Intermediate Literacy Stations

Maximize Learning

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Professional Books

If we’re teaching kids...

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

Harvey, 2007

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

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.
What happens in Stations?

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

What is a literacy station?

- 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

The "HUB" of it all...

- 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.

- Routman

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?
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

Before you start…
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.

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.

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?

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

Dr. Samuel Betances
Ch. 6
Before you start...

**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.

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

Cycle:

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.

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

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.
Days 7 – 10...

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

12 Weeks of Station Activities

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.

When I’m “Finished”…

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

Keep them on track…

Remember: COMPREHENSION starts here

Comprehension Station
**Fluency Station**

- 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!

**During Make and Take: Tongue Twister 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.

**Listening and Speaking**

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

**Visual Literacy**

During Make and Take: Vocabulary Chains
Word Work

Grab a Word, Make a Sentence

Let’s MAKE one…

Written Response

Written Conversation

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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