

Intermediate Literacy Stations

Maximize Learning

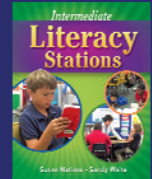
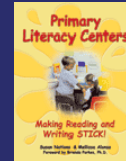
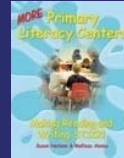
Presented by:

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Professional Books



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If we're teaching kids...

while they are not engaged, we might as well not be teaching at all!



Harvey, 2007

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You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives. ~Clay P. Bedford



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Interacting as a Learning Community



Literacy development is a social process. Students of all ages must have meaningful interactions with adults and peers in the classroom.

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What happens in Stations?

⚙️ **Station activities...** specific tasks within each station that enhance a particular skill or strategy.

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What is a literacy station?

A literacy station is a place or activity that:

- ⚙️ Invites students to practice and apply strategies that have been taught and modeled in shared and guided literacy lessons
- ⚙️ Promotes reading, writing, speaking, listening and viewing

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What is a literacy station?

- ⚙️ Investigate text in a variety of genre.
- ⚙️ Build and extend vocabulary knowledge
- ⚙️ Practice and develop fluency
- ⚙️ Enrich learning and comprehension across the content areas
- ⚙️ Are open-ended and engaging
- ⚙️ Enable the teacher to assess and evaluate the students' use of literacy skills and strategies

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The "HUB" of it all... Classroom Library



- ⚙️ Access to books and a wide variety of excellent reading materials and genres have the potential to do more increase student achievement than any advanced technology.

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~ Routman

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Does your classroom library...

Have at least 8–10 quality titles per student in your classroom?

Have tubs or baskets to house similar books by author, genre, or topic?

Give students easy access to books with titles facing outward and uncrowded shelves for easy browsing?

Have books representing multiple levels and interests to appeal to your students?

p. 10

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Allow students to check out books and take them home?

Include books that students have helped select?

Have current books that interest students?

Include comfortable places to sit and browse books?

Include multiple copies of popular titles to encourage group discussions?

Contain a variety of text (books, magazines, graphic novels, newspapers, etc.)

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Building the Library...

- Birthday books donated from students to the classroom
- Read books together and use extra points to get books
- Yard Sales
- Use your bonus points as classroom rewards
- Ask for books at the holidays

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Stations to include...



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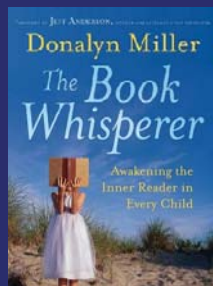
Before you start...

pp. 26 & 27

Anchor Text: the text a student chooses to use to complete each of his or her learning station activities and the Table Talk during a two-week cycle.



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Reader Interest Survey

- What kind of books do you like to read? Where do you read?
- What are your favorite magazines or websites?
- What type of TV shows do you watch? Why?
- What is your first choice about what to do when you have free time at home?
- What kinds of things have you collected? What do you do with the things you collect?
- If you could talk to any person currently living, who would it be? Why? Think of 3 questions you would ask them.
- If you could talk to anyone from history, who would it be? Why? Think of 3 questions you would ask the person.

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Remember. COMPREHENSION starts here



- Have you...
- Read 100 books for students on level?
 - Read 100 books one year below level?
 - Read 100 books for students one year above level?

--Dr. Samuel Betances

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Before You Start...

pp. 26 & 27

Table Talk: focused time to discuss an anchor text they have been reading with other students.



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Before you start...

pp. 23 - 25

Literacy Learning Plan:

- ⊗ Lasts two weeks
- ⊗ Students plan for and design their own learning
- ⊗ Serves as a guide for students to use during the two-week cycle.
- ⊗ Allows you to monitor learning and growth of your readers.



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In the beginning... 2 Week Cycle

- ⊗ Introduce two station activities to start.
- ⊗ Explain "anchor text"
- ⊗ Develop Literacy Learning Plan together (MODEL)
- ⊗ Practice movement together in brief sessions...
- ⊗ Establish plan for when work is completed/Free Choices
- ⊗ Shorten time in the beginning
- ⊗ Talk about what went well and what needs to be tweaked
- ⊗ Gradually add more activities
- ⊗ Listen to your kids

pp. 29 & 30

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Cycle:



Comprehension	Search and Summarize Excerpt Breakdown
Fluency	Little Reddy Found Deep
Listening & Speaking	Comprehension Story the Sound
Visual Literacy	Creative Writing Combining Clues
Word Work	Ready Here Pickin' Words
Written Responses	My Reading Journal Here for Here

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Day 1

- ⊗ Introduce any new stations through shared or guided experiences
- ⊗ Use Independent Reading Time to access and comprehend text in preparation for stations.
- ⊗ Students develop their personal plan for response and further reading over the next nine days.
- ⊗ In addition to their stations, all students must sign up for a table talk time to take place at least once during the ten day rotation.
- ⊗ The teacher can do individual reading records or progress monitoring during this time.

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Days 2 - 5

- ⊗ Students begin to implement their personal station plan during the workshop time.
- ⊗ The teacher pulls two to three Guided Reading groups daily

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Day 6...

- ⊗ Through two-minute individual conferences, teacher conducts a check to monitor progress of each student's plan.
- ⊗ Students have sustained independent reading time. They continue with or modify their plan based on their reading and conference time.

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Days 7 – 10...

- ⊗ Students continue their station plan during workshop time.
- ⊗ Table Talks begin this week
- ⊗ The teacher pulls two to three Guided Reading groups for instruction and/or intervention daily.

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12 Weeks of Station Activities

Comprehension	Read and answer "focus questions"
Fluency	Read aloud, reread
Structuring & Revising	Write a response
Event Stations	Read aloud, respond to questions
Word Work	Study Word, Write Word
Graphic Organizers	Use Organizational Tools to Read

Implement this plan once students are familiar with all of the station activities in this book. Remember that the same activity will look different when the anchor text changes.

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When I'm "Finished" ...



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Keep them on track...

Consider setting boundaries...



- ⊗ Voice volume
- ⊗ Numbers in each station
- ⊗ Quality work samples
- ⊗ Cleanup
- ⊗ How to talk to the teacher
- ⊗ Mutual respect and courtesy always

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Remember. COMPREHENSION starts here



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Comprehension Station



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Fluency Station



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Found Poem

- Use ANY content material.
- Look for important words. Find at least 10 words in a section of the reading.
- Write them down in a list.
- Read them with rhythm.
- You've found a POEM!!

Found Poem

1. Read.
2. Find 10 or more words.
3. Write.
4. Read with rhythm.
5. You found a poem!

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During Make and Take Tongue Twister Fun!



Tongue Twister Fun!

1. Read.
2. Practice.
3. Read again.
4. Say it better.
5. Have fun!

- She sells seashells by the seashore.
- A noisy noise annoys an oyster.
- Shy Shelly says she shall sew sheets.
- Friendly Frank flips fine flapjacks.

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Listening and Speaking



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Visual Literacy



Artistic responses to literature helps demonstrate deep comprehension of the text.

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Visual Literacy



During Make and Take:
Vocabulary Chains

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Word Work



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Grab a Word, Make a Sentence



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Let's MAKE one...



Write "Grab a Word, Make a Sentence" on the front

Decorate with words

Add at least 10 index cards with words for your grade level

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Written Response



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Written Conversation

- ⦿ Teach kids to write in conversation.
- ⦿ Put your initials on the line before you write. Write for a minute.
- ⦿ Trade with your partner.
- ⦿ Write back and forth.



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That is what learning is. You suddenly understand something you've understood all your life, but in a new way.

Doris Lessing



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