

# K-1 Literacy Work Stations Expectations

(Possibly 2<sup>nd</sup> grade 1<sup>st</sup> semester)

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Definition of Literacy Work Stations: An area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy. A time for children to have meaningful practice reading, writing, speaking, listening, and working with letters and words. An integral part of each child's instruction. (Diller)

Materials: Materials are taught with and used for instruction first. Then they are placed in the work station for independent use. Materials need to be easily accessible by students.

- Variety of Independent Leveled Texts
- White Boards
- Markers
- Sticky Notes
- Highlighter
- Easel/Big Book Stand
- Magnetic Letters
- Pointer
- Wiki Sticks
- Sand Trays
- Interesting Items for Discovery Station
- Games
- Puzzles
- Books on Tape
- Content Area Materials
- Puppets
- Costumes
- Technology Tools (mel.org, apps, digital stories, etc.)

Environment/Organization: Work Station Options (Menu of Options. Not all of these are going on at the same time or every day.)

- Teacher (guided reading/strategy groups)
- Big Books
- Writing
- Drama
- Word Work
- Poetry/Nursery Rhymes
- Digital Station Tools
- Listening
- Partner Reading
- Puzzles and Games
- Content Area
- Pocket Chart
- Overhead/Document Camera/Smart Board
- Creation Station
- Sand/Water/Salt
- Read/Write the Room
- Newspaper Search
- Book Nook (independent reading)
- Inquiry Station
- White Boards
- Book Making
- Rhyming
- Oral Language
- Drawing
- Other

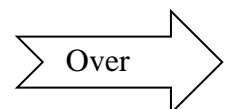
Literacy Work Station Elements: (Varies by the need, level of readers and/or lesson focus)

While teachers are working with small guided reading groups, students work independently at work stations that provide meaningful literacy tasks.

Station locations remain set up all year long. Materials change to reflect children's reading levels, strategies being taught, and topics being studied.

## **Tips for Success:**

- Teach routines and expectations
- About the process not the product
- Process should be clear to students so they can focus on learning task
- All stations must be modeled (introduce one work station at a time) (gradual release of responsibility)
- Develop a management system; such as a pocket chart, rotation wheel, work station checklist, etc.
- Materials are differentiated for students with different needs and reading levels as appropriate
- Keep work stations interesting and engaging
- Keep students accountable; such as have students share out during class sharing time, observe two students a day, periodically review student reading logs, etc.



**Reflection: (Teacher)**

**Personal Goal: (Teacher)**

**Feedback:**