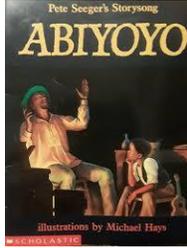


Unit 1: Our Community

WEEK 1 At a Glance

Texts



Read Aloud

- Day 1: *Abiyoyo*, Read 1
- Day 2: *Abiyoyo*, Read 2
- Day 3: *Abiyoyo*, Read 3
- Day 4: *Abiyoyo*, Read 4
- Day 5: *Abiyoyo*, Read 5; Unit Question Chart

Centers

- Art Studio Table: Playdough 1 (Days 1-5)
- Art Studio Easel: Color Mixing 1 (Days 2-5)
- Blocks: Exploration 1 (Days 4-5)
- Dramatization: Pretending Home 1 (Days 4-5)
- Library & Listening: Enjoying Books 1 (Days 2-5)
- Discovery Table: Sand 1 (Days 3-5)
- STEM Investigations: *Introduced in Week 2*
- Writing & Drawing: *Introduced in Week 3*

Writing: Writing Basics

- Day 1: Storytelling
- Day 2: Deconstruction: Images and Storytelling
- Day 3: Retelling
- Day 4: Retelling
- Day 5: Images and Storytelling

Phonics Program: Follow Guide

Shared Reading: "This is the Way We Go to School"

Stations

- Scavenger Hunts (Days 1 & 2)
- Teacher groups: *Introduced after Week 4, as appropriate*
- Reading: Independent and Partner Reading (Day 5)
- Pocket Chart: *Introduced in Week 2*
- Listening & Speaking:
 - Talk Time: *Introduced in Week 2*
 - Listen and Respond: *Introduced in Week 4*
- Writing: *Introduced in Week 3*
- Word Work: Name Puzzles (Day 3); Memory (Day 4)

Storytelling and Story Acting: Adults tell stories every day.

Math: Follow Guide



community

<https://btu.org/learning/west-zone-early-learning-center/>



disappear

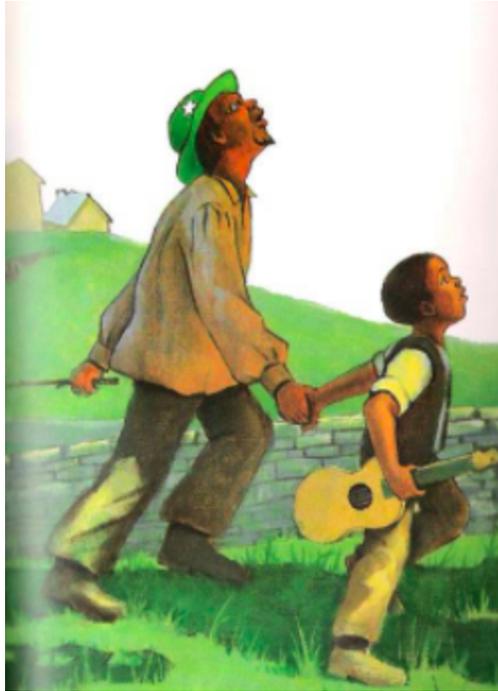
Read Aloud Vocabulary U1 W1



trick



foolish



character

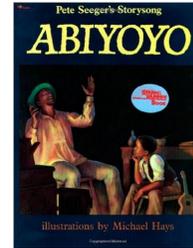


believe

Read Aloud Vocabulary U1 W1

Unit 1: Our Community

WEEK 1 Day 1



Read Aloud
Abiyoyo
Read 1 of 5

Big Idea	Individuals, or citizens, come together to work, live, learn and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	Who and what makes a community? Why is collaboration and working together important?
Content Objective	I can identify the characters in a story. (R.6.K.a, R.6.K.b)
Language Objective	I can follow the agreed-upon routines for discussions, including sharing my thinking and listening to my classmates with care. (SL.1.K.b)
Vocabulary	disappear: to go completely away, to become unable to be seen trick: a joke, or something that makes people believe something that is not true believe: to think that something is true foolish: silly community: a group of people who live, work, or do things together characters: the people or animals that the story is about
Materials and Preparation	<ul style="list-style-type: none">● <i>Abiyoyo</i>, Pete Seeger● Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “Once upon a time”.● <i>Abiyoyo</i> vocabulary cards <p>Prepare to address stereotypes depicted in the illustrations. The “town” in the book is made up of a seemingly multicultural group of people. Explain</p>

	<p>that the town is not based on a real place or a real time period, and that characters in the story dress in ways that represent many time periods, places, and groups of people. As children make observations about the ways the characters appear, guide them towards an understanding that not all people with a given skin tone dress in the ways depicted in the illustrations.</p>
<p>Opening 2 minutes</p>	<p><i>This year we are going to learn about different topics and read a lot of books together! This time in the day is called Read Aloud. During Read Aloud we will read a text together and talk together about what we are reading and learning.</i></p> <p>Introduce the text. <i>This week we are reading a story of fiction called Abiyoyo [point to the title]. Pete Seeger is the author—he wrote the book. He borrowed the ideas for this story from a South African folktale. Michael Hays illustrated this book, which means he created the pictures.</i></p> <p>Set a purpose for reading. <i>Our first unit this year is called Our Community. A community is a group of people who live, work, or do things together. The characters in Abiyoyo are part of a community. Today when we read, we will identify the important characters in the story. Characters are the people or animals in the story.</i></p> <p>Establish a whole group conversation routine for Read Alouds. <i>When we work and talk together in our classroom community this year, we will need to make sure that we can hear everyone’s ideas. One way that we can do that is to take turns when we talk. In our classroom, you can raise your hand to signal that you have an idea to share. I am going to ask some questions while I am reading today. You will have time to think, and then you can raise your hand if you have a response that you would like to share with the class.</i></p> <p>Raising hands is just one example of a way to signal having something to say in a whole group discussion. Select and teach the particular routine that will be used during whole group discussions.</p>
<p>Text and Discussion 12 minutes</p> <p>page 2</p>	<p><i>Disappear means to go away. See how the illustration shows that the card disappeared?</i></p> <p><i>On this page, I see the boy playing his ukulele, the father making cards disappear, and three other grown-ups who live in the town. I’m thinking that the townspeople might not like the ukulele because</i></p>

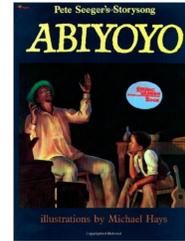
	<i>I see one character covering her ears [point to the illustration] and another character pointing to the door [point to the illustration].</i>
page 4	<i>The father played tricks on people—that’s not nice! He played jokes on them!</i>
page 10	<i>Who are the people in this illustration?</i> <i>Why are the community members asking the boy and his father to leave?</i> Harvest a few responses. <i>We’ll think more about this as we continue to read this story.</i>
page 16	<i>Wow! Who is this new character?</i> <i>This is a giant named Abiyoyo! A giant is a made up creature. As we can see in the illustration, giants are really, really big.</i>
page 40	Refer to the illustration. <i>What do you see happening in this picture?</i> <i>Why do you think the community is doing that?</i> Harvest a few responses while pointing to the image of the townspeople lifting the boy and the father on their shoulders.
Key Discussion 6 minutes	Remind children of the expectation for signaling a turn in whole group conversations. As children share ideas, highlight actions that show active listening to peers’ ideas, such as looking at the speaker, nodding, etc. <i>Who are the important characters in this story?</i> Harvest several responses. As children speak, turn back to illustrations that support their responses. <i>If you have not volunteered to share your ideas yet, think about whether you might be ready to share for the next question.</i> <i>What did we learn about the boy, the father, and Abiyoyo?</i> Harvest several responses. Turn back to illustrations that support children’s ideas. (Note that the same question will be asked on Day 2; thus, allow for children’s developing understanding. For example, children may say that the boy and father are able to do magic or are brave, but may not yet make connections to caring for the community.)
Closing 1 minute	<i>Tomorrow we will read this story again so that we can learn about and describe the boy and his father even more.</i>
Standards	R.6.K.a With prompting and support, identify characters settings and major events in a story.

	<p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group conversation.</p> <p>Do children identify the characters?</p> <p>How do children use the text to support their ideas in discussion?</p> <p>How do children participate in group discussion routines?</p>

Notes

Unit 1: Our Community

WEEK 1 Day 2



Read Aloud
Abiyoyo
 Read 2 of 5

Big Idea	Individuals, or citizens, come together to work, live, learn and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	Who and what makes a community? Why is collaboration and working together important?
Content Objective	I can act out <i>Abiyoyo</i> in order to describe the characters. (R.6.K.a, R.6.K.b)
Language Objective	I can demonstrate the meaning of words from the story by acting them out. (L.5.K.d)
Vocabulary	<p>disappear: to go completely away, to become unable to be seen</p> <p>trick: a joke, or something that makes people believe something that is not true</p> <p>believe: to think that something is true</p> <p>foolish: silly</p> <p>community: a group of people who live, work, or do things together</p> <p>characters: the people or animals that the story is about</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Abiyoyo</i>, Pete Seeger ● <i>Abiyoyo</i> vocabulary cards
Opening 1 minute	<p>Introduce the text.</p> <p><i>Yesterday we read the story Abiyoyo and identified the important characters in the story. On the cover we can see the boy and his father who saved their community from the giant, Abiyoyo.</i></p> <p>Set a purpose for reading.</p>

Read Aloud U1 W1 D2

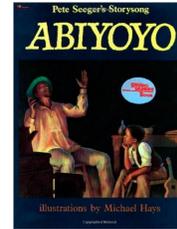
	<p><i>Today, we're going to act out this story to better understand the characters to describe them.</i></p> <p><i>Remember, the people in a story are the ____ [have students chime in "characters"]. The characters live and do things together, so they are all members of a community.</i></p>
<p>Text and Discussion 12 minutes page 2</p>	<p>Gather children in a circle to allow for story acting in the center of the circle. Invite children on stage (the center of the circle) to play parts as characters are introduced throughout the book. On this page, invite children to play the parts of the boy, the father, and community members (3-5).</p> <p><i>Let's act out the story of Abiyoyo! When we act something out we pretend to be the characters in the story.</i></p>
<p>page 4</p>	<p>Invite a couple of children to be actors, dramatizing the scene to show the meaning of the word disappear.</p> <p><i>How can you show that the glass disappeared? Does anyone have any advice for our actors?</i></p> <p>Invite children to dramatize the characters' feelings.</p> <p><i>How might the community members' faces look when the father plays tricks on them? What feeling is that? What other feelings can our actors show?</i></p>
<p>page 10</p>	<p><i>How might the boy and his father be feeling here? How can our actors show this feeling?</i></p>
<p>page 14</p>	<p>Invite one child to act out Abiyoyo. Invite the rest of the children to act out the moment of seeing the shadow of Abiyoyo on the horizon.</p>
<p>page 15</p>	<p>Invite several children to act as the community members, showing their reaction to Abiyoyo.</p>
<p>page 19</p>	<p><i>It's important in our class community to take turns. Thank you, ____ and ____, for helping us act out the beginning of the story!</i></p> <p>Select two different children to be the boy and the father. Set a precedent of choosing at least one child who is not a boy to communicate that, in acting, people can be anyone.</p>
<p>page 24</p>	<p><i>How are the boy and his father feeling here? How can our actors show that they are brave?</i></p>
<p>page 25</p>	<p><i>How should our Abiyoyo actor make her body look? How can she show a foolish grin?</i></p>

	Continue to act out the rest of the story in this way.
Key Discussion 6 minutes	<p>Invite all the children to sit down for a whole group discussion. Remind them of routines for whole group discussion.</p> <p><i>How does the community feel about the boy and his father at the end of the story?</i></p> <p>Harvest children’s ideas and refer them to the text and illustrations for support.</p> <p><i>What more have we learned about the boy, the father, and Abiyoyo after acting out the story today?</i></p>
Closing 1 minute	<i>Today you acted out the story of Abiyoyo. We will use this strategy to help us understand more stories this year!</i>
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>L.5.K.d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.</p>
Ongoing assessment	<p>Observe children’s participation during story acting and listen to children’s responses during the whole group conversation.</p> <p>How do children describe the characters?</p> <p>Do children demonstrate comprehension of the characters and events through acting?</p> <p>How do children use the text to support their ideas in discussion?</p> <p>How do children participate in group discussion routines?</p>

Notes

Unit 1: Our Community

WEEK 1 Day 3



Read Aloud
Abiyoyo
 Read 3 of 5

Big Idea	Individuals, or citizens, come together to work, live, learn and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	Who and what makes a community? Why is collaboration and working together important?
Content Objectives	I can use key details to retell the major events of the story. (R.5.K.a, R.5.K.b, R.8.K.a, R.8.K.b) I can explain how the characters in the story show kindness toward their community (Civics and Government 3).
Language Objective	I can use details from the text to answer questions about a story in a group discussion. (SL.1.K.b, SL.2.K.a)
Vocabulary	disappear: to go completely away, to become unable to be seen trick: a joke, or something that makes people believe something that is not true believe: to think that something is true foolish: silly community: a group of people who live, work, or do things together characters: the people or animals that the story is about
Materials and Preparation	Preview the song that appears at the end of the book, “Abiyoyo” . The song is the first track of the linked recording, and precedes Pete Seeger’s telling of the story. <ul style="list-style-type: none"> ● <i>Abiyoyo</i>, Pete Seeger

Read Aloud U1 W1 D3

- *Abiyoyo* vocabulary cards
 - chart paper and markers
- Prepare the following Story Elements chart with “Characters” and “Setting” filled in.

Story Elements	
<i>Abiyoyo</i> by Pete Seeger	
Orientation:	
<u>Characters</u> <i>boy</i> <i>father</i> <i>Abiyoyo</i> <i>community members</i>	<u>Setting</u> <i>the town</i> <i>outside of the town</i> <i>over several days</i>
Sequence of Events:	
Problem	Resolution
Message:	

Opening
1 minute

Introduce the text.
*Yesterday we acted out the story Abiyoyo and described the characters. Here we have a chart that shows the **elements**, or parts, of stories.*

*I’ve written down the names of the important characters and the setting. The **setting** is where and when the story takes place. Let’s read what I’ve written on the chart together.*

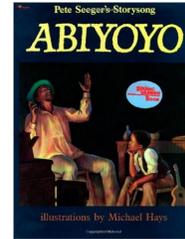
Invite children to echo read the character names and the setting.

Set a purpose for reading.
Stories not only have characters and settings, they have a sequence of events. The events happen in an order and often include a problem and a resolution. The resolution is how the problem gets resolved, or worked out. Today, we’re going to retell the story of Abiyoyo, and we’ll be sure to include the problem and the resolution in our retelling.

	<i>As we are reading, when you think we have come to the story's problem, put your finger on your nose!</i>
Text and Discussion 10 minutes page 10	<p>Read the beginning of the text with minimal stops.</p> <p><i>I saw some friends put their fingers on their noses. What is a problem that has happened so far?</i></p> <p>Harvest children's ideas. [The father played tricks and so the community did not want them there; the boy and father were sent out of the community.]</p> <p><i>These are problems the boy and his father are facing. However, there is an even bigger problem that the whole community is about to face. Let's keep reading!</i></p>
page 18	<p><i>I see fingers on noses again! What is the problem?</i></p> <p>Harvest children's ideas. [Abiyoyo is coming and is eating the farm animals; the people in the community are scared of the giant, Abiyoyo.]</p> <p><i>Yes! Abiyoyo coming is a big problem for the community. Let's keep reading to remember how the problem is resolved.</i></p>
page 22	<p><i>I notice that instead of running away from Abiyoyo, the father and the boy are going towards Abiyoyo to be problem solvers!</i></p> <p>Read to the next stopping point without pausing. Children may chime in during the Abiyoyo song.</p>
page 38	<p><i>How was the problem resolved?</i> [The boy and the father used their magic for good; the boy and his father were brave and tricked Abiyoyo by singing.]</p> <p>Harvest a few responses.</p> <p>Read to the end of the text.</p>
Key Discussion and Activity 8 minutes	<p>In a whole group discussion, invite children to retell the problem and resolution. Especially elicit responses from children who did not speak during the reading. As children share the resolution, extend the discussion by asking,</p> <p><i>How did the boy and his father show kindness for their community?</i></p> <p>Harvest several ideas and record a synthesis of children's ideas on the chart.</p> <p>Leave the "Message" part of the chart for the Day 5 lesson.</p>
Closing 1 minute	<i>Tomorrow we will think about how the boy his father changed in this story. There is so much to think and talk about with just one story!</i>

<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.8.K a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group conversation.</p> <p>Do children identify and describe story elements?</p> <p>How do children describe the problem and resolution?</p> <p>How do children participate in group discussion routines?</p>

Notes



Read Aloud
Abiyoyo
 Read 4 of 5

Big Idea	Individuals, or citizens, come together to work, live, learn and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	Who and what makes a community? Why is collaboration and working together important?
Content Objective	I can use the illustrations and text to describe how the main characters change over the course of the story (R.6.K.a, R.6.K.b, R.4.K, R.11.K.a, R.11.K.c).
Language Objective	I can use details from the text to answer questions about a story in a group discussion. (SL.1.K.a, SL.2.K.a)
Vocabulary	<p>disappear: to go completely away, to become unable to be seen</p> <p>trick: a joke, or something that makes people believe something that is not true</p> <p>believe: to think that something is true</p> <p>foolish: silly</p> <p>community: a group of people who live, work, or do things together</p> <p>characters: the people or animals that the story is about</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Abiyoyo</i>, Pete Seeger ● <i>Abiyoyo</i> vocabulary cards ● Story Elements chart, from Day 3 <p>On the whiteboard write: How did the boy and his father change over the course of the story?</p>

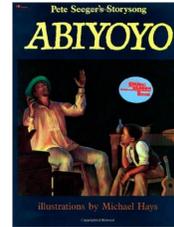
	<p>If needed, listen again to the song that appears at the end of the book, “Abiyoyo”. The song is the first track of the linked recording, and precedes Pete Seeger’s telling of the story.</p>
<p>Opening</p>	<p>Review the text. <i>We’ve been reading Abiyoyo this week, and we’ve written some of the story elements on our chart.</i></p> <p>Set a purpose for the lesson. <i>Today, we’ll use both the words and the illustrations to answer the question on the whiteboard: How did the boy and his father change over the course of the story?</i></p> <p><i>We’ll zoom in on important events at the beginning, middle, and end of the story in order to answer this question.</i></p> <p>Plan to revisit only the select pages for this lesson, rather than reread the entire text. Allow time for children to view the illustrations closely on each of these pages.</p>
<p>Text and Discussion 10 minutes pages 3 and 4</p>	<p>Read the pages and show the illustration. <i>How are the father’s actions making his community feel? Look closely at the illustration to learn how the community is reacting to his tricks.</i></p> <p>Harvest children’s responses.</p>
<p>pages 7 and 8</p>	<p>Read the pages and show the illustration. <i>How are the father’s actions making his community feel here? Again, look closely at the illustration to learn how the community is reacting to his tricks.</i></p> <p>Elicit responses from children who did not respond to the earlier question.</p>
<p>pages 9-18</p>	<p>Turning through these pages, engage children in a picture walk to revisit the events of the story, without reading the text.</p>
<p>pages 19-20</p>	<p>Read the pages and show the illustration. <i>Based on the father’s words, we know he is thinking about how to help his community.</i></p> <p><i>Look closely at the illustration of the boy. What does it show?</i></p> <p>Harvest a few responses. Highlight the phrase, “the boy is also thinking of how to be helpful.”</p>
<p>pages 25-37</p>	<p>Read the pages without stopping. Invite children to chime in during the Abiyoyo song.</p>
<p>page 38</p>	<p><i>How are the boy and his father using their music and magic now?</i></p>

	<p><i>How is this different than how they used their music and magic at the beginning of the story?</i></p> <p>Harvest several responses.</p>
<p>Key Discussion 8 minutes</p>	<p>Invite children to participate in a whole group discussion, reminding them about established expectations for active and respectful listening.</p> <p><i>How did the boy and his father change over the course of the story?</i></p> <p>Harvest several responses.</p> <p><i>The boy and his father used their kind hearts, magic, and music to solve a problem and help their community!</i></p> <p><i>When is a time when you solved a problem in order to help your community? How did you do it? You might think about your community as your family, or as the place where you live, or a school community.</i></p> <p>Facilitate a discussion. This discussion might be referred to and extended during the morning meeting.</p>
<p>Closing</p>	<p><i>In many stories we read this year in K2 we'll see how characters change over the course of the story. You too, will grow and change during your year in K2!</i></p>
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.1.K.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group conversation.</p> <p>Do children describe the characters at key events?</p> <p>Do children describe how the characters changed?</p> <p>Do children identify a time in their own lives when they overcame an obstacle?</p>

	How do children participate in group discussion routines?
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Notes

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Read Aloud
Abiyoyo
 Read 5 of 5

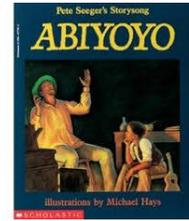
Big Idea	Individuals, or citizens, come together to work, live, learn and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	Who and what makes a community? Why is collaboration and working together important?
Content Objective	I can use key details from the words and illustrations to retell the story’s message about community (R.5.K.a, R.5.K.b, R.11.K.a, R.11.K.c, Civics and Government 3.).
Language Objective	I can actively engage in group discussion routines (SL.1.K.a).
Vocabulary	<p>disappear: to go completely away, to become unable to be seen</p> <p>trick: a joke, or something that makes people believe something that is not true</p> <p>believe: to think that something is true</p> <p>foolish: silly</p> <p>community: a group of people who live, work, or do things together</p> <p>characters: the people or animals that the story is about</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Abiyoyo</i>, Pete Seeger ● <i>Abiyoyo</i> vocabulary cards ● Story Elements Chart, from Day 3 <p>On the whiteboard write: What does the story of <i>Abiyoyo</i> teach us about communities?</p>

<p>Opening 1 minute</p>	<p>Review the text and the Story Elements chart. <i>We've done a lot of work with the story Abiyoyo this week! There's one part of our Story Elements chart we have not completed yet—the story's message.</i></p> <p>Set a purpose for the lesson. <i>Storytellers and authors have a message for their readers. Pete Seeger is an American singer and storyteller who retold this story, but it comes from a South African folktale, which means it was told by many people generations in South Africa. It was passed down from grandparents, to parents, to children.</i></p> <p><i>Today, we'll think about this question: What does the story of Abiyoyo teach us about communities? That will be the message that we add to the chart.</i></p> <p>Plan to revisit only the select pages for this lesson, rather than reread the entire text. Allow time for children to view the illustrations closely on each of these pages.</p>
<p>Text and Discussion 7 minutes</p> <p>page 41</p>	<p><i>Let's look closely at the last page of the story. What do you see in the illustration?</i></p> <p>Harvest a few responses.</p> <p><i>How does the community feel about the boy and his father, and why do they feel that way?</i></p> <p>As children share ideas, encourage them to explain their thinking by referring to the illustration and using their knowledge of the story.</p>
<p>pages 9-10</p>	<p><i>Just like the boy and his father changed, the community also changed in the story. Let's look back to what happened earlier in the story.</i></p> <p>Turn to pages 9 and 10. <i>What do you see in the illustration?</i></p> <p><i>How did the community feel about the boy and his father, and why did they feel that way?</i></p> <p>As children share ideas, encourage them to explain their thinking by referring to the illustration and using their knowledge of the story.</p>
<p>Key Discussion 5 minutes</p>	<p>Refer to the Story Elements chart, and invite children to discuss the story's message using the prompt on the whiteboard, What does the story of Abiyoyo teach us about communities?</p> <p>Facilitate a discussion, encouraging children to draw on their ideas about how characters change from the previous lesson.</p>

	Synthesize children's ideas and record in the "Message" part of the chart.
Closing 4 minutes	<p><i>What are some ways we might act in our classroom community, inspired by the message in Abiyoyo?</i></p> <p>Extend this discussion during a community meeting, as part of developing classroom agreements.</p>
Unit Question Chart 3 minutes	<p>Introduce the Unit Question Chart.</p> <p><i>Over the next several weeks, we will be thinking about this question: What does it mean to be a member of a community? At the end of each week, we'll revisit this chart and see how our ideas have grown.</i></p> <p>Reread the Unit Question. Think aloud about the question, reflecting on experiences throughout the week, and suggest an idea that answers or is connected to the question. Ask for children's input, and decide together on one or two ideas to write on the chart.</p> <p>Some emerging ideas might include: A member of a community helps solve problems; a community celebrates its members; members of communities listen to each other and share their feelings and ideas with each other.</p>
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g, what moment in a story an illustration depicts)</p> <p>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
Ongoing assessment	<p>Listen to children's responses during the whole group conversation.</p> <p>Do children use details from illustrations to describe characters and key events?</p> <p>Do children use key details to retell the story's message?</p> <p>What ideas do children share about what it means to be a member of a community?</p> <p>How do children participate in group discussion routines?</p>

Notes

Unit 1: Our Community



WEEK 1 Day 1

Art Studio Table: Playdough
Children manipulate and explore playdough freely.

Big Ideas	Individuals, or citizens, come together to work, live, learn and relate to each other in communities. People in communities represent their experiences and traditions through artistic expression.
Guiding Questions	What does it mean to be a member of a community? How do you most effectively communicate your thoughts, ideas, feelings, and traditions?
Vocabulary	curious: interested collaborate: to work together introduce: to show something new companion: friend represent: to show
Materials and Preparation	<ul style="list-style-type: none">● playdough (recipe follows)● craft sticks <p>Make a large batch of playdough, either prior to the start of the school day or as a morning activity with a small group of children. (If working with children, note that this recipe requires very hot water and proceed safely.)</p>
Intro to Centers	<p><i>In the Art Studio today we have playdough. Have you ever used playdough before? Put a finger on your nose if you have.</i></p> <p>Hold up a small ball of playdough. <i>Pretend you are holding a small ball of playdough. You can squeeze the playdough with your hands, or flatten it on the table.</i></p> <p>Model squeezing and flattening. Show a craft stick.</p>

	<p><i>What could you do with a tool like this?</i> Model pressing into the playdough with a craft stick.</p> <p><i>What other ideas do you have for using the playdough?</i> Solicit a few ideas from the group. Invite a couple of children to use the playdough to demonstrate their ideas.</p> <p>Describe the expectations for cleaning up when finished. <i>When you are finished using the playdough, roll it back into a ball so it is ready for the next person to use. Cleaning up is an important responsibility in Kindergarten.</i> Show where the playdough belongs when it is put away.</p>
During Centers	<p>Children freely explore the playdough using their hands and/or craft sticks.</p> <p>Observe and then join the children, asking them to describe or show how they are using the playdough. Follow the children’s lead, trying out some of the techniques they describe and using rich and precise vocabulary to narrate what they are doing.</p> <p>Invite children to work collaboratively with the playdough.</p> <p>Consider offering other tools to foster their ideas.</p> <p>Take observational notes about children’s exploration and language.</p>
Facilitation	<ul style="list-style-type: none"> ● How does the playdough feel? ● What happens when you squeeze the ball of playdough? ● How could you use these craft sticks? ● What do you notice your friend is doing with the playdough? ● How could you collaborate to use the playdough together? ● Now that you are finished, what can you do to get the materials ready for other children to use?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Civics and Government Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes

Playdough Recipe

2 cups flour

1 cup salt

1 cup hot water

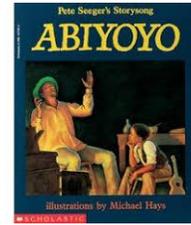
1 tablespoon of oil

2 tablespoons of cream tartar

food coloring, paint, or liquid watercolor (optional)

1. Mix dry ingredients together.
2. Add oil to hot water.
3. Add wet ingredients to dry ingredients.
4. Mix together.
5. On a floured surface, knead together.

Note: Water should be very hot.



WEEK 1 Day 2

Art Studio Easel: Color Mixing 1

Children experiment with mixing paint colors, beginning with primary colors (red, blue, yellow). In doing so, children begin to create a collection of paints in various colors for the classroom community to share and use together. Children paint with the colors they mix.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>People in communities represent their experiences and traditions through artistic expression.</p>
Guiding Questions	<p>When is it important to work in a group or independently?</p> <p>How do you most effectively communicate your thoughts, ideas, feelings and traditions?</p>
Vocabulary	<p>curious: interested</p> <p>disappear: to go completely away, to become unable to be seen</p> <p>imagine: to form a picture in one’s mind</p> <p>notice: to see, to pay attention to something</p> <p>represent: to show</p> <p>creativity: the use of imagination</p> <p>tint: a shade or kind of color</p> <p>shade: a darker or lighter color than a similar one</p> <p>primary colors: yellow, blue, and red; the colors from which other colors can be made</p>
Materials and Preparation	<ul style="list-style-type: none"> ● easel ● tempera paints, red, blue, and yellow only, one set for each side of the easel (or table space) ● brushes ● large paper ● several paint cups, such as small, clear plastic or glass jars, with lids ● pencils

	<ul style="list-style-type: none"> ● containers of water ● spoons ● mixing trays/palettes ● <i>Abiyoyo</i>, Pete Seeger ● a collection of books about and featuring color, from Week 1 (see following list of suggested titles) Make sure books will be accessible but remain clean. ● masking tape ● markers <p>Set up the Easel as follows. Hang paper on the easel. Plan for where children will mix paints; for how they will access water for painting, cleaning brushes, and washing hands; and for traffic flow at and around the easel. Arrange brushes, spoons, and empty paint containers for easy access. Set up small trays or palettes for mixing colors. Define a space where containers of new paint colors will be stored.</p> <p>Create examples or choose images of what happens when each pair of colors is mixed: yellow and blue, blue and red, and red and yellow. Post these near the Art Studio.</p>
<p>Intro to Centers</p>	<p><i>At the Art Studio Easel today we have three colors of paint: red, blue, and yellow.</i></p> <p>Hold up each color of paint. <i>You can experiment with mixing them together to make new colors, and then paint with them.</i></p> <p>Show the containers and palettes, spoons or brushes and demonstrate how they can be used to mix paint.</p> <p><i>What do you think will happen when I mix these two colors, blue and yellow?</i></p> <p>Invite a few children to make predictions. <i>You only need a little bit of paint at a time to see what will happen.</i></p> <p>Model using the container and tools to mix a small amount of paint.</p> <p><i>I wonder how you can make some of the colors we see in Abiyoyo.</i></p> <p>Hold up the book, leaf through a few pages, and choose one illustration. <i>What colors do you notice here? Do you see a color you'd like to try to make? Do you have an idea about how you might mix that color?</i></p> <p>Demonstrate expectations for cleaning up and leaving the area.</p>

	<i>When you are finished using the paint, make sure the brushes are ready for the next person coming to the easel. Organizing materials is an important responsibility in Kindergarten.</i>
During Centers	Children experiment with mixing paints. They make predictions about the colors they are creating. They might be inspired to make some of the colors they notice in books or in the surrounding environment. Children can save mixed paints in covered containers and keep using them over time. Children may work alone or with a partner both mixing and painting. The children might choose to name and label the new colors they create. Easy labels can be made with masking tape (tear off a piece and lay it on the table for children to write on before pressing it onto the container).
Facilitation	<ul style="list-style-type: none"> ● Which is your favorite color so far? What do you like about it? ● What color are you making when you mix ____ with ____? ● How much of this paint do you use to change the color? ● How are you going to make sure materials are ready for the next painter?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Visual Arts K.1. Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes

Books featuring Color

I Ain't Gonna Paint No More! Karen Beaumont

Draw Me a Star, Eric Carle

The Black Book of Colors, Menena Cottin

A Book About Color: A Clear and Simple Guide for Young Artists, Mark Gonyea

Color Dance, Ann Jonas

Pezzettino, Leo Lionni

A Color of His Own, Leo Lionni

Little Blue and Little Yellow, Leo Lionni

Art, Patrick McDonnell

Hailstones and Halibut Bones: Adventures in Poetry and Color, Mary Le Duc O'Neill

The Big Orange Splot, Daniel Pinkwater

The Dot, Peter Reynolds

Beautiful Oops! Barney Saltzberg

Green, Laura Vaccaro Seeger

Press Here, Herve Tullet

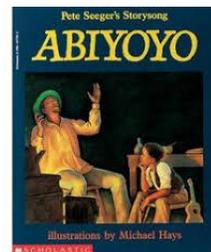
Vincent's Colors, Vincent van Gogh

Mouse Paint, Ellen Stoll Walsh

Art & Max, David Wiesner

Unit 1: Community

WEEK 1 Day 4



Blocks: Exploration 1

Children collaborate to explore and play with blocks and props, becoming familiar with the properties of blocks and other materials in the block area.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>A strong, interdependent community has qualities, such as:</p> <ul style="list-style-type: none"> ● shared responsibility, collaboration and support for each other.
Guiding Questions	<p>What does it mean to be a member of a community? Why is collaboration and working together important?</p>
Vocabulary	<p>collaborate: to work together communicate: to share ideas community: a group of people who live, work, or do things together build: to construct structure: a building</p>
Materials and Preparation	<ul style="list-style-type: none"> ● unit blocks, or one other type of block (foam blocks, Kapla blocks, hollow blocks, snap blocks, etc.) ● props, such as figurines, toy vehicles, signs, a limited selection ● blank paper ● writing and drawing tools ● clipboards ● trays, small rugs, or tape, for defining building spaces ● several books with community images and themes Arrange these in the Blocks Center for children’s reference. ● a collection of images of buildings and/or a set of images of various kinds of structures Begin this collection with images of structures in your town, buildings in other places children's families come from, and structures built by children. Over time, children may contribute

	<p>other images of structures they find interesting. Print the images and hang them on a low wall around the Blocks Center, or put them on a ring or in a binder so that children can access them. Alternately, run a slideshow of images on a computer or projected on a wall.</p> <p>Bring a few blocks and props to the large group meeting area for the Intro to Centers. In the Blocks Center, set up some clipboards with drawing and writing tools for children to sketch plans and record block structures and scenes. Define the building space by taping an area on the rug, using a small area rug, or offering large trays.</p>
<p>Intro to Centers</p>	<p><i>Today we are going to open the Blocks Center. We have these blocks and other props for you to work with.</i></p> <p>Point to the Block Center in the classroom, and show the blocks and props that are available. <i>You can use the blocks in many different ways. You can make a wall, a tower, or other structures.</i></p> <p>Begin to model building a wall or a small tower with the blocks. <i>You could build alone, but you might want to build with a friend.</i></p> <p><i>Here's something else you will find in the Blocks Center: clipboards and pencils. You can sketch, or draw, your building when it's finished, or you could draw to make a plan before you start building. That kind of drawing can help you think about where to place different blocks as you build.</i></p> <p>Demonstrate how you might make a sketch of what you have built. <i>You could also write some labels for things you are building, if you like.</i></p> <p>Model making a label or two. <i>In the Blocks Center you'll find images of different structures. By looking at these, you can get ideas about what you might build.</i></p> <p>Show one or two of the images. <i>If I wanted to build this structure, I wonder how I would begin?</i></p> <p>Turn and talk. <i>What ideas do you have for what to build? How will you plan where to put the blocks?</i></p> <p>Invite children to turn and talk with a partner about building ideas. Harvest and write down a couple of their ideas.</p> <p>Demonstrate expectations for cleaning up and leaving the area.</p>

	<p><i>When you are finished working with the blocks, make sure there is open space for other children to work. Taking care of materials is an important responsibility in Kindergarten.</i></p>
<p>During Centers</p>	<p>Notice what and how the children are building. Are they working together? Are they building vertically or flat on the ground? How are they taking advantage of the properties of the blocks to build?</p> <p>Ask children what they are working on. Point out opportunities for collaboration.</p> <p>Look at the images together with children, and ask them what they are inspired to build. Encourage children to draw plans and then to use their drawings to map out their structures as they begin to build. Talk about the shapes of different blocks. Help children contemplate which shapes might be most useful for different parts of their structures.</p> <p>Encourage children to count how many or to categorize blocks they are using to build their structures.</p> <p>Document children’s work by taking photographs or by offering children an ipad, camera, or other device to photograph their structures. As children create sketches and take photos of their structures, hang these in the building space for reflection and inspiration.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What materials and props do you need to build a structure? ● What did you notice in this image that can help you build? ● How did you decide where to place the blocks? ● How can you work together? ● Can you describe each block? How many blocks did you use? Which kind of block did you use the most? ● What do you notice about someone else's structure that can help you with yours? ● What do you observe (notice) about how someone else is solving that building problem? ● How can you make sure other children have enough space to build?
<p>Standards</p>	<p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood. SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

Civics K.T1.2. Take on responsibilities and follow through on rules, being helpful to and respectful of others.

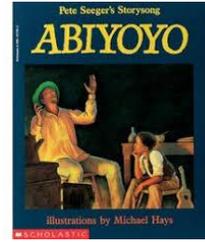
Geography K.T2.1. Describe the location of people, objects, and places, using correctly words and phrases such as up, down, near, far, left, right, straight, back, behind, in front of, next to, between.

Geography K.T2.5. Use maps, photographs, their own drawings or other representations to show and explain to others the location of important places and relationships among places in the immediate neighborhood of the student’s home or school.

Geometry 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Notes

Unit 1: Our Community



WEEK 1 Day 4

Dramatization: Pretending Home & School 1
Children help set up the Dramatization Center as a place to act out family roles and scenarios. Through pretend play, children make connections between home and school.

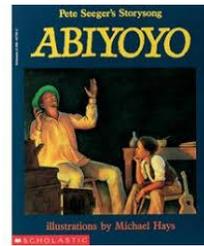
Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. A strong, interdependent community has qualities, such as: <ul style="list-style-type: none">● shared responsibility, collaboration and support for each other.
Guiding Question	What does it mean to be a member of a community?
Vocabulary	community: a group of people who live, work, or do things together collaborate: to work together communicate: to share ideas imagine: to form a picture in one’s mind possessions: things that belong to someone family: a group of people who love each other
Materials and Preparation	During the first week, children decide what they want the area to be and to look like—a home, part of a home, a school. Selected materials should support building out the center to support any of these options. <ul style="list-style-type: none">● pretend food and/or clean food containers● food preparation supplies (dishes, eating utensils, cooking utensils, napkins, hot mitt, pots and pans, etc.)● large pieces of fabric● clothespins Place all of the props into a couple of boxes and close them. <ul style="list-style-type: none">● kitchen furniture and other equipment● chart paper, 1 sheet

	<ul style="list-style-type: none"> ● markers ● informational and fiction books related to food and cooking ● clipboards ● paper ● writing and drawing tools <p>Arrange the area minimally. Set unopened boxes of props in the center of the space. Make sure there is adequate space for children to move around.</p>
<p>Intro to Centers</p>	<p><i>The Dramatization Center is a place for pretending! You can act out stories you know or stories you tell, you can act out things that happen at home, at school, or other places. Today in the Dramatization Center, we will be deciding what kind of place it will be for now and what it will look like. For example, will it be a home space or a school space to start?</i></p> <p>Gather childrens’ ideas and come to an initial consensus about how to proceed. Remind children that this will be their space to design and that it can change as they begin to use it and have more ideas.</p> <p>Point to (or bring children closer to) the minimally set up space with unopened prop boxes.</p> <p><i>We’ve agreed that we’ll start with making this space part of a [home/school]. What kinds of things might we want to have here so we can pretend we’re at [home/school]? What do we need to make this space really comfortable?</i></p> <p>Record children's questions and ideas on chart paper.</p> <p><i>You have made quite a list of ideas! Let’s see if I have collected some of these things in these boxes.</i></p> <p>Open the boxes. Pass some of the materials around the group.</p> <p><i>There are other things on your list we don’t have here. I wonder if you’d like to write letters to your families asking if they could contribute some of them to our Dramatization Center?</i></p> <p>Show writing and drawing materials available for this task.</p> <p><i>Today during Centers you can start setting up our Dramatization Center by arranging the materials we have so far. You can also start to think about some of the agreements we might want to make for our [home/school].</i></p> <p>Leave the boxes in the area for the children to unpack and arrange.</p>
<p>During Centers</p>	<p>Allow children to unpack and arrange props and materials according to their discussion during the Intro to Centers. Support them in thinking about</p>

	<p>how to organize materials so that they are useful, accessible to all, and can be cared for.</p> <p>Suggest that children make labels for the places they want to keep particular materials.</p> <p>Encourage children to make a list of materials they might need. Provide writing and drawing materials ready and available in the Dramatization and/or Writing and Drawing Center.</p>
Facilitation	<ul style="list-style-type: none"> ● Who in your community do you want to pretend to be? ● What will you use to pretend to be that person? ● What props will you need? ● How can you ask another person to play with you? ● How are you figuring out how to take turns with each other? ● Where should we put our things when we are finished playing with them? ● How should we arrange the materials so they are ready for our friends to use?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Civics and Government 4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes

Unit 1: Our Community



WEEK 1 Day 2

Library & Listening: Enjoying Books

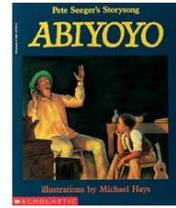
Independently and together, children read or listen to literature that builds concepts of community, kindergarten, friendship, respect, diversity, responsibility, and storytelling.

Big Ideas	A strong, interdependent community has qualities, such as: <ul style="list-style-type: none">● shared responsibility, collaboration and support for each other. One way people in communities communicate is through stories.
Guiding Question	What does it mean to be a member of a community?
Vocabulary	author: person who writes a book or other text illustrator: person who creates pictures for a text library: a building or room with a collection of books and other resources, such as films, articles, and recorded music fiction: literature that describes imaginary characters and events information: facts informational: text that provides facts nonfiction: writing that is based on real events and real people
Materials and Preparation	Note: Research has shown that the best predictor of and a causal factor in a child's growth in reading and vocabulary is the amount of leisure time spent reading. At the same time, the Library and Listening Center in classrooms tend to be the least visited area during Centers. Setting up the library with the children gives them ownership and a better sense of how to use the library purposefully. <ul style="list-style-type: none">● read aloud books from Unit 1: Our Community Display these books in the Center, such as on a shelf.● bins (empty)● color-coded stickers or other labels, for books and bins● a variety of fiction and nonfiction books

	<p>Consider the ways these books might be categorized, and create a labeling system. Ensure that the system is simple enough for children to manage independently.</p> <p>Label the books and set them aside in two boxes, not organized by label or category.</p>
<p>Intro to Centers</p>	<p><i>Today we are going to learn about our Library and Listening Center. Who has visited a library? What does it look like?</i></p> <p>Invite children to talk about their library experiences. They might describe seeing lots of books on shelves, comfortable places to sit, tables, and books on many different topics.</p> <p><i>So far, our Library and Listening Center has just a few books. It sounds like if we want a library in our classroom, we should have more books.</i></p> <p>Bring out the two boxes of books.</p> <p><i>This is a lot of books! In our Library and Listening Center, we will want to make sure all our books are well organized, well taken care of, and available for everyone to use. What ideas do you have?</i></p> <p>Harvest children’s ideas.</p> <p><i>One thing you are describing about other libraries is that all of the books on one topic—such as books about frogs—are organized together in one place, and all of the books by a certain author are organized together.</i></p> <p>Indicate the book bins.</p> <p><i>We have several bins for our library, and this is where we will put the books.</i></p> <p><i>The books have labels, and these show which books belong together. We’ll put books with the same labels into each different bin.</i></p> <p>Model putting a group of books together and putting the books into a bin.</p> <p><i>During Centers, you will help set up the Library and Listening Center by sorting the books into bins. Then we can decide together what label we should put on each bin to describe how the books belong together.</i></p> <p><i>Once the Library is set up, how should we use it?</i></p> <p>Model choosing a book off the shelf, quietly looking through it, and putting it away carefully.</p>

During Centers	Support children in sorting books. Talk to them about what characteristics make the books belong together. Encourage them to make labels for the bins in the Writing and Drawing Center.
Facilitation	<ul style="list-style-type: none"> ● What makes all of the books with green stickers go together? ● Is there a difference between books with make-believe stories and books with information? (Introduce the terms fiction, facts, nonfiction, and informational.) ● Are you interested in this kind of book? Why? ● What can you tell about this book by looking at the cover? ● You stopped and looked carefully at this page. What interests you? ● How can you take care of the books? How can you help others to remember how to use the books?
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>Reading Standard 12 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Civics and Government 4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes



WEEK 1 Day 3

Discovery Table: Sand 1

Children explore damp sand, using tools and following a procedure to make sand castles.

Big Ideas	A strong, interdependent community has qualities, such as: <ul style="list-style-type: none"> ● shared responsibility, collaboration and support for each other.
Guiding Questions	What does it mean to be a member of a community? Why is collaboration and working together important?
Vocabulary	tools: objects used to accomplish something observe: to notice notice: to see, to pay attention to something search: to look for something describe: to tell what someone or something is like disappear: to go completely away, to become unable to be seen curious: interested estimate: to make a guess
Materials and Preparation	<ul style="list-style-type: none"> ● sensory/discovery table, or tabletop tubs ● sand ● sand table tools, such as cups and scoops, small shovels, and/or plastic spoons ● buckets and/or other plastic containers ● spray bottles filled with water ● Sand Castle Procedure (provided below) ● gloves, optional <p>When first opening the sand/sensory table, talk with children about the reason for keeping the sand moist: to minimize dust and to make it easier to build with.</p> <p>For Intro to Centers, prepare a small tub of sand to use for demonstration, or bring the group to the Discovery Table.</p>

<p>Intro to centers</p>	<p><i>Today at the Discovery Table, you can experiment with sand. Here are some tools you can use as you explore. [Name them.] Here's a challenge: how can you form the sand into sand castles or other structures?</i></p> <p>Invite children to make suggestions for what can be done with sand, and demonstrate their suggestions.</p> <p><i>If you'd like, you can follow this procedure for making a sand castle. Model using the procedure for making a sand castle, using the spray bottle to moisten the sand and noting that this helps to keep dust at a minimum. Make sure you are being safe with the sand; that means keeping it in the Discovery Table, so no one slips, and keeping it out of the air, so it doesn't get in anyone's eyes. Work with each other to figure out how to share the tools.</i></p>
<p>During Centers</p>	<p>As children are working, observe how they shape the sand; ask what they might do to make the sand hold together. Allow children to add water in small amounts; spray bottles are useful in helping to control how much water is added.</p> <p>Encourage children to follow the sand castle procedure.</p> <p>Once children have begun experimenting with wet and dry sand and various tools, talk with them about what the different consistencies allow them to accomplish with the sand.</p> <p>Encourage children to work together and to be mindful about safety.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● How does the sand feel? Is it soft, smooth, rough, course...? ● Can you form structures out of the sand? Have you tried adding any water? ● Which bucket do you think weighs more: the bucket with dry sand or the bucket with wet sand? ● Can you estimate how many scoops of sand will fill this small bucket? Can you find out? ● Can you estimate how many of these small buckets will fill the large bucket? ● Is it equally easy to make a large structure as it is to make a smaller one? ● How wide a structure can you make? How tall of a structure can you make? ● How are you sharing the tools in the sand table?
<p>Standards</p>	<p>SL.1.K.a. Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>

	<p>SL.2K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>Civics and Government 4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>
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Notes

Sand Castle Procedure

1. Pack the sand into a bucket with your hands or a shovel.



2. Press the sand down with your hands.

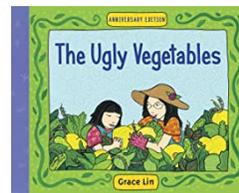


3. Turn the bucket upside down.



4. Carefully lift the bucket off to see the shape!





WEEK 1 Day 1

Writing Basics
 Storytelling
 Note: For Week 1, the Writing block is only 15 minutes long.

Content Objective	I can listen to a story.
Language Objective	I can tell an oral story about myself and my family. (SL.4.K)
Vocabulary	<p>communicate: to share an idea by talking, writing, or showing someone else</p> <p>author: a person who writes a book</p> <p>Illustrator: a person who draws the pictures in a book.</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Ugly Vegetables</i>, Grace Lin https://www.youtube.com/watch?v=0Zdq8RFothM (if you have the book, read it instead) ● projector and screen ● speakers <p>Pre-select a child to tell a story. Consider a way to keep track of which children have been chosen. Decide on a special place or chair for the child to sit on when sharing the story.</p>
Opening 1 minute	<p>Gather the children in a circle on the rug.</p> <p><i>Authors and illustrators write and draw about things that they know a lot about. This is a way to communicate, to share ideas in many different ways. Today, we will listen to a story, <i>The Ugly Vegetables</i> by Grace Lin, and try to think about what Grace Lin knows a lot about and why she wrote this story.</i></p>
Deconstruction 13 minutes	<p><i>What do you think this story might be about? What do you think Grace Lin might know a lot about?</i></p>

	<p>Harvest several ideas.</p> <p>If you have the book, you can read it to the students.</p> <p><i>Grace Lin is the author, she wrote the book, and illustrator, she drew the pictures in the book. Sometimes, the author and illustrator are the same person. When you write this year, you will be the author and illustrator. You will write about things that you know a lot about.</i></p> <p><i>Today, one classmate will share something that he or she knows a lot about. The story could be about someone in his/her family, a pet, or something that she/he likes to do.</i></p> <p>Choose the child and a special place to tell the story.</p> <p><i>Today, _____ will share about something s/he knows a lot about. Each time we share a story in our classroom, each one of you will sit in this very special chair. Today, _____ will come up to share a story that he or she knows a lot about.</i></p> <p>Listen to the child tell his or her story and remind the whole group to listen carefully to all the details. Remind the children that they will each have a turn each day until everyone has had a turn (during storytelling time).</p>
<p>Closing 1 minute</p>	<p><i>Grace Lin is the author and illustrator of The Ugly Vegetables. We learned about Grace Lin and how much she knows about vegetables and flowers. She communicated her ideas by writing and drawing pictures about something she knew a lot about.</i></p> <p><i>This year, we will share information about what we know about through writing and drawing! Doesn't this sound exciting?</i></p>
<p>Standards</p>	<p>SL.4.K Speak audibly and express thoughts, feelings and ideas clearly.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of children's discussion.</p> <p>What do they notice about the texts?</p> <p>What do children already know about the purposes of writing?</p>

Notes



WEEK 1 Day 2

Writing Basics

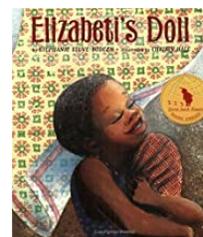
Deconstruction

Note: For Week 1, the Writing block is only 15 minutes long.

Content Objective	I can listen to a non-fiction story and compare it to a fiction story.
Language Objective	I can tell an oral story about myself and my family. (SL.3.K.a)
Vocabulary	<p>illustration: a picture or sketch</p> <p>photograph: a picture made using a camera</p> <p>different: something that is not the same as something else</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>City Signs</i>, Zoran Milich https://www.youtube.com/watch?v=cAplxbYB2PM (if you have the book, read it instead) • projector and screen • speakers
Opening 1 minute	<p>Gather the children in a circle on the rug.</p> <p><i>Yesterday, we listened to a story written and illustrated by Grace Lin, The Ugly Vegetables. Grace shared with us information that she knew a lot about. Today, we are going to listen to another story but it's going to be a little different. This story by Zoran Milich only has photographs! We will see all kinds of signs that are found in a city, but there are no words on the pages! The person reading the story talks about the photographs in her own words.</i></p>
Deconstruction 13 minutes	<p><i>Photographs or illustrations are just as important in telling a story as words are. That's why as illustrators, we want to add as many details to our pictures to really make our stories come to life. Sometimes, authors and illustrators choose photographs instead of drawing pictures.</i></p> <p><i>How is this story, City Signs, different from the story we listened to yesterday? Turn to the person sitting next to you and talk about how</i></p>

	<p><i>the two stories are different.</i></p> <p>Call attention back to the whole group and harvest responses.</p> <p><i>In yesterday's book, The Ugly Vegetables, Grace Lin wrote and drew the pictures in the book. In the book we read today, City Signs, Zoran Milich didn't draw any pictures or write any words. He used photographs of city signs to tell a story. The readers decide what to say as they look at the photographs in the book. The reader is the storyteller.</i></p> <p><i>Yesterday, _____ told us a story. Today, _____ and _____ will share their stories.</i></p> <p>Provide time for children to share stories.</p>
<p>Closing 1 minute</p>	<p><i>Today we explored a book that didn't have any words, only photographs. The author shared with us all kinds of signs that are found in the city. This year, you will have a chance to create books like the one we heard today and you can also use photographs to illustrate your story. We will have so much fun writing and making books this year.</i></p>
<p>Standards</p>	<p>SL.3.K.a Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of children's discussion.</p> <p>What do they notice about the texts?</p> <p>What do children already know about the purposes of writing?</p>

Notes



WEEK 1 Day 3

Writing Basics

Retelling

Note: For Week 1, the Writing block is only 15 minutes long.

Content Objective	I can retell familiar texts with support, including who, what, when, where and how when prompted. (R.5.K.a)
Language Objective	I can tell an oral story about myself and my family. (SL.3.K.a)
Vocabulary	retell: to tell a story again character: a person, animal, being, creature, or thing in a story
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Elizabeth's Doll</i>, Stephanie Stuve-Bodeen https://www.youtube.com/watch?v=7R-vFrzplIU (if you have the book, read it instead) ● projector and screen ● speakers <p>Pre-select a child to tell a story, based upon what you already know about the children.</p>
Opening 1 minute	<p>Gather the children in a circle on the rug.</p> <p style="text-align: center;"><i>Today we will listen to a story titled, Elizabeth's Doll, by Stephanie Stuve-Bodeen. In this story, a girl named Elizabethi, one of the characters, finds a rock that she pretends is her baby. Let's find out what happens.</i></p>
Deconstruction and Joint Construction 13 minutes	<p>Show the story or read the book.</p> <p style="text-align: center;"><i>In this story, we are introduced to a few characters, a person, animal, being, creature, or thing in the story. When we listen to the story, it is important to think about the characters. The characters help us make meaning as we read. Who are the characters in this story?</i></p> <p>Provide time for children to respond.</p>

	<p><i>Readers also remember the information they heard in a book. They can retell the story, tell the story again, in their own words.</i></p> <p>Guide the whole group to retell the story. <i>Let's retell the story, Elizabeti's Doll, together. In order to do this, we need to think about the beginning of the story and what happened first. What do you remember from the beginning of the story?.....Next, let's think about the middle and the problem that took place. Did something happen to Elizabeti's rock? How did that make her feel?... How was the problem fixed in the end of the story?</i></p> <p><i>We just retold the story! We told the story in our own words and tried to remember the characters, the problem, and how it was fixed, and did it in the right order, from beginning to end.</i></p> <p><i>Now, let's listen to a classmate share a story. After, we will retell that story in our own words.</i></p> <p>Select a child to share one of a personal story. Children retell what they just heard.</p>
<p>Closing 1 minute</p>	<p><i>Today, we learned about a character named Elizabeti and her pretend baby that was really a rock. The story had a few different characters, a problem, and a solution. We were able to retell the story in our own words. How did that help you better understand the story?</i></p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how. SL.3.K.a Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of children's discussion. What do they notice about the texts? What do children already know about the purposes of writing?</p>

Notes

WEEK 1 Day 4

Writing Basics
 Retelling
 Note: For Week 1, the Writing block is only 15 minutes long.

Content Objective	I can tell a true story with details. (SL.4.K)
Language Objective	I can tell an oral story about myself and my family. (SL.4.K)
Vocabulary	characters: a person, animal, being, creature, or thing in a story setting: when and where the story takes place.
Materials and Preparation	<ul style="list-style-type: none"> K for Me Writing Personal Recount Pre-Assessment Personal Recount Rubric, from Week 4, Day 1 Pre-select a child to tell a story, based upon what you already know about the children.
Opening 1 minute	Gather the children in a circle on the rug. <i>Yesterday, we listened to a story written and illustrated by Stephanie Stuve-Bodeen, Elizabeti’s Doll. We learned about characters: a person, animal, being, creature, or thing in a story. Elizabeti was the main character because the story was mostly about her. It is very important that writers describe characters with a lot of detail. For example, Elizabeti was a girl and she wanted to have a baby just like her mother. The author provided enough detail through words and illustrations, that we could picture Elizabeti in our minds. Today, another classmate will share a personal story. As we listen to the story, let’s see if we can picture it in our mind. We want to picture who the characters are and the setting- when and where the story takes place.</i>
Deconstruction and Individual Construction 13 minutes	Choose a child to share a personal story to the class. As the child tells the story, hone in on the “orientation” portion of the rubric. Use the contents of the rubric to guide the conversation. Orientation: Introduces who the story is about, where and when it happened, and what happened.

	<p>As the child is sharing their story, determine where they are on the rubric:</p> <ol style="list-style-type: none"> 1. Attempts to introduce the story, but most elements are missing or unclear. 2. Attempts to introduce the story, but elements are missing or unclear. 3. Introduces who the story is about and when and where it happened. 4. Introduces who the story is about, where and when it happened, and what happened. <p>Discuss the story with the whole group. The following are questions to support the child along the progression.</p> <p><i>I noticed that when _____ shared his/her story, I felt that something was missing. Can you tell us who the characters are in your story? What do they look like?</i></p> <p>Or...</p> <p><i>I noticed when _____ shared his/her story, I wasn't sure when and where it happened. Can you tell us where this story takes place? Remember that this is called the setting. Does it happen in the summer? At night time? (ask questions that would help the child think about the setting and add more detail).</i></p> <p>Or...</p> <p><i>Can you tell us what happens in the beginning, then what happens after that? (Try to encourage a sequence of events- beginning, middle and ending).</i></p>
<p>Closing 1 minute</p>	<p><i>Today we learned a lot of different parts that make up a story. We learned that a story can have characters and a setting. We know that we gave enough details in our storytelling when others can picture the story in their minds. As we begin to write our books this year, we will want to think about these parts in order for our readers to picture our stories in their minds.</i></p>
<p>Standards</p>	<p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of children's discussion. What do they notice about the texts? What do children already know about the purposes of writing?</p>

Notes



Kindergarten Personal Recount Rubric

Child's Name: _____

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.K.3)	Not Observed	1	2	3	4
to document a sequence of events; to entertain		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Mostly accurate, but one or more sentences deviate from the purpose.	Accurate purpose, and all sentences support the genre purpose.
Structure (W.K.3)	Not Observed	1	2	3	4
Orientation: introduces who the story is about, where and when it happened, and what happened		Attempts to introduce the story, but most elements are missing or unclear.	Attempts to introduce the story, but elements are missing or unclear.	Introduces who the story is about and when and where it happened.	Introduces who the story is about, where and when it happened, and what happened.
Sequence of Events: includes all events documented in sequence		Central event is vague or unclear. Does not include detail; may be very brief.	Recounts a single event. Detail is minimal and/or seems unrelated to the sequence of events.	Recounts two or more sequenced events.	Recounts three or more sequenced events. Includes some development of events.
Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling		Ends abruptly.	Conclusion is vague or confusing.	Concludes the recount with a final event, by talking about why the experience was important, or with a feeling.	Concludes the recount with a final event, by talking about why the experience was important, or with a feeling. Creates a satisfying ending.

Language	Not Observed	1	2	3	4
Verbs: uses a variety of verbs to develop the topic (L.K.4a, L.K.5d)		Repeats the same verbs; verbs do not develop the topic.	Uses some verbs that develop the topic.	Uses verbs that develop the topic.	Uses a variety of past tense verbs that develop the topic.
Conventions	Not Observed	1	2	3	4
Capitalization L.K.2a L.K.2b		Minimal or incorrect use of upper case letters (as the first word in a sentence and the pronoun <i>I</i>).	Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> .	Most of the time capitalizes the first word in a sentence and the pronoun <i>I</i> .	Capitalizes the first word in a sentence and the pronoun <i>I</i> .
Punctuation L.K.2c		Does not experiment with punctuation.	Experiments with end punctuation, but symbols may be inaccurate (question mark inverted or uses other symbols).	Experiments with punctuation but may have some inaccuracies (question mark where there should be a period).	Correctly uses end punctuation.
Spelling L.K.2d L.K.2e		Attempts representing sounds with letters, but does not write a letter or letters for most consonant and short-vowel sounds.	Writes a letter or letters for most consonant and short-vowel sounds, but not all words are represented by a letter or letters.	Writes a letter or letters for most consonant and short-vowel sounds (phonemes). Spells some simple words phonetically, drawing on knowledge of sound-letter relationships.	Spells simple words phonetically, drawing on knowledge of sound-letter relationships. Utilizes a word wall to spell learned words.



WEEK 1 Day 5

Writing Basics

Deconstruction: Images and Storytelling

Note: For Week 1, the Writing block is only 15 minutes long.

Content Objective	I can listen to a story and remember the details.
Language Objective	I can retell familiar texts with support, including who, what, when, where and how when prompted. (R.5.K.a)
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Pictures From Our Vacation</i>, Lynne Rae Perkins https://www.youtube.com/watch?v=Bh6kBuvpPRQ&t=237s ● projector and screen ● speakers <p>Pre-select partners for retelling a story.</p>
Opening 1 minute	<p>Gather the children in a circle on the rug.</p> <p><i>This week, we have learned so much about storytelling. Storytelling allows us to use our imagination and to share stories about our lives. Today, we are going to listen to a story called, Pictures From Our Vacation, by Lynne Rae Perkins. This story is about a family who goes on vacation. Put your thumbs up if you've been on vacation and visited a new place.</i></p> <p><i>As you listen, picture the characters and the setting. Ask yourself if the author gives enough details to help you picture the story in your mind.</i></p>
Deconstruction 13 minutes	<p>Show the story.</p> <p><i>We will practice retelling the story we just heard. Think about the characters and the setting. Try to include enough details so that if someone didn't read/listen to the story, he or she would be able to picture it as you retell.</i></p> <p>Children retell the story to their partners.</p>

Closing 1 minute	<i>We have had a busy week learning about characters, setting and retelling stories! We will continue to share our own personal stories over the next few weeks. Next week, we will begin to share our stories not only through our words, but through our drawings. We will begin drawing pictures into our own books!</i>
Standards	SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.
Ongoing assessment	Listen for and make note of children’s discussion. What do they notice about the texts? What do children already know about the purposes of writing?

Notes

Writing U1 W1 D5

Unit 1: Our Community

WEEK 1

Stations

Station	Activities	Materials Add writing and drawing tools at each station. <i>See Week 1 Launching Stations for preparation notes.</i>
Strategic Small Group Instruction	<i>Introduced in Week 4; until then, teachers circulate to support Stations.</i>	
Reading <i>Introduced on Day 5</i>	Independent and Partner Reading	<ul style="list-style-type: none"> collection of high-interest picture books, organized on a bookshelf and in bins
Pocket Chart	<i>Introduced in Week 2</i>	
Listening & Speaking	<i>Talk Time introduced in Week 2</i>	
	<i>Listen and Respond introduced in Week 4</i>	
Writing	<i>Introduced in Week 3</i>	
Word Work	Name Puzzles <i>Introduced on Day 3</i>	<ul style="list-style-type: none"> children’s name puzzles (see Launching Stations, Day 2) <div data-bbox="748 1108 1292 1192" style="border: 1px solid black; padding: 5px; display: inline-block;"> <div style="display: flex; align-items: center; gap: 5px;"> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">child's photo</div> <div style="border: 1px solid black; padding: 2px; font-size: 24px; text-align: center;">J</div> <div style="border: 1px solid black; padding: 2px; font-size: 24px; text-align: center;">a</div> <div style="border: 1px solid black; padding: 2px; font-size: 24px; text-align: center;">y</div> <div style="border: 1px solid black; padding: 2px; font-size: 24px; text-align: center;">d</div> <div style="border: 1px solid black; padding: 2px; font-size: 24px; text-align: center;">e</div> <div style="border: 1px solid black; padding: 2px; font-size: 24px; text-align: center;">n</div> </div> </div> <ul style="list-style-type: none"> envelopes, one for each child names of children in the class, on a list or on a ring
	Faces Memory <i>Introduced on Day 4</i>	<ul style="list-style-type: none"> 2 (or 4) large grids, drawn on paper or taped out on a tray or tabletop index cards, 3 x 5, cut in half 2 (or 4) photographs of each child, 3 x 2.5” or smaller <p>Create 2 (or 4) sets of cards with children’s names and photos. Divide the cards into smaller sets so that small groups can play simultaneously.</p>

Unit 1: Our Community

WEEK 1

Launching Stations

To set up smooth running of Stations for the school year, the first three weeks are dedicated to slowly and intentionally 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 and bins.
- Determine where in the classroom each station will consistently be set up.
- Prepare each station's bin with its sign, materials, folders, writing tools, and any additional visual cues or organizational supports. Add materials listed in Day 1, below.
- Establish children's small groups for the first three weeks.
- Set up and make visuals for the system by which children will move from one station to the next (such as a work board).
- Choose a signal to use for Stations transitions (chime, music, word or phrase, gesture, light).
- Read through this document and note any adjustments needed for the particular group of children.

In Weeks 1, 2, and 3, the beginning of Stations time is dedicated to the introduction of one particular routine or station activity (see the following details and in Launching Stations Weeks 2 and 3). 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.

In Week 4, one new activity is introduced in the Listening and Speaking Station: Listen and Respond. Otherwise, introductions to each station are no longer needed, as the same activity structures continue going forward. As needed, at the beginning, mid point, or end of Stations, teachers might hold five-minute Community Conversations to check in with children about how the Stations time is running and collaboratively address any challenges as they arise. Teachers might also use this time to clarify directions, review specific materials, and offer 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.

Stations U1 W1

Week 1, Day 1

Introduce Stations Systems: Scavenger Hunt

Materials and Preparation

Assign partners within each small group.

- Stations Scavenger Hunt, one copy for each child
- pencils

Place in each station’s bin or area the following materials. Note that these materials may differ from those children use as the stations are introduced; these are to give children a sense of what kinds of materials they will use in each station over time.

Reading

- Reading Station conversation image
- collection of high-interest picture books
- decodable texts

Listening and Speaking

- Listening and Speaking Station conversation image
- Talk Time image and prompt, printed and cut in half: children running
- 1-minute sand timers, optional

Word Work

- Word Work Station conversation image
- letter tiles
- dry erase boards
- dry erase markers

Introduction
10 minutes

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.

Today, we’ll practice how Stations will work, and you will explore what kinds of materials you might find in each station.

Indicate each station as it is named, pointing or walking to where it is located in the classroom and showing its sign.

You’ll know which station you are in by its sign, and by the activities you find there.

Each day you will visit at least one station. How will you know where

	<p><i>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.</p> <p>List the groups for the week by color, letter, animal, or other designation, and name the children in each group. Let children know that these 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 each belong.</p> <p><i>Today, you’ll be working with your small group.</i></p> <p><i>At each station you will find things that tell you a little bit about the kind of work you will do there. When you arrive at your first station, make sure everyone in your group is in the right place.</i></p> <p><i>Then, look at what you find in the bin and talk about it for a few minutes. One thing you’ll find is an image, or picture. Look at it carefully and talk together about what you notice.</i></p> <p>Show the Stations Scavenger Hunt.</p> <p><i>Here’s a Stations Scavenger Hunt. It shows things to look for in the stations. When you and your group members find something on this sheet, mark it with an x. You won’t find everything on the scavenger hunt today, and that’s fine.</i></p> <p><i>When you hear the signal, you’ll move with your group to your next station. [Demonstrate the signal.] Let’s try it!</i></p> <p>Distribute a Stations Scavenger Hunt sheet and a pencil to each child.</p>
15 minutes	<p>Remind children of their tasks:</p> <ul style="list-style-type: none"> ● make sure all the children in the group are present at the station, ● look at and talk about the materials at the station, ● mark things found on the Stations Scavenger Hunt sheets, and ● move at the signal to the next station assigned for the group. <p>Signal for groups of 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</p>

	one, two, or three stations.
5 minutes	Bring the group back together to share discoveries and answer questions about how this component works.

Week 1, Day 2 Reintroduce Stations Systems: Scavenger Hunt	
Materials and Preparation	<p>Maintain groups established for Day 1. Plan each group’s Stations rotation and indicate these on the visual system (work board, passport, etc.).</p> <ul style="list-style-type: none"> ● children’s Stations Scavenger Hunt sheets, from Day 1 ● pencils ● materials from Day 1, plus those listed below <p><u>Pocket Chart</u></p> <ul style="list-style-type: none"> ● Pocket Chart conversation image ● pocket chart ● sentence strips or index cards with children’s names and photos <p><u>Writing</u></p> <ul style="list-style-type: none"> ● variety of paper ● variety of writing and drawing tools <p><u>Word Work</u></p> <p>Keep materials from Day 1 and add:</p> <ul style="list-style-type: none"> ● grid for playing Memory, drawn on large paper or created with tape on a tray or tabletop ● cards with children’s names (see description on Stations cover page) ● cards with children’s photos (see description on Stations cover page)
Introduction 5 minutes	<p><i>Remember, that Stations will come at this time in our schedule, right after [____] each day.</i></p> <p><i>Yesterday we began figuring out how we will work in stations. Today you have more time to continue your scavenger hunts, but with a few more stations to explore. There are also new materials in the Word Work Station!</i></p> <p>Indicate each station as it is named, pointing or walking to where it is located in the classroom and showing its sign.</p>

	<p>Review the classroom management system. As on Day 1, walk through and practice “reading” the system together. Invite children to recall and describe how Stations time will work. Encourage children to help each other find their way in reading the schedule and locating the stations where they belong.</p> <p><i>Like yesterday, 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. Then mark your Scavenger Hunt papers.</i></p> <p><i>Remember, when you hear the signal, your group will move to your next station. [Demonstrate signal.] Let’s try it!</i></p> <p>Distribute children’s Stations Scavenger Hunt sheets and pencils.</p>
20 minutes	<p>Remind children of their tasks:</p> <ul style="list-style-type: none"> ● make sure all the children in the group are present at the station, ● look at and talk about the materials at the station, ● mark things found on the Stations Scavenger Hunt sheets, and ● move at the signal to the next station assigned for the group. <p>Signal for groups of 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 one, two, or three stations.</p>
5 minutes	<p>Bring the group back together to share discoveries and answer questions about how this component works.</p>

<p>Week 1, Day 3 Introduce the Word Work Station: Name Puzzles</p> <p>Note: Stations time will be shorter on Days 3 and 4. Use the extra time for reinforcing Stations routines and for continuing to orient to the new school year.</p>	
<p>Materials and Preparation</p>	<p>All children will practice the Word Work Station. Create as many sets of the materials as needed for all children to work simultaneously.</p> <ul style="list-style-type: none"> ● blank Scavenger Hunt sheet ● names of children in the class, on a list or on a ring

	<ul style="list-style-type: none"> children’s names written on sentence strips with a photo attached, then the photo and each letter cut apart, to create puzzles: <div data-bbox="505 317 1128 401" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">child’s photo</td> <td style="width: 10%; text-align: center; padding: 2px;">J</td> <td style="width: 10%; text-align: center; padding: 2px;">a</td> <td style="width: 10%; text-align: center; padding: 2px;">y</td> <td style="width: 10%; text-align: center; padding: 2px;">d</td> <td style="width: 10%; text-align: center; padding: 2px;">e</td> <td style="width: 10%; text-align: center; padding: 2px;">n</td> </tr> </table> </div> <ul style="list-style-type: none"> envelopes, one for each child <p>Place each puzzle in a separate envelope. Write the corresponding names on the outside of the envelopes.</p>	child’s photo	J	a	y	d	e	n
child’s photo	J	a	y	d	e	n		
10 minutes	<p style="text-align: center;"><i>What did you discover in the Word Work Station during the Scavenger Hunt?</i></p> <p>Show the blank Stations Scavenger Hunt sheet for children to reference.</p> <p style="text-align: center;"><i>Today you will practice one activity from the Word Work Station: Name Puzzles.</i></p> <p>Model the activity.</p> <p style="text-align: center;"><i>Usually, the Word Work Station will be here [____]. Today, since we are all practicing together, this activity will be spread out on all of the tables.</i></p>							
10 minutes	<p>Dismiss children to tables by group.</p> <p>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 Word Work Station.</p>							

<p>Week 1, Day 4</p> <p>Introduce the Word Work Station: Faces Memory</p> <p>Note: Stations time will be shorter on Days 3 and 4. Use the extra time for reinforcing Stations routines and for continuing to orient to the new school year.</p>	
<p>Materials and Preparation</p>	<p>All children will practice this one station. Create as many Faces Memory sets as needed for children to work in their established small groups.</p> <ul style="list-style-type: none"> large grids, drawn on paper or taped out on a tray or tabletop, 1 for each small group index cards, 3 x 5, cut in half 8 photographs of each child, 3 x 2.5” or smaller glue

	<p>Prepare 4 sets of cards with children’s photos. Divide the cards into smaller sets so that all small groups can play simultaneously.</p> <p>To play, shuffle cards and arrange them in a grid, face down. Each player turns over two cards at a time and says the names of the children in the photos. If the two cards match, the player sets the cards aside as a pair. If they do not, the player turns them back over. Play continues until all cards are matched. The goal is to cooperatively pair and identify all of the photo cards (rather than to collect the most cards).</p>
10 minutes	<p><i>The Word Work Station will have different kinds of activities to help you practice letters, sounds, and words. Yesterday you learned how to do Name Puzzles. Today you’ll learn a new activity: Faces Memory. Memory is a game you will play in different ways this year. Today we’re playing with pictures of you!</i></p> <p>Model the activity.</p> <p><i>As we said yesterday, the Word Work Station will usually be here [____], in this space. Today, since we are all practicing together, this game of Faces Memory will be on all of the tables.</i></p>
10 minutes	<p>Dismiss children to tables by group.</p> <p>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 Word Work Station.</p>

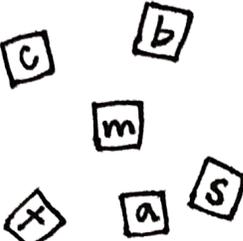
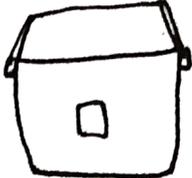
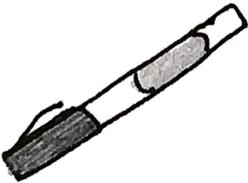
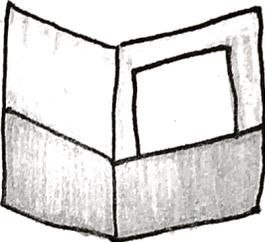
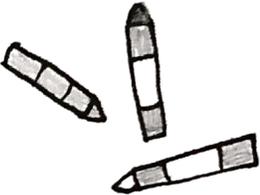
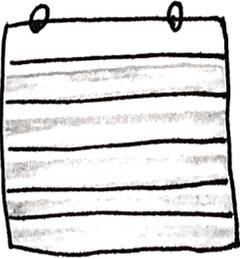
<p>Week 1, Day 5</p> <p>Introduce the Reading Station</p> <p>Word Work Station open (2 activities)</p> <p>Community Conversation</p>	
Materials and Preparation	<p>Plan for two Stations rotations so that all children visit the Reading Station and one Word Work activity.</p> <ul style="list-style-type: none"> ● blank Scavenger Hunt sheet ● collection of high-interest picture books, organized on a bookshelf and in bins
5 minutes	<p><i>What did you discover in the Reading Station?</i></p> <p>Show the blank Stations Scavenger Hunt sheet for children to reference.</p>

	<p><i>Today you will practice what you'll do in the Reading Station: looking carefully at books!</i></p> <p>Describe how the books are arranged and hold up a few books to entice children. Invite children to describe how they handle books with care and how they find out what a book is about.</p> <p><i>The Word Work Station is also open today. Everyone will go to both the Reading Station and to one Word Work activity today. This will give us a chance to practice visiting different stations.</i></p> <p>Offer reminders about signals, review expectations for finishing work, and suggest tips for moving safely and efficiently from one station to another.</p>
8 minutes	<p>Rotation 1</p> <p>Dismiss children by group: some to the Reading Station and others to tables for Word Work.</p> <p>As children work, circulate to observe their efforts, provide support, and monitor expectations for Stations work habits.</p>
4 minutes	<p>Signal clean up and transition; help children get settled in new stations.</p>
8 minutes	<p>Rotation 2</p> <p>Children move to the station they have not yet visited. Continue to circulate, observe, and support children's work.</p>
5 minutes	<p>Bring the group back together for a Community Conversation. Invite children to share discoveries and resolve questions together about the Reading Station and about how Stations work generally.</p>

Name: _____

Stations Scavenger Hunt

Mark each item as you find it at a station.

 <p>letter tiles</p>	 <p>my name</p>	 <p>bin</p>	 <p>book</p>
 <p>dry erase marker</p>	 <p>picture of a new friend</p>	 <p>folder</p>	 <p>crayons</p>
 <p>pencil</p>	 <p>pocket chart</p>	 <p>paper with space for drawing</p>	 <p>a question</p>

What's going on in this picture?



https://www.yaleclimateconnections.org/2018/05/school-goes-solar-saves-money-buys-laptops/052118_school_children/

What's going on in this picture?



https://www.yaleclimateconnections.org/2018/05/school-goes-solar-saves-money-buys-laptops/052118_school_children/

Stations U1 W1

Reading Station conversation image



Boston Public Schools
Stations U1 W1

Word Work Station conversation image



Boston Public Schools; <http://chasingsupermom.com/2010/08/name-puzzles/>

Stations U1 W1

Listening & Speaking Station conversation image



<https://www.yogacalm.org/sel-is-about-more-than-just-self-community-benefits-of-social-emotional-learning/>

Stations U1 W1

K for ME / Focus on K2 | Maine Department of Education / Boston Public Schools

Writing Station conversation image



<https://www.ejinsight.com/eji/article/id/1525069/20170331-Why-does-EDB-ban-writing-in-first-year-kindergarten>

Stations U1 W1

K for ME / Focus on K2 | Maine Department of Education / Boston Public Schools

WEEK 1

Shared Reading

<p align="center">“This is the Way We Go to School” <i>Sung to the tune of “Here We Go ‘Round the Mulberry Bush”</i></p>			
<p>Standards: (R.1.K.a, R.1.K.d, Reading Standard 2)</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>This is the way we go to school, Go to school, go to school. This is the way we go to school, So early in the morning.</p> </td> <td style="width: 50%; border: none;"> <p>This is the way we _____ read our books shake our hands wave hello</p> </td> </tr> </table>	<p>This is the way we go to school, Go to school, go to school. This is the way we go to school, So early in the morning.</p>	<p>This is the way we _____ read our books shake our hands wave hello</p>
<p>This is the way we go to school, Go to school, go to school. This is the way we go to school, So early in the morning.</p>	<p>This is the way we _____ read our books shake our hands wave hello</p>		
<p>Session 1</p>	<p>Opening: <i>Today we will learn a new song. Writers give us information about what the text will be about in the title [point to title]. The title, or name, of this song is, “This is the Way We Go to School.” What do you think this song will be about?</i></p> <p>Fluency: Model expressive singing. Invite children to echo two lines at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>The words of this song explain how we go to school and other activities we do at school. What are some of the ways you go to school?</i> Invite children to respond and then model actions like walking in place, riding a bike, or driving in a car/bus after singing the song twice through. <i>What else do we do at school? We can change the words and sing about it.</i> Invite children to change the verse and sing again with new motions.</p>		

“This is the Way We Go to School”
Sung to the tune of “Here We Go ‘Round the Mulberry Bush”

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<p>Session 2</p>	<p>Opening: Introduce children to routines for Shared Reading, such as all viewing enlarged text and following visual signals for echo reading (such as Mama echo). Model attending to and pointing to the print with a pointer.</p> <p>Print Concepts (directionality): <i>Watch me while I touch the words to read today. Where do I start reading?</i> Invite children to use a pointer to indicate the first letter. <i>We read from left to right, so we start here on the left. Which way do I go when I read?</i> Invite children to use the pointer to point left to right. <i>We read from left to right so we read the words this way.</i></p> <p>Fluency: Invite children to sing while tracking print with a pointer.</p> <p>Print Concepts (letter identification): Model circling a familiar letter and pointing to it on the classroom alphabet chart. <i>There are a lot of letters in this print. Do you see some letters from the alphabet that you know? Do you see any letters from your name? Let’s circle some together.</i> Invite one child at a time to circle a letter and attempt to name it. Find the letter on the alphabet chart, point to it, and name it for the class.</p>
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<p>“This is the Way We Go to School”</p> <p><i>Sung to the tune of “Here We Go ‘Round the Mulberry Bush”</i></p>			
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<p>Session 3</p>	<p>Fluency: Invite children to sing while tracking print with a pointer, include children in pointing where to start and read text as in the previous session.</p> <p>Print Concepts (letter identification): Invite children to point to specific letters within a line of the song to reinforce the concept of a letter.</p> <p>Text Structure (repetition): <i>As we sang this song, I noticed some of the words or groups of words are repeated. Which words or phrases are sung over and over?</i> Use highlighter tape or a different color marker to signal repeated words. <i>Writers of songs and poems repeat words to help the reader remember the words! Did that help you learn this song?</i></p>		
<p>Extensions</p>	<p>Directionality practice: Children use a crayon to draw lines under the words from top to bottom, left to right.</p> <p>Letter practice: Children choose a letter they know from the poem and write it on whiteboards.</p>		
<p>Standards</p>	<p>R.1.K.a Follow words from left to right, top to bottom, and page by page. R.1.K.d Recognize and name all the upper- and lowercase letters of the alphabet. Reading Standard 2 Phonological Awareness: Demonstrate understanding of words, syllables and sounds (phonemes).</p>		

This Is the Way We Go to
School

This is the way we go to school,

Go to school, go to school.

This is the way we go to school,

So early in the morning.



This is the way we read our books,

Read our books, read our books.

This is the way we read our books,

On a bright and sunny morning.



This is the way we shake our hands,
Shake our hands, shake our hands.

This is the way we shake our hands,
On a cold and frosty morning.



This is the way we wave hello,

Wave hello, wave hello.

This is the way we wave hello,

On a windy, autumn morning.



This Is the Way We Go to School

This is the way we go to school,

Go to school, go to school.

This is the way we go to school,

So early in the morning.



This is the way we read our books,

Read our books, read our books.

This is the way we read our books,

On a bright and sunny morning.



This is the way we shake our hands,
Shake our hands, shake our hands.

This is the way we shake our hands,
On a cold and frosty morning.



This is the way we wave hello,

Wave hello, wave hello.

This is the way we wave hello,

On a windy, autumn morning.



Name: _____

Date: _____

This is the Way We Go to School

This is the way we go to school,
Go to school, go to school.
This is the way we go to school,
So early in the morning.