

Making Work Stations Work: Handouts






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www.leachliteracytraining.com

What is a Work Board?

- A Work Board is a way to post the Work Station rotation for the week.
- Names or pictures of students are placed next to icons representing the Work Stations they will visit each day and during the entire week.
- Work Boards can be set up once and used for several weeks.
- Students will visit at least two Work Stations a day. It is recommended that the first Work Station for every student be Independent Reading- most students will read at their desk, but a group of students could be reading in the classroom library.

 Group of Students by Name	 Group of Students by Name	 Group of Students by Name	 Group of Students by Name	 Group of Students by Name
ICON SHOWING INDEPENDENT READING	ICON SHOWING INDEPENDENT READING	ICON SHOWING INDEPENDENT READING IN THE CLASSROOM LIBRARY	ICON SHOWING INDEPENDENT READING	ICON SHOWING INDEPENDENT READING
ICON SHOWING A SECOND WORK STATION (Example: Fluency)	ICON SHOWING A SECOND WORK STATION (Example: Listening)	ICON SHOWING A SECOND WORK STATION (Example: Word Work)	ICON SHOWING A SECOND WORK STATION (Example: Poetry)	ICON SHOWING A SECOND WORK STATION (Example: Writing)

Importance of a Work Board:

- Conveys that students have “work” to do and shows them when they will do the work
- Helps with students who are coming and going during Literacy Work Stations (just got to school, just came back from a Guided Reading lesson with another teacher etc.)
- Shows students that everyone gets “a turn”

What is a Station Choice Board?

- A Station Choice Board is a sheet given to students at the start of a week. It shows students what the stations are for the week and *allows students to choose* which stations to go to and in what order to go to their stations.

Literacy Work Stations Check Sheet	
Week of January 29-31	Name: _____
Independent Reading Work Station:	
<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	
Word Study Work Station:	
<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	
Writing Work Station:	
<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	
Fluency Work Station:	
<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	
Inquiry Work Station:	
<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Things a teacher needs to consider if letting students choose their own stations for the day/week on the Choice Board:

- How many students can be in a station at a time?
- Who should a student work with in a station?
- Who should a student NOT work with in a station?
- How long does a student stay at one Work Station?
- Do students have to go to all Work Stations in the week?

Important Lessons for Successful Literacy Work Stations

Successful implementation of Literacy Work Stations involves helping students know how to problem solve. For example, students need to know:

- What to do when something does not work.
- What to do when they do not understand the work at a Station.
- Who to go to for help (e.g., “Ask 3 before you see me”).
- How to clean up (where to put materials away, etc.).
- How to decide who goes first when engaged in a partner or group activity.
- What to do if someone is bothering you while you are trying to do your work at a Station.

Behavior problems will occur despite any teacher’s best efforts to help students know how to solve problems and follow the rules and routines. Here’s a list of questions for teachers to use when behavior problems begin to impede the successful implementation of Literacy Work Stations:

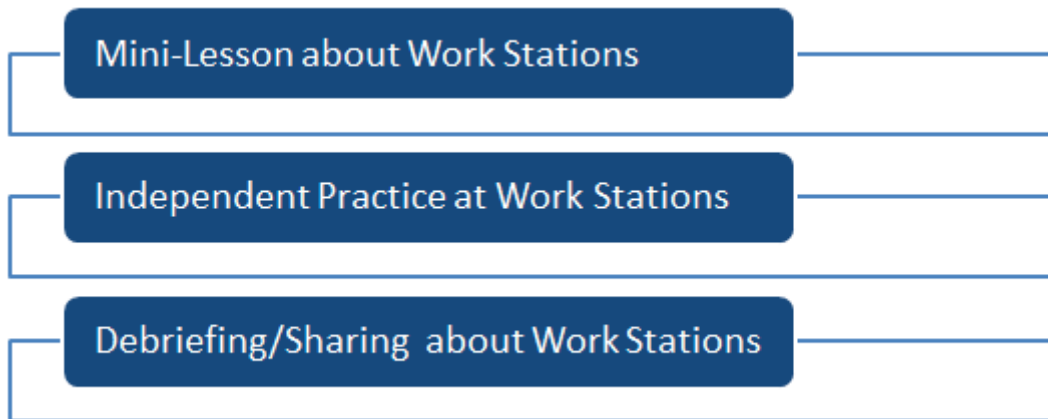
- Did I do an effective job of explicitly teaching the Work Station?
- Is the Station interesting for the students?
- Have the students mastered the skill and need to move on?
- Is this Station too difficult for students to do independently?
- What do I need to teach or teach again so the Station(s) can be successful?

Possible Literacy Work Station rules to implement in your classroom:

- Talk in a quiet voice so only those near you can hear you.
- Work in a way that does not bother others around you.
- Share and take turns with the materials.
- Always do your work at your Station so your teacher can do his/her work at the Guided Reading table.

A Model for Work Stations

Starting together and ending together is an excellent model for Work Stations just like it works in schools using Reading and Writing Workshop. There are also many things to teach in mini-lessons related to student work in Stations. In reading we teach reading strategies etc. In writing, we teach the craft of writing. In mini-lessons before Work Stations, we teach how to use materials at a station, or what to do if someone is bothering you at a station etc.



What is a mini-lesson?

- Mini-lessons are an opportunity for the teacher to demonstrate, model, explain or reteach Station rules, expectations and/or materials.

Examples include:

- *"Yesterday in Work Stations we..."*
- *"Today in Work Stations..."*
- *"Something I've noticed happening in Work Stations..."*

What is debriefing? (Often called "Sharing Time" in K-2)

- Debriefing is an opportunity for students and the teacher to reflect on the success and problems during Literacy Work Stations.

Examples include:

- *"What did I do at Work Stations Today?"*
- *"What did I have fun doing at Work Stations today?"*
- *"What didn't I like doing at Work Stations today?"*
- *"How did I solve a problem at Work Stations today?"*
- *"How did I help someone at Work Stations today?"*

Launching Work Stations

Monday	Tuesday	Wednesday	Thursday	Friday
Mini-Lesson	Mini-Lesson	Mini-Lesson	Mini-Lesson	Mini-Lesson
Students Independently Practice	Students Independently Practice	Students Independently Practice	Students Independently Practice	Students Independently Practice
Debrief the Work	Debrief the Work	Debrief the Work	Debrief the Work	Debrief the Work

- Each day there will be a mini-lesson and then students will all practice the same Work Station back at their seats for a period of time working up to the goal of 20 minutes.
- The teacher and students will debrief after students work in Stations.

Personal Notes about Independent Reading:

Example of a Launch Plan for the Independent Reading Work Station

Monday	Tuesday	Wednesday	Thursday	Friday
Mini-Lesson	Mini-Lesson	Mini-Lesson	Mini-Lesson	Mini-Lesson
<i>How do readers read in ____ grade?</i>	<i>How do readers know how to pick "Good Fit" books?</i>	<i>How do readers respect books and other readers at the Work Station?</i>	<i>How do readers "shop" for new books for Independent Reading?</i>	<i>Creating an "I-Can" List for the Independent Reading Work Station</i>
Students Independently Practice	Students Independently Practice	Students Independently Practice	Students Independently Practice	Students Independently Practice
Debrief the Work	Debrief the Work	Debrief the Work	Debrief the Work	Debrief the Work

Five Anchor Work Stations

Literacy Work Stations are designed to be an extension of the literacy teaching in the 120-Minute Literacy block. For that reason, the materials needed for these Work Stations are minimal. It is less about having games/materials from a catalog and more about teaching and finding ways to transfer that learning into a Work Station opportunity.

Fluency Work Station

The fluency work station allows students to practice reading for accuracy, automaticity and with expression. Students can read texts at their independent reading level or reread familiar books, poems or other text fluently. In addition to reading, students may also practice fluency with high frequency words or vocabulary. A variety of anchor activities may be used to achieve this (e.g., repeated readings, readers' theater, poetry reading, and sight word practice). The fluency work station is also where students practice mastering fluency of high frequency words/phrases.

Writing Work Station

The writing station allows students to engage in authentic writing activities in response to texts or based on specific genres or learning from the classroom. Students can talk with other writers about their work, ask for feedback, display their writing, or view writing by other student authors. Editing and revising of writing that occurred during the writing lesson in the 120-Minute Literacy Block could happen at the writing work station. Writing in response to reading or writing on the computer using web based composition tools found on the Internet could also be completed at the writing work station. It would be appropriate for Kindergarten students to also practice handwriting at this station.

Word Work Station

The word work station allows students to engage in a variety of word study tasks focusing on phonics, morphology. These tasks may include working with phonics patterns, frequently misspelled words, academic vocabulary and morphology. Teachers should look for opportunities to connect the word work station to phonics and morphology teaching (Foundations, Building Vocabulary through Word Roots, Words their Way, or Just Words etc.), whenever possible.

Web Resources

- Free Reading: www.freereading.net
- Florida Center for Reading Research: <http://www.fcrr.org>
- Reading A-Z Phonics Tab, Vocabulary Tab and Alphabet Tab: www.readinga-z.com