nice to Be Here” on chart, from Week 2
- “So Nice to Be Here” child copies, from Day 1
- pointer
- drawing tools, optional

Writing

- “Towns in Maine” slides
- technology to allow children to revisit the slides independently
- children’s “My Neighborhood” drawings, from Read Aloud Week 2, Day 5
- writing and drawing tools

Listening and Speaking

- sets of Week 3 Talk Time image and prompt
- 1-minute sand timers, optional

Word Work

- Picture Match (**m, n**), from Day 2
- Sorting Beginning Sounds and Letters
 - Sorting Sheets, 5 copies
 - Letter Cards, 5 sets, cut apart
 - Picture Cards, 5 sets, cut apart
 - envelopes, one for each set of cards

Introduction
6 minutes

Today we have a new Word Work activity. It’s a bit like the Picture Match you’ve been doing.

Model opening an envelope, placing two letters at the top of the Sorting Sheet, and choosing pictures whose initial sounds match the chosen letters. Point out that each letter is represented by both upper and lowercase, and that both make the same sound.

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| | <p><i>Picture Match is still available at the Word Work Station, as well. Pocket Chart, 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> |
| 22 minutes | <p>Monitor and support children's activity. After about 10 minutes, signal children to move to their second stations.</p> |
| 2 minutes | <p>Close Stations.</p> |

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| <p>Week 3, Days 4-5 All stations activities continue Community Conversations as needed</p> | |
| <p>Materials and Preparation</p> | <p>See Day 3.</p> <p>Review all small group assignments and make any adjustments. Intentionally plan small group rotations so that all children visit and revisit activities as needed.</p> <p>Plan to check in with individual children, and take observational notes to inform planning for the coming week.</p> |
| 3 minutes | <p><i>You are becoming Stations experts!</i> <i>We don't have any new activities for the rest of this week. Some of you will revisit stations you have already worked in, and some of you will be doing new activities. Do you have any questions about activities you have been doing so far?</i></p> <p>Inform children of any changes to groups or rotations, and dismiss them to begin working.</p> |
| 25 minutes | <p>Monitor and support children's activity. After about 12 minutes, signal children to move to their second stations.</p> |
| 2 minutes | <p>Bring the group back together. <i>How did it go today? Is there anything we need to think about for tomorrow?</i></p> |