

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	<p>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).</p> <ul style="list-style-type: none"> ● individual book bags ● leveled and decodable books ● whisper phones <p>Replace or add to the Listening and Speaking Station:</p> <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	<p>Rotation 1 Dismiss half of the children to read and the other half to Listening and Speaking.</p> <p>As children work, circulate to observe their efforts, provide support, and monitor expectations for Stations work habits.</p>
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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.