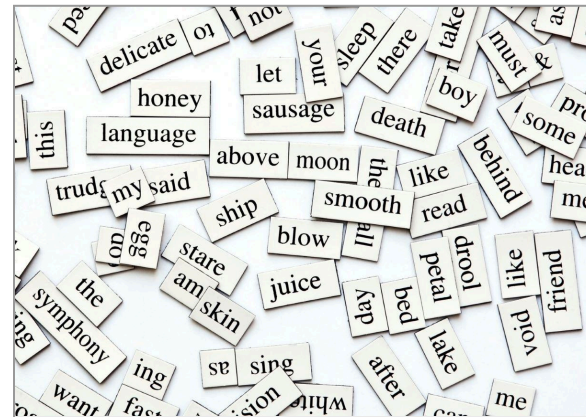




Reading Station



Vocabulary Station



Writing Station



Listening and
Speaking Station



Word Work Station



Science Literacy
Station



Teacher Group



Teacher Group

The word is:



Write a definition



Make a sentence



In my
world



Act it out



Draw a picture



Word
family







Translation



Antonym/
Synonym

Choose 3! Menu

	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 48%;"> <input type="checkbox"/> Write a definition What does this mean in your own words? </div> <div style="width: 48%;"> <input type="checkbox"/> Make a sentence Write a sentence using this word. </div> </div>			
	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 48%;"> <input type="checkbox"/> In my world Tell about where you have seen this word before or what it reminds you of. <input type="checkbox"/> Act it out Show it with your body, face, and motions </div> <div style="width: 48%;"> <input type="checkbox"/> Draw a picture  Show what the word means to you with a picture. </div> </div>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 10px; vertical-align: top;"> <input type="checkbox"/> Word family Tell other words this word is related to. </td> <td style="width: 33%; padding: 10px; vertical-align: top;"> <input type="checkbox"/> Translation Say this word in another language you know. </td> <td style="width: 33%; padding: 10px; vertical-align: top;"> <input type="checkbox"/> Antonym/Synonym Give a word that means the opposite or the same as this word. </td> </tr> </table>	<input type="checkbox"/> Word family Tell other words this word is related to.	<input type="checkbox"/> Translation Say this word in another language you know.	<input type="checkbox"/> Antonym/Synonym Give a word that means the opposite or the same as this word.
<input type="checkbox"/> Word family Tell other words this word is related to.	<input type="checkbox"/> Translation Say this word in another language you know.	<input type="checkbox"/> Antonym/Synonym Give a word that means the opposite or the same as this word.		



Art Studio



Building Studio



Discovery Studio



Research Studio



Writing and Storytelling Studio



Math Studio

Art Studio Guiding Questions



What is your plan?

How do you want to represent that idea?

Is there a story here?

Why did you choose these materials/tools?

What if you added another/a different material?

Have you tried using this tool in another way?

What might you do next?

Would you like to work with someone else?

When a child seems to be struggling:

Can you tell me about what you are trying to do?

What kind of help do you need? What other resources might be helpful?

Is there a different material you might use?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

What has inspired you? Where did you get this idea?

Do you need more information? Where might you find it?

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Building Studio

Guiding Questions



What is your plan? What kind of structure are you building?

Is there a story here?

How stable is your structure?

How have you tested your design?

How can you show what that building would be used for?

Are there other materials you would like to add?

Could it help you to look at a resource/do some research?

Would you like to work with someone else?

How might you change it next time?

How can you represent what you have built?

When a child seems to be struggling:

Can you tell me about what you are trying to do?

What do you think the problem might be?

Have you tried it in a different way?

What kind of help do you need? What other resources might be helpful?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

What has inspired you? Where did you get this idea?

Do you need more information? Where might you find it?

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Discovery Studio Guiding Questions



What are you observing?

What do you see/hear/smell/feel?

What are you trying to accomplish here?

What is your prediction about what will happen next?

What data are you collecting? How are you collecting it? Why is it important?

As you look at the data, what trends are you noticing?

What more do you want to find out? What else do you want to try?

What does this tell you about what you already think?

When a child seems to be struggling:

What questions do you have?

Tell me about what you are trying to do. Is that a good way to go about it?

What else could you try?

Is there something we could look at before trying again?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

What has inspired you? Where did you get this idea?

Do you need more information? Where might you find it?

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Math Studio

Guiding Questions



What are you noticing?

What are you discovering here?

What are you wondering?

How will you record that?

Do you see a pattern?

What mathematical ideas were used to think about this?

What comparisons can you make?

When a child seems to be struggling:

Let's look at your work together.

What strategies are you using?

How can the data help you?

Did a friend get a different answer?

What is another way?

What other kinds of resources might be helpful?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

What has inspired you? Where did you get this idea?

Do you need more information? Where might you find it?

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Research Studio Guiding Questions



What are you enjoying about this text?
What are you discovering here?
What are you wondering?
How will you record that?
What connections are you making to what you see here?
What other texts would you like to explore?
Does this give you an idea about something you'd like to write or create?

When a child seems to be struggling:

Let's read this together.
What strategies are you using to understand what's here?
How can the illustrations help you?
How could a friend help you find out more about that?
What other kinds of resources might be helpful?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?
What has inspired you? Where did you get this idea?
Do you need more information? Where might you find it?
Have you noticed anyone else doing something similar?
Maybe you could ask your friends for some advice.

Writing & Storytelling Guiding Questions



What story are you telling/writing?

How do you want to represent that character on the page?

What props might help you tell this story?

Is there a problem in this story? How do/will the characters solve it?

Are there other characters that might appear in this story? How might they change what happens?

How do you want to represent the setting for your story on the page?

How can you record this scene?

When a child seems to be struggling:

What is troubling you?

What else can you use to show your character/emotion?

You might try to draw/write/act it out first.

How can your friends help you act that part out?

How can you help your friends?

Would it be helpful to look at the book/illustration/other resources?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

What has inspired you? Where did you get this idea?

Do you need more information? Where might you find it?

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Where will you work today? What will you do?



Art Studio



Building Studio



Discovery Studio



Math Studio



Research Studio



Writing and
Storytelling Studio



Looking



Noticing

I see...

I notice that...



Listening



Wondering

How did you...?
Why did you...?



Suggesting & Inspiring

You might try...

You could think about...

I am inspired to...

I might try...

Thinking and Feedback visuals

Make two copies:

Cut one set to half page size to use one step at a time during the Thinking & Feedback session;

Post one set so that all steps are visible.

Dear Families,

We are collecting recycled things for our Art Studio! We call these things “Beautiful Stuff” because we can use them to create and build. Please help us by sending in any of the following:

- empty tissue boxes
- paper towel tubes
- small cardboard boxes (such as jewelry boxes)
- small plastic containers
- interesting pieces of hard plastic packaging
- small sticks
- small pieces of wood
- beads
- yarn/ribbon/bows
- corks and bottle caps
- twist ties and plastic closures from bread bags
- cardboard
- wrapping paper
- feathers
- shells
- small pieces of wood
- pieces of bark
- small rocks

We can also use baskets, clear plastic containers and jars to store things in.

SAFETY NOTE: Please use good judgment when collecting with young children. Make sure items are not sharp, toxic, or harmful. Also, make sure items are **clean**. Thank you.

Please send us some Beautiful Stuff by _____.

After this date, continue to send in interesting things that children might like to use.

We appreciate your help,

_____ (Teacher name here)

Estimadas Familias,

Estamos juntando materiales para nuestro taller de arte. A esos objetos los llamamos “Cosas hermosas” porque las usamos para crear y construir. Por favor ayúdenos a armar nuestro taller enviando algunas de las cosas en la lista que tienen en sus casas y que ya no usan más.

- Cajas vacías de pañuelos descartables (tissues)
- Tubos de cartón de las toallas descartables de cocina
- Cajas pequeñas de cartón (ej: cajas de joyas)
- Recipientes de plástico transparente (limpios)
- Material de embalaje interesante (packaging material)
- Palitos pequeños
- Cuentas de madera
- Mostacillas o cuentas para hacer collares
- Moños y cintas de regalo o para el cabello
- Cinta adhesiva (tape)
- Tapones, corchos y tapas de botellas
- Cestas
- Cartón
- Papel de regalo
- Plumas
- Caracolas, conchas de caracol
- Trozos de madera pequeños
- Trozos de corteza de árboles
- Piedras pequeñas

NOTA DE SEGURIDAD: Por favor tenga cuidado cuando colecciona artículos con niños pequeños. Los padres deben decidir cuidadosamente que los artículos no pinchen, ni sean muy pesados, ni tóxicos, ni perjudiciales para la salud.

Por favor, envíen los materiales limpios antes del _____.
Pueden continuar enviando cosas que les parezcan interesantes y que los niños puedan usar en cualquier otro momento.

Gracias por ayudarnos,

_____ (Teacher name here)

Chè Fanmi,

N ap kolekte atik resiklaj pou Estidyo Atizay nou an! Nou rele bagay sa yo: “Bèl Bagay” (Beautiful Stuff) poutèt nou kapab sèvi ak yo pou kreye epi bati. Tanpri souple voye nenpòt nan bagay sa yo ba nou pou ka ede nou:

- Bwat esui papye vid
- Katon ki kenbe sèvyèt an papye yo
- Ti bwat katon piti (tankou bwat bijou)
- Bokal plastik
- Mòso plastik yo sèvi pou anbwate
- Ti bout bwa long fen
- Ti mòso bwa
- Grenn maldyòk
- Fil/riban/ne
- Bouchon lyèj ak bouchon boutèy
- Atach pou marande ak tèt yo mare sache pen ki fèt an plastik yo
- Mòso katon
- Papye anbalaj yo sèvi pou vlope
- Ti bwa fen long
- Plim zwazo
- koki
- ti mòso bwa
- mòso ekòs bwa
- ti grenn wòch

Nou kapab sèvi ak panye tou, resipyan an plastik ki transparan ak bokal pou konsève bagay.

NÒT SEKIRITE: Tanpri souple itilize bonjan jijman an lè w ap kolekte ak jenn timoun. Asire w atik yo pa gen pwent fen, yo pa toksik epi yo pa danjre. Epitou, asire atik yo **pwòp**. Mèsi.

Tanpri souple voye kèk Bèl Bagay disi _____.

Aprè dat sa a, kontinye voye bagay ki enteresan timoun ta ka renmen itilize.

Nou apresye èd ou,

_____ [Teacher name here]

Phụ huynh học sinh thân mến,

Chúng tôi đang thu thập những thứ tái chế cho phòng hội họa của chúng tôi! Chúng tôi đặt tên cho nó là "Những đồ vật kỳ diệu" (Beautiful Stuff) bởi vì chúng ta có thể sử dụng chúng để tạo và xây dựng. Hãy giúp chúng tôi bằng cách gửi bất kỳ những đồ sau đây:

- hộp giấy rỗng
- ống khăn giấy
- hộp các tông nhỏ (như hộp đồ trang sức)
- hộp nhựa nhỏ
- bao bì nhựa cứng
- que nhỏ
- gỗ nhỏ
- hạt chuỗi
- dây dải/ giấy băng /giấy nơ
- nút chai và nắp chai
- dây xoắn và nhựa từ túi bánh mì
- cạt tông
- giấy gói
- que nhỏ
- lông chim
- vỏ ốc
- mẫu gỗ nhỏ
- mảnh vỏ cây
- đá nhỏ

Chúng tôi cũng có thể sử dụng giỏ, hộp nhựa trong và lọ để lưu trữ đồ.

LƯU Ý AN TOÀN: Xin vui lòng làm việc cùng với trẻ khi thu nhặt những dụng cụ này. Lưu ý nhớ các mặt hàng không sắc bén, chất độc, hoặc có hại. Ngoài ra, **xin rửa sạch trước khi đem đến**. Chân Thành Cảm Ơn.

Xin gửi đến vào ngày _____.
Sau ngày này chúng tôi sẽ gửi đến cho các em sử dụng.

Chân thành cảm ơn sự giúp đỡ của quý vị,

_____ [Teacher name here]

親愛的家庭,

我們正在為我們的藝術工作室收集回收的物件!我們稱這些東西“美麗的東西”(Beautiful Stuff),因為我們可以用它們來創造和建設。請幫助我們發送以下任何一項:

- 空紙巾盒
- 紙巾筒
- 小紙箱(如首飾盒)
- 小塑料容器
- 小棒
- 小木塊
- 珠
- 紗線/緞帶/蝶型結
- 瓶塞和瓶蓋
- 麵包袋的紮帶和塑料瓶蓋
- 紙板
- 包裝紙
- 小棒
- 羽毛
- 貝殼
- 小木塊
- 片樹皮
- 小石頭

我們也可以用筐,透明的塑料容器和罐子來儲存的東西研究。

安全注意事項:有年幼子女的收集時,請使用良好的判斷力。確保項目不鋒利,有毒,有害。另外,確保項目是乾淨的。謝謝。

通過請給我們一些美麗的東西_____。
在此日期之後,繼續發在孩子可能會想用有趣的事情。

我們感謝您的幫助,

[Teacher name here]

Vocabulary Development Notes**Date:**

Weekly Words: Unit ___, Week ___								
Name	word 1	word 2	word 3	word 4	word 5	word 6	word 7	word 8

Vocabulary Development Notes

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Weekly Words: Unit ___, Week ___								
Name	word 1	word 2	word 3	word 4	word 5	word 6	word 7	word 8

Science and Engineering

Unit 1:

How We Learn in Our School Communities

Name: _____

Science and Engineering

What do you picture when you hear the word **scientist**?

What do you picture when you hear the word **engineer**?

Building a Chair, Day 1

Criteria:

- The doll can sit on the chair.
- The doll can sit on the chair by itself without falling.
- The chair stays up for at least 10 seconds with the doll on it.

Draw a sketch of your chair design.

What works? Why does it work?

What doesn't work? Why not?

Building a Chair, Day 2

Criteria:

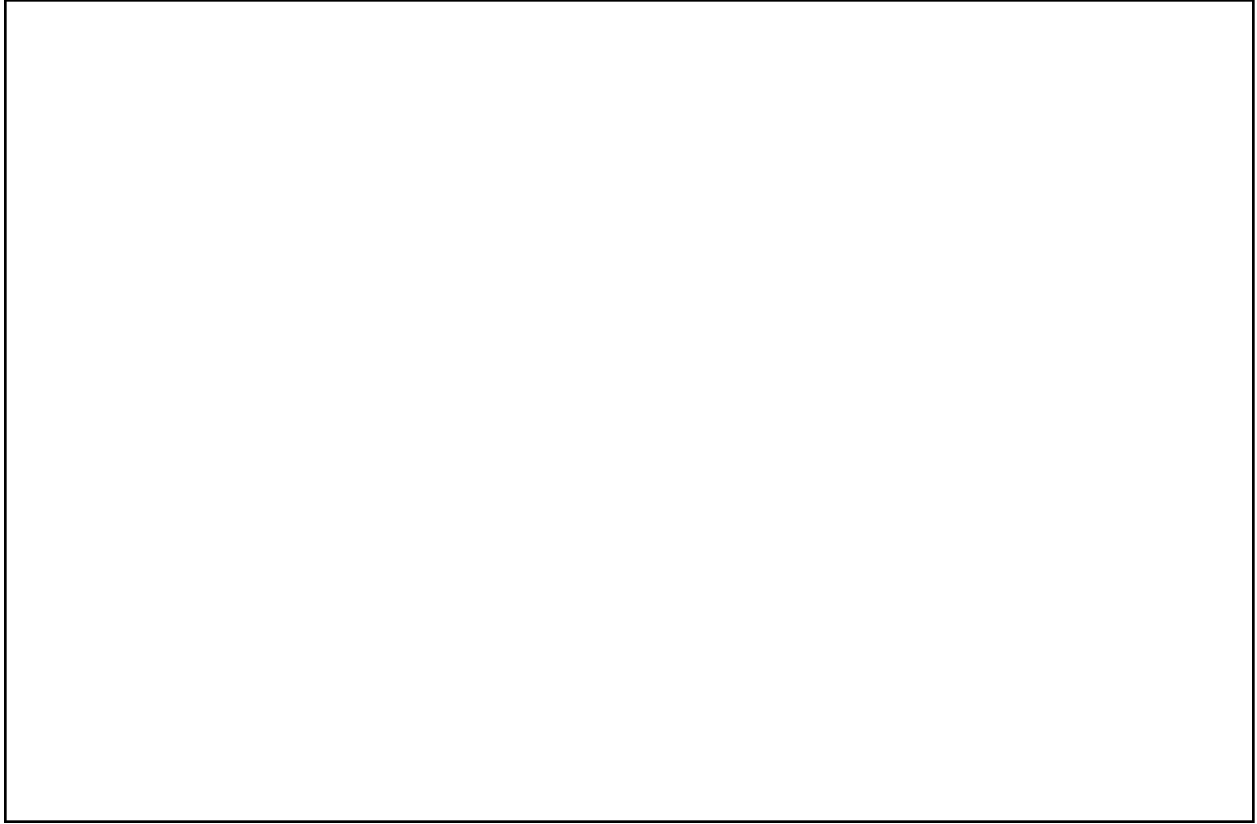
- The doll can sit on the chair.
- The doll can sit on the chair by itself without falling.
- The chair stays up for at least 10 seconds with the doll on it.

Draw a sketch of your chair design.

What works? Why does it work?

What doesn't work? Why not?

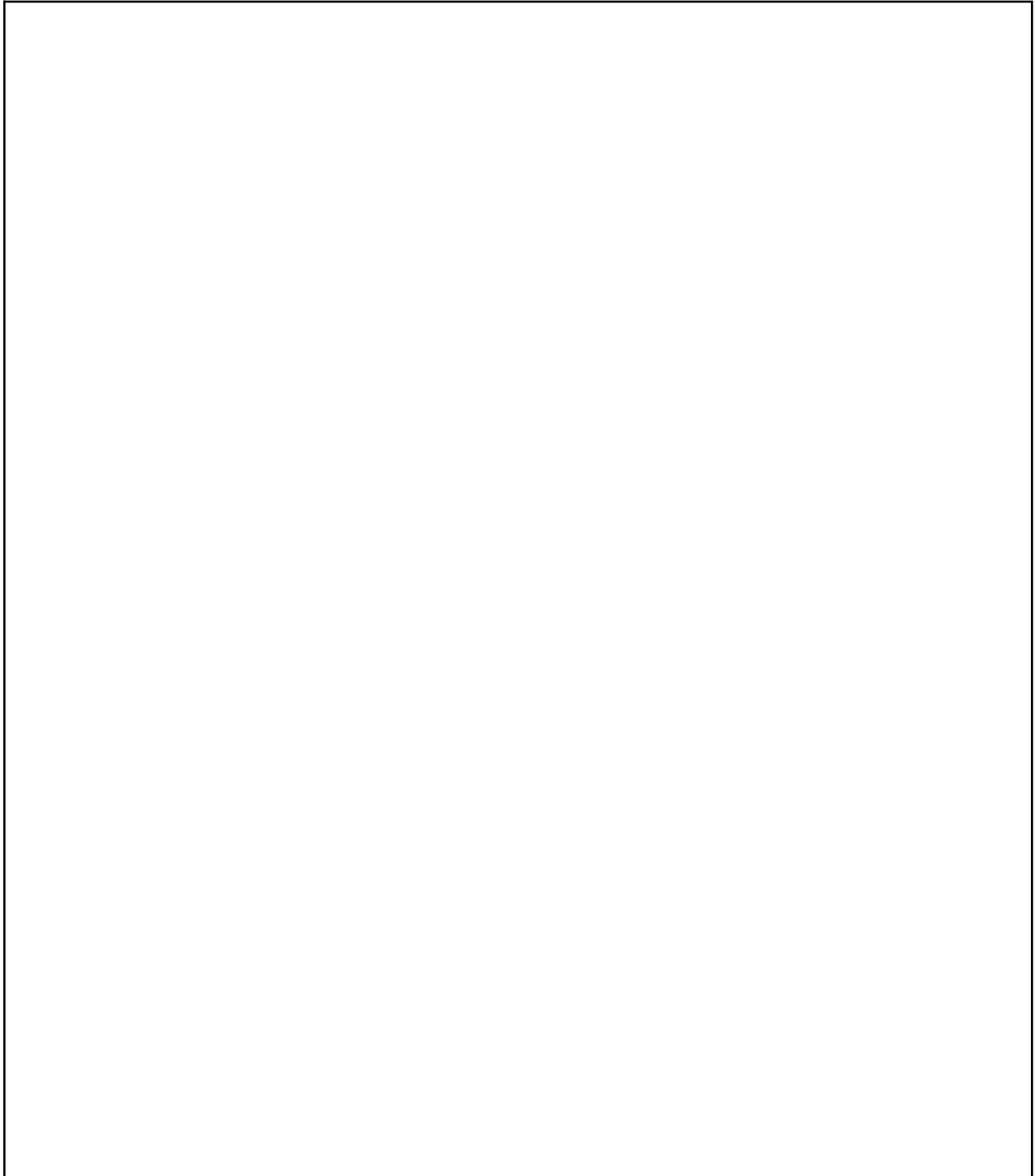
How do scientists and engineers solve problems?



Quadrat Study 1

Date: _____

Draw and write about everything you see in your quadrat.

A large, empty rectangular box with a thin black border, intended for a student to draw and write about their observations in a quadrat.

Choose a solid object in the classroom.

Do not name what it is.

List the materials the object is made of and the properties of each material.

See if a classmate can guess your object.

This object is made of... List materials here.	This material is... List properties here.

Can a classmate guess the object?

Clothing and Building Materials Video

Watch the video. Then choose one question. Think, talk, and write.

Which material interested you? Why?

How was it used in the video?

Can you think of other ways it could be used?

What materials did the engineers use to build the bridge? What properties were important when planning the bridge design?

Look at your backpack. How many different materials is it made of?

What are the properties of those materials?

What is each material good for?

Can you think of other materials a backpack could be made of?

Weight and Flexibility.

weight	paper	wood	plastic	metal
1 penny				
2 pennies				
3 pennies				
4 pennies				
5 pennies				
6 pennies				
7 pennies				
8 pennies				
9 pennies				
10 pennies				
More than 10 pennies				

Weight and Flexibility

With your partner, look at the data from yesterday's experiment. Talk about what you find and answer these questions.

Which material is the **most** flexible?

Which material is the **least** flexible?

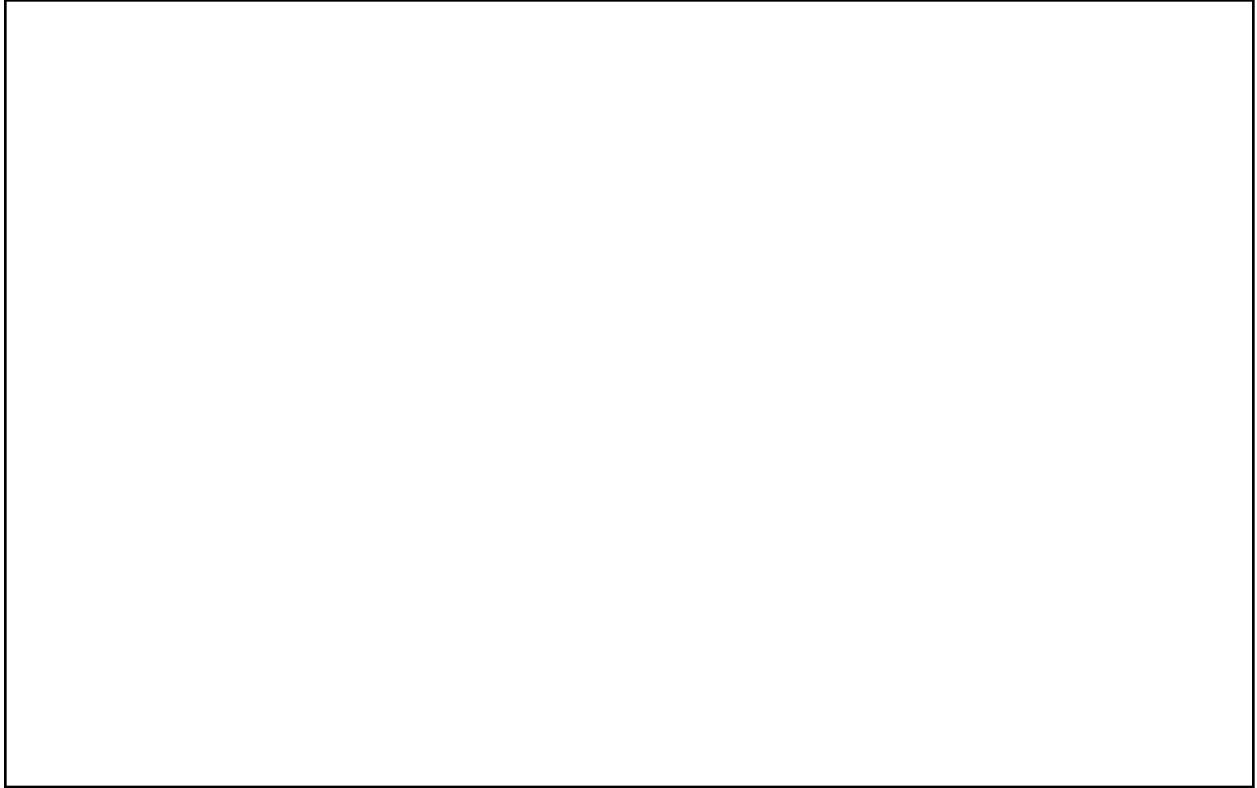
What data supports your answers?

Self-assessment:

Did I draw or write what I thought or observed?

Did I use science and engineering ideas by talking, writing, drawing, or building something?

How can scientists describe the properties of solid materials?



Properties of Materials Video

Watch the video. Think, talk, and write about these questions.

What did you learn about properties of materials shown in the video?

Think about one of the experiments technicians and engineers designed to test the materials.

Why do you think those tests were important?

Designing a Fair Experiment to Test Hardness

Tool

What tool will we use to try to scratch each material?

Pressure

How can we describe how much pressure we will use?

Materials

What materials will we test for hardness?

_____	_____
_____	_____
_____	_____
_____	_____

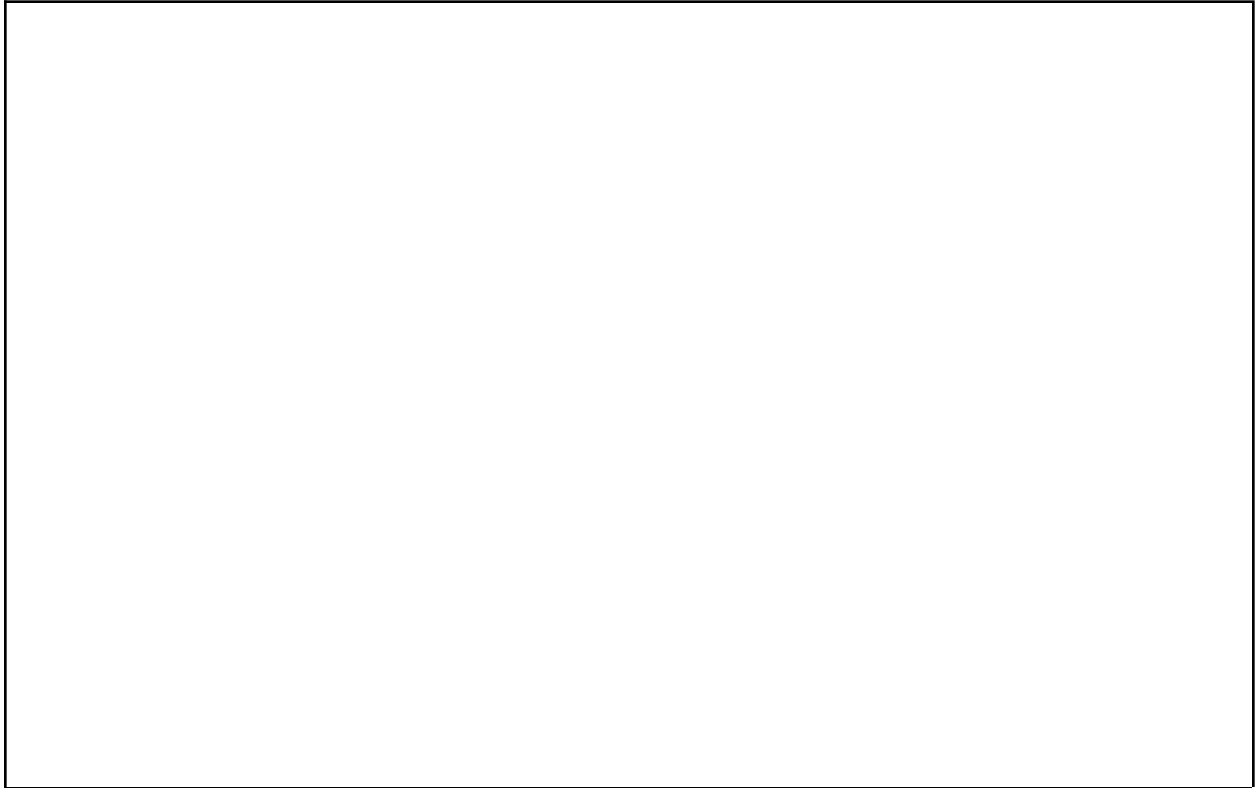
Recording Results

How will we keep track of what we are finding out?

A Fair Experiment to Test Hardness

Tool:	
Pressure:	
Materials to test:	
Results:	

How do scientists design experiments to test the properties of materials?



Designing a Fair Experiment to Test Absorbency

Tool

What tool will we use to apply water to each material?

Water

How many drops of water will we apply to each material?

Materials

What materials will we test for absorbency?

What do we notice about how this experiment is working so far?

Self-assessment:

Did I work with others to plan and do a science investigation?

A Fair Experiment to Test Absorbency

How much water does each material absorb?		
Material	Drops	Observations

Self-assessment:

Did I work with others to plan and do a science investigation?

How do scientists design experiments to test the properties of materials?

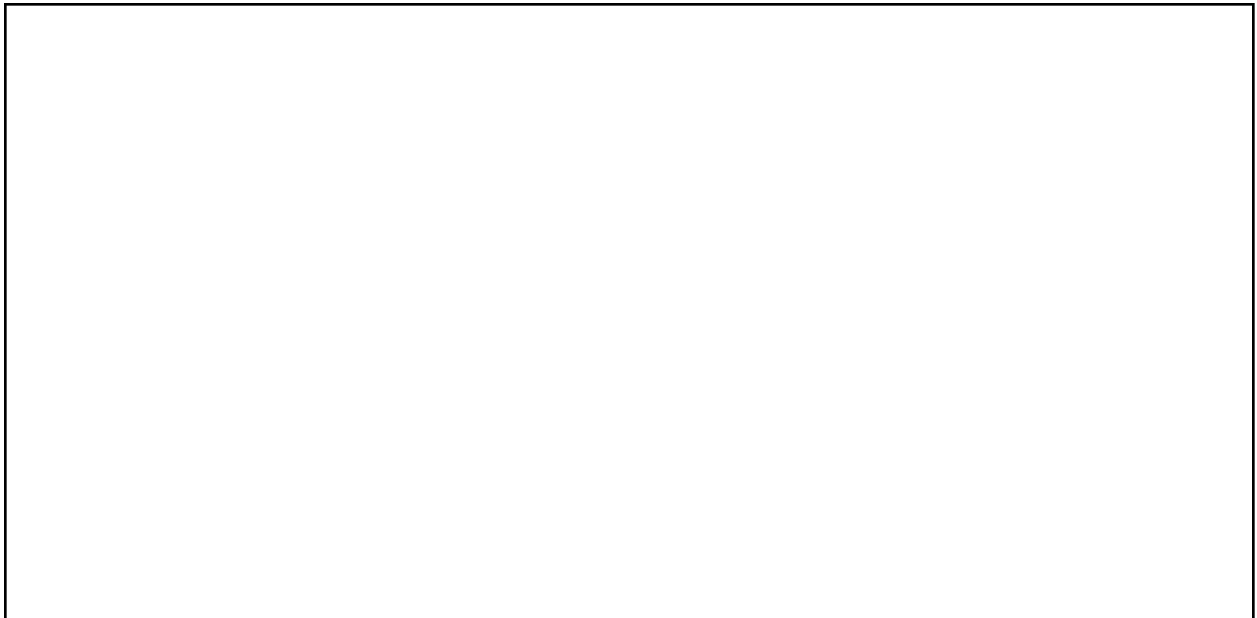


Is it waterproof?

What do you want to find out?

How will you do this?

Draw a sketch of the experiment you have set up.



Conduct your experiment and record your findings on the next page.

Is it waterproof?

Test the materials. Record your findings.

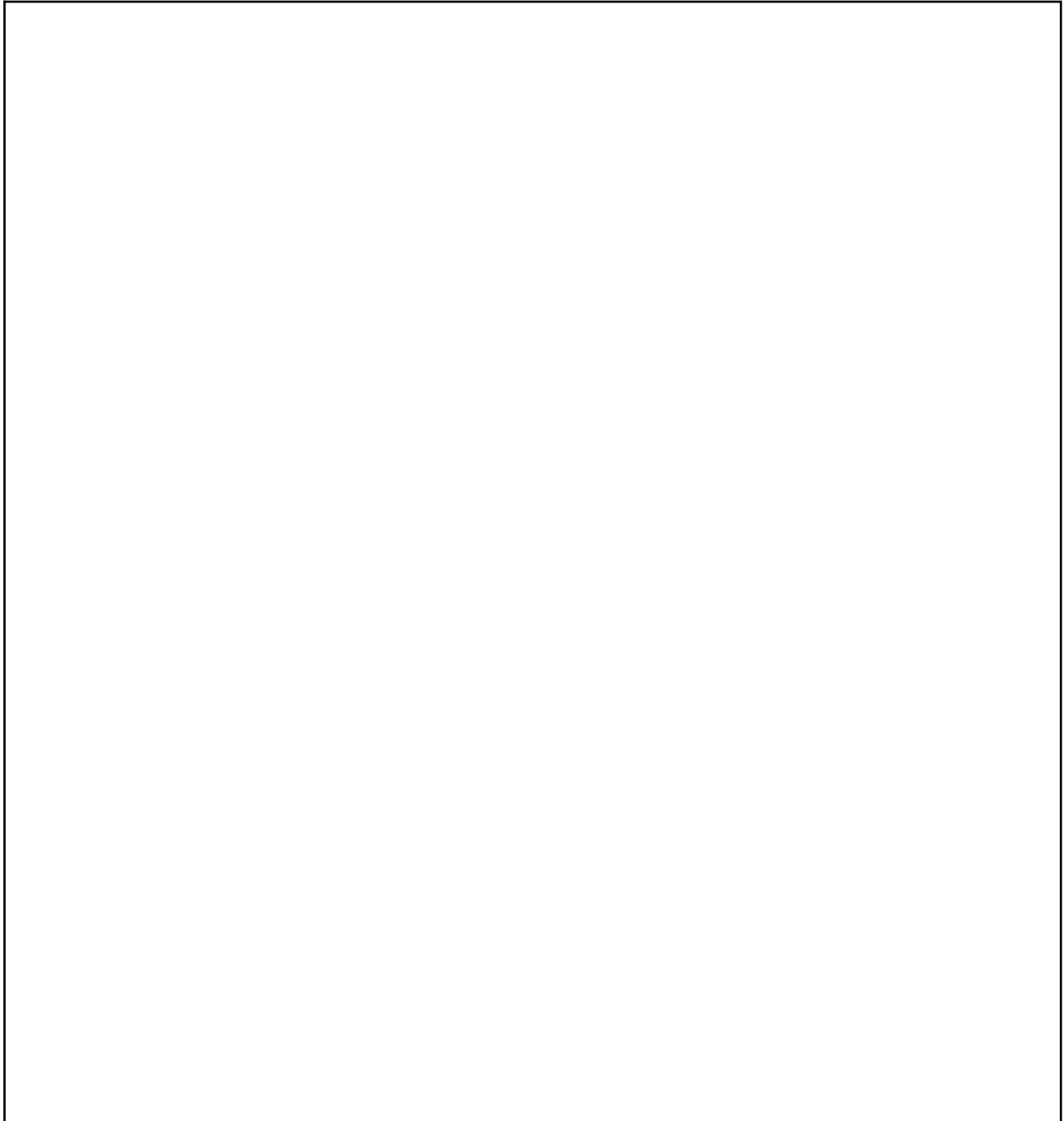
Material	Waterproof? yes/no	Notes

What have you noticed?

Quadrat Study 2

Date: _____

Draw and write about everything you see in your quadrat.

A large, empty rectangular box with a thin black border, intended for a student to draw their observations from a quadrat study.

Compare this drawing to the information from Quadrat Study 1.
What do you notice?

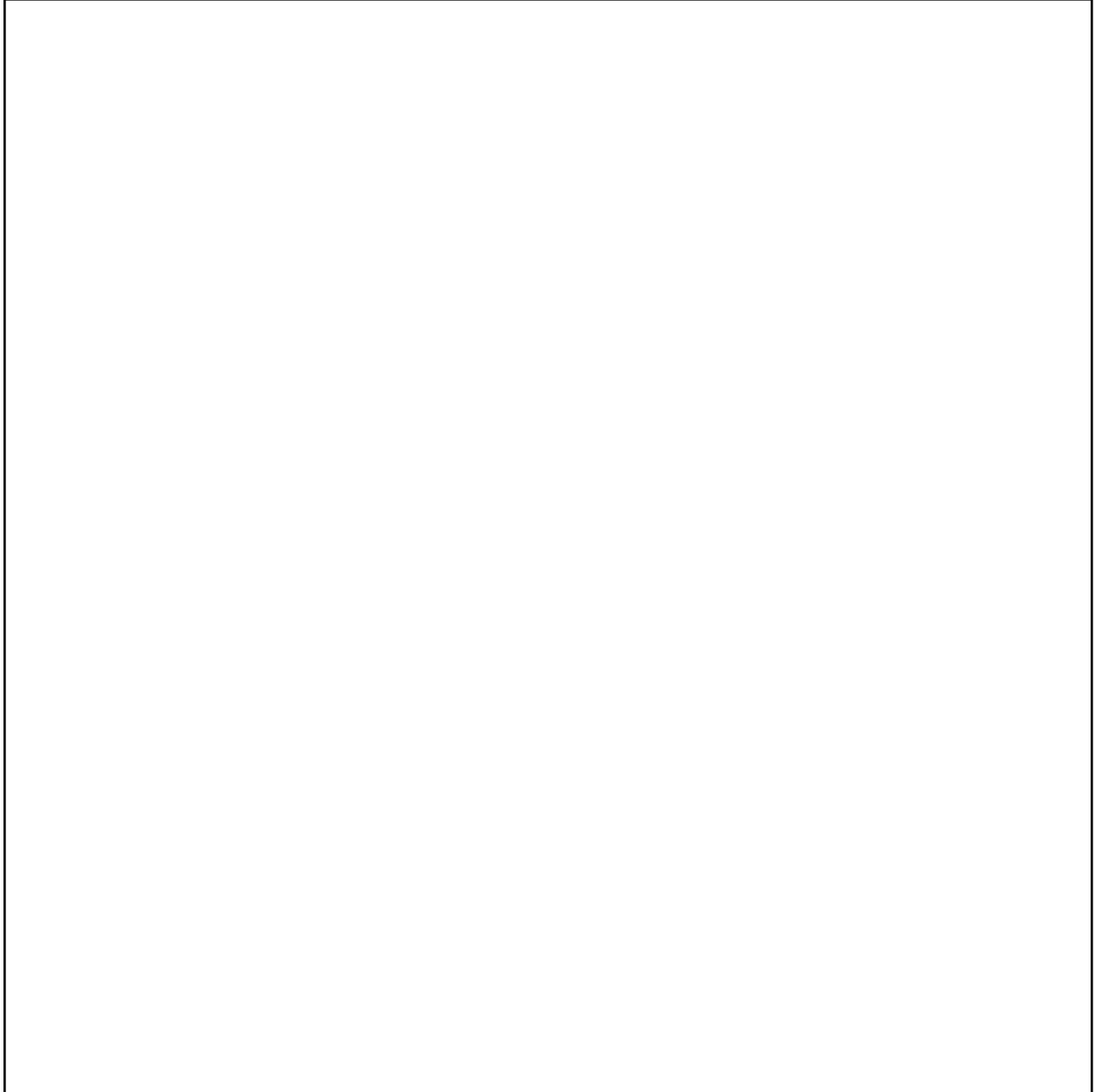
Seating Design Planner

We need this kind of seat because _____

Criteria 1:	
Criteria 2:	
Criteria 3:	
Material	Purpose

Seating Design Planner

Sketch seating designs here.


A large, empty rectangular box with a thin black border, intended for students to sketch their seating designs. It occupies the majority of the page below the introductory text.

Self-assessment:

Did I work with others to plan and do a science investigation?

Did I use my five senses to gather information about an object or something that happened?

How do scientists and engineers design solutions for engineering problems?



Looking at Seating Designs

Choose one seat to look at carefully. What type of seat is this?

What materials were used to make this seat? What are the properties of those materials?

materials	properties

What criteria does this seat meet?

Analyzing our Seating Design

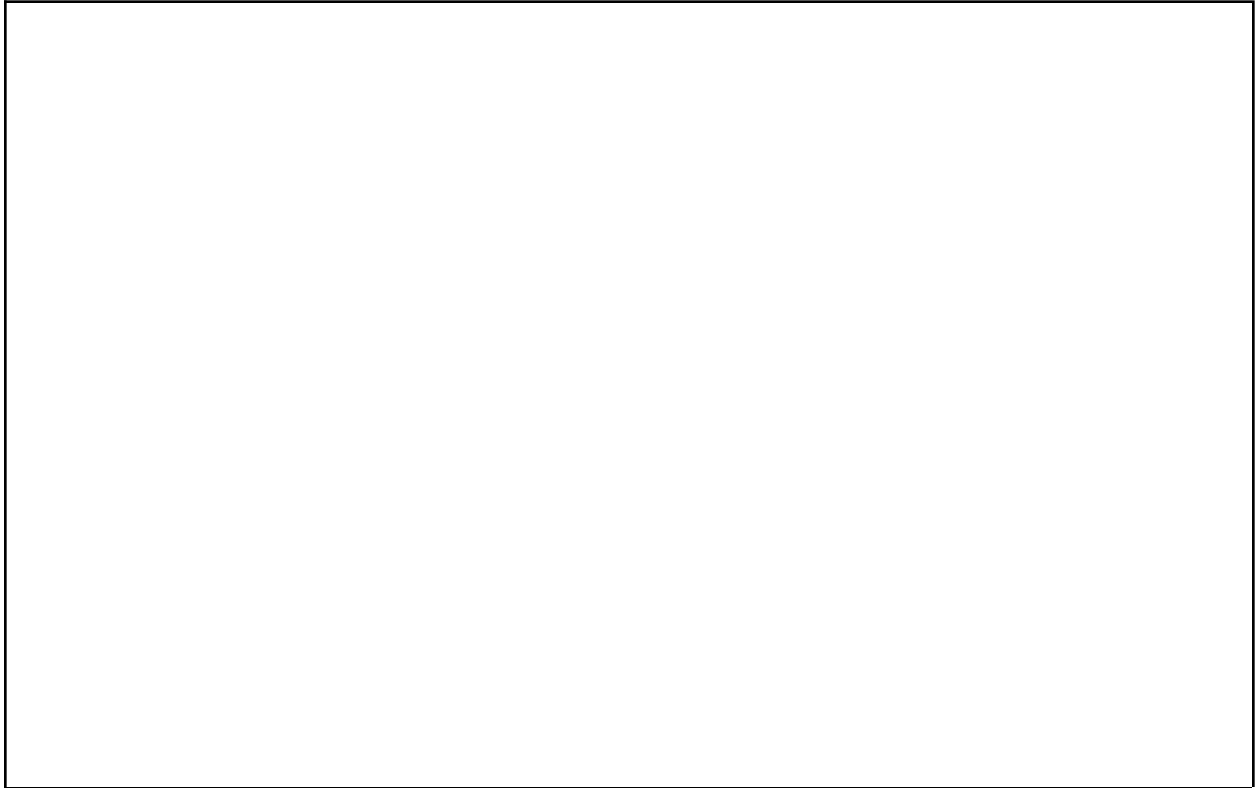
Look back at your design. Think about the designs we looked at yesterday.

What changes do you want to make to your design?

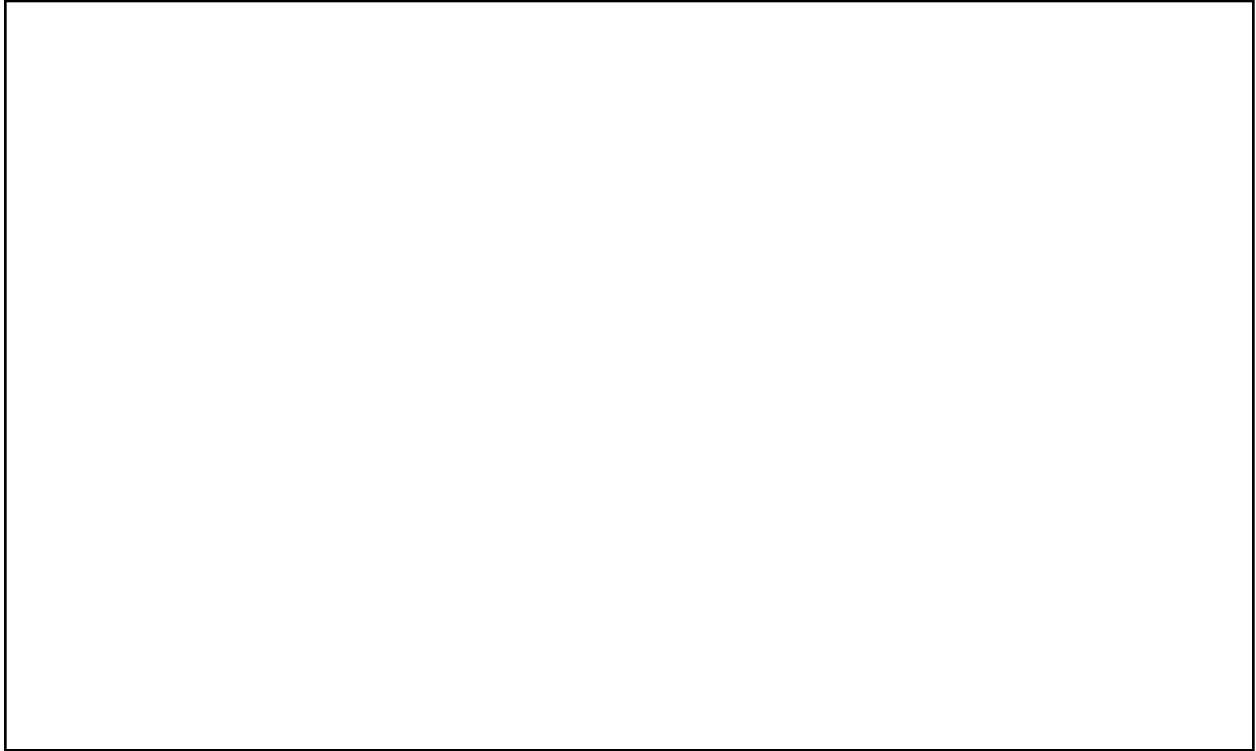
How will this change improve your design?

What do you need to do next?

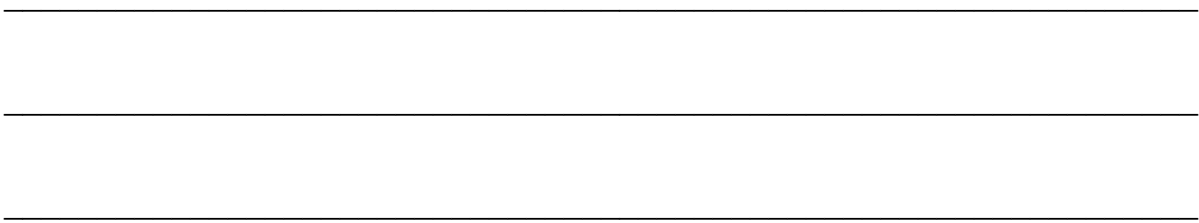
How do scientists and engineers draw inspiration from others' designs?



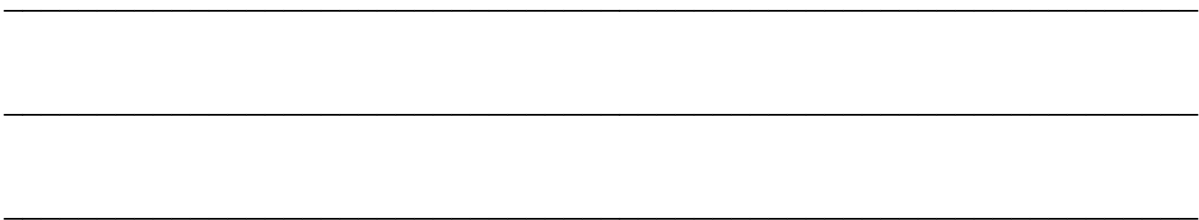
_____ Date: _____
Title



What am I discovering?



What questions do I have?



Date: _____

Title