



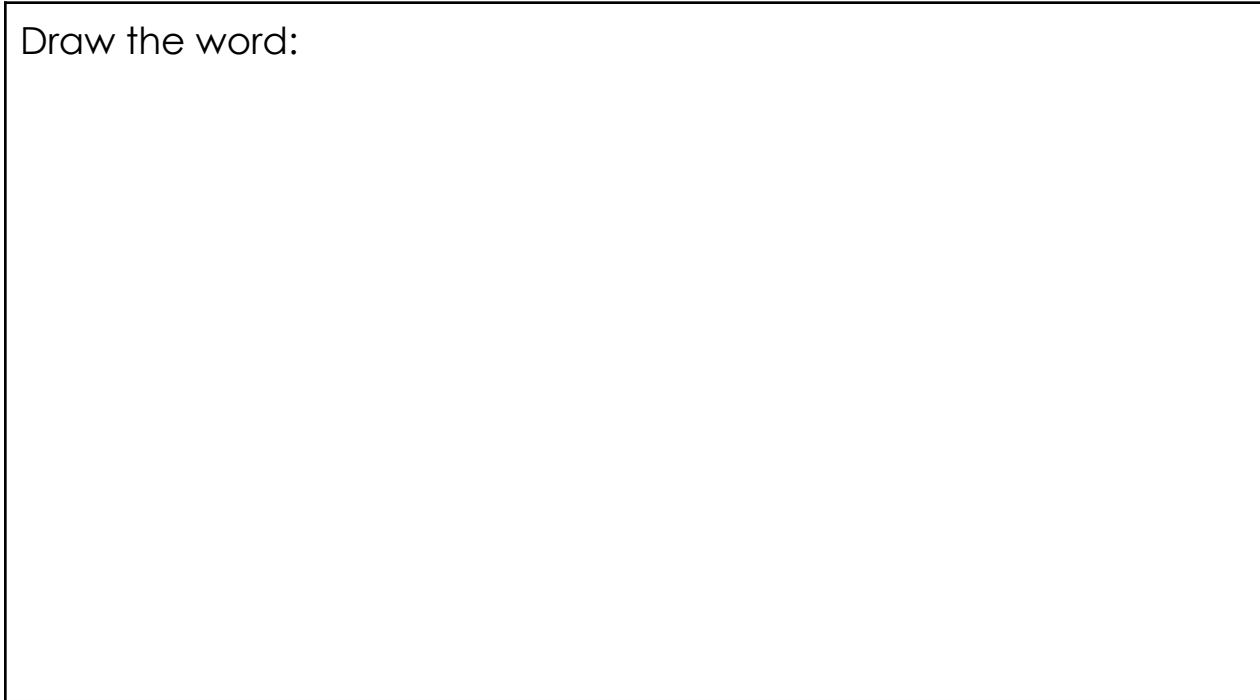
Part 3: Tools

Draw for Meaning

Name: _____

Write the word:

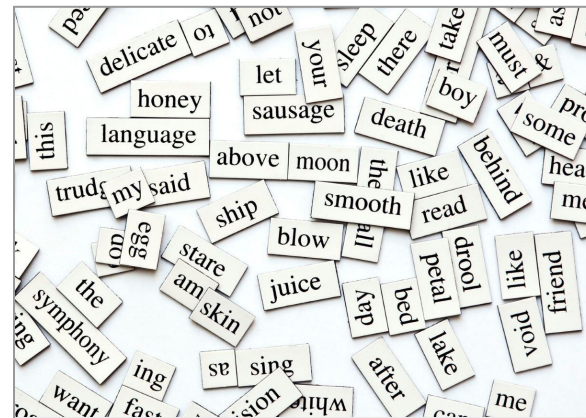
Draw the word:



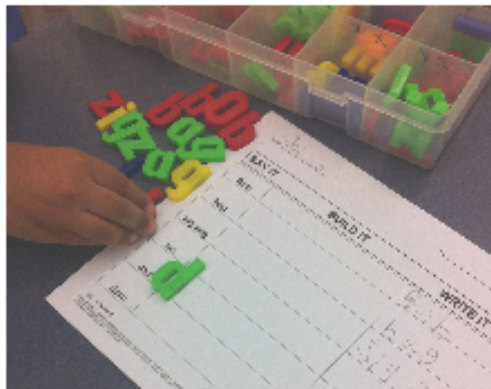
Write about your drawing:



Reading Station



Vocabulary Station



Word Work Station



Listening and Speaking Station



Science Literacy
Station



Teacher Group



Teacher Group



Art Studio



Building Studio



Drama Studio



Library Studio



Science & Engineering Studio



Writing & Drawing Studio

Art Studio Guiding Questions



What is your plan?

How do you want to represent that idea?

Is there a story here?

Why did you choose these materials/tools?

What if you added another/a different material?

Have you tried using this tool in another way?

What might you do next?

Would you like to work with someone else?

When a child seems to be struggling:

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

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

Is there a different material you might use?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

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

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

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Building Studio Guiding Questions



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

Is there a story here?

How stable is your structure?

How have you tested your design?

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

Are there other materials you would like to add?

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

Would you like to work with someone else?

How might you change it next time?

How can you represent what you have built?

When a child seems to be struggling:

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

What do you think the problem might be?

Have you tried it in a different way?

What kind of help or resources do you need?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

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

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

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Drama Studio Guiding Questions



What story are you acting out?

Where did this idea come from?

Where did these characters come from?

How will you show your characters and how they think or feel?

What connections are you making to other stories you know?

Where does this story take place, and how will your audience know?

How do you want your audience to feel?

What do you want your audience to know?

When a child seems to be struggling:

Let's think about the story.

Let's think about this character. How does she feel?

Show me the very beginning part of your story. What happens first?

How could a friend help you decide what to do next?

What other kinds of resources might be helpful?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

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

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

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Library Studio Guiding Questions



What are you enjoying about this text?

What are you discovering here?

What are you wondering?

What connections are you making?

What do you want to know more about?

What other texts would you like to explore?

Does this give you an idea about something you'd like to write or create?

When a child seems to be struggling:

Let's read this together.

What strategies are you using to understand this?

How can the illustrations help you?

How could a friend help you find out more about that?

What other kinds of resources might be helpful?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

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

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

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Science and Engineering Studio Guiding Questions



What are you observing?

What do you see/hear/smell/feel?

What are you trying to accomplish?

What is your prediction about what will happen next?

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

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

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

What does this tell you about what you already think?

When a child seems to be struggling:

What questions do you have?

Tell me about what you are trying to do.

What else could you try?

Is there something we could look at before trying again?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

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

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

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Writing & Drawing Studio

Guiding Questions



What story are you telling?

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

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

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

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

How do the illustrations and the words connect to each other?

What do you want your reader to know?

When a child seems to be struggling:

Let's act this part out. Then you can write it down.

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

What about other resources around our classroom?

All-purpose questions

To help deepen exploration and discovery in any studio

What idea do you want to communicate?

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

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

Have you noticed anyone else doing something similar?

Maybe you could ask your friends for some advice.

Where will you work today? What will you do?



Art



Building



Drama



Library



Science &
Engineering



Writing & Drawing



Looking



Noticing

I see...

I notice that...



Listening



Wondering

How did you...?

Why did you...?



Suggesting & Inspiring

You might try...

You could think about...

I am inspired to...

I might try...

Thinking and Feedback visuals

Make two copies:

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

Post one set so that all steps are visible.



Dear Families,

Each week your child will bring home a Home Links paper that looks like this. It will give you a little bit of information about what we are studying in school, and it will have activities that you and your child can do together.

Try to do one of the activities with your child each day of the week. When you do, check the box next to the activity. You don't have to do every activity, and you can do any of them more than once! Don't forget to look at the back of the sheet, too.

Write your name on the bottom of the sheet, and help your child remember to return the sheet to school at the end of each week. We hope you enjoy learning with your child!

<p>Go outside <input type="checkbox"/></p> <p>This box will have activities that get you moving—maybe a walk outside with something to look for, someplace to go to explore the community, or something active to do indoors.</p> <p>_____</p>	<p>Talk about... <input type="checkbox"/></p> <p>This box will have a topic for you and your child to talk about—something we are also discussing at school. Try to have at least 5 turns back and forth in your conversation. If you'd like, write down some of the ideas and questions from your conversation.</p> <p>_____</p>	
<p>Tell a story <input type="checkbox"/></p> <p>You and your child can tell each other make-believe or real-life stories. Follow the suggestion here, or tell a different kind of story. You might write down these stories or make drawings about them. If you do, please send them back to school. Maybe we will act them out in the classroom!</p>	<p>Read together!</p> <p>at least 20 minutes every day</p> <p>Record your reading on the back of this page.</p>	<p>Play with math ideas <input type="checkbox"/></p> <p>Look for activities with numbers, measurement, time, money, comparing, and other ideas that use math. You'll have games to play and questions to think about.</p>
<p>Explore science and engineering <input type="checkbox"/></p> <p>This box will connect you to what we are learning about science and engineering. You will be able to use materials you have around your home and materials you can find outdoors to do activities and notice what's happening in the world around us.</p> <p>_____</p>	<p>Play with words; grow a reader <input type="checkbox"/></p> <p>Children are learning new words each week. We'll suggest ways for you to explore those words together—such as making sentences, thinking of words that mean the same or opposite, rhyming, or putting them into a drawing or a song.</p> <p>_____</p>	

Child's name _____ Adult's name _____



This week we are reading ...

Each week we'll let you know which books we are reading and discussing together in school. You might want to look at the library or on your family bookshelf for books about the same topic or by the same author or illustrator. Of course, you can read anything that interests you!

Reading Log	
Reading together and talking about what you read are two of the most important things you can do to support your child's learning. You can read together in any language. You can read to your child, or your child can read to you! Reading can happen almost any time: after school, in the morning, or even while you cook dinner (make sure you are listening carefully and talking about what you are reading!). Reading can happen almost anywhere: in a cozy chair or bed, on the stairs, on a bench outside, in a park, or even under a table. Make time for reading!	
Title and Author	What do you think?
Read about anything you and your child are interested in!	
<p>Write the titles of the books you are reading and the names of the authors. You can include the names of the illustrators, too.</p> <p>It's always a good idea to read a book many times. We can find something new in a book each time we read the words or look at the illustrations.</p>	<p>You and your child can both write your ideas and questions about the books you are reading. What does this book make you think about? What does it make you wonder?</p> <p>Would you like to read another book by this author or illustrator? Would you like to read another book on this topic?</p> <p>Would you recommend this book to someone else? Who? Why or why not?</p> <p>Write anything you like about what you are reading.</p>

Dear Families,

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

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

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

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

Please send us some Beautiful Stuff by _____.

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

We appreciate your help.

_____ (Teaching team signature/names here)

Carousel Brainstorm Assessment

Date: _____

Class Notes	<i>How is the routine working?</i>
Name	Notes
<i>Child's name</i>	<i>Engagement: How does she participate? How does she exchange ideas with others? Is she drawing/writing? Word knowledge: Nuanced? Solid? Shaky? Misconceived? Evidence.</i>

