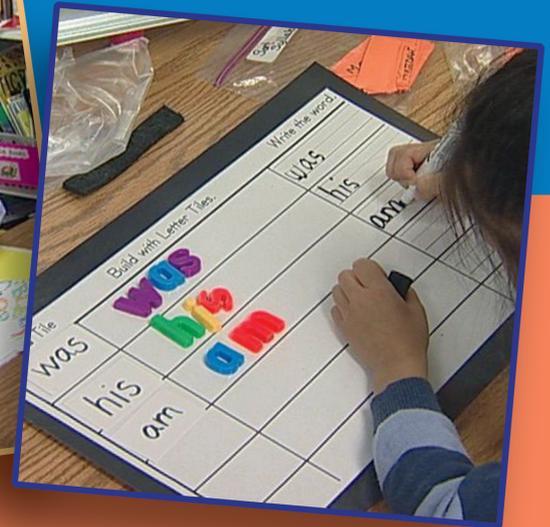


Viewing Guide



Launching Literacy Stations

Mini-Lessons for Managing and Sustaining Independent Work, K-3



Debbie Diller

Contents

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Introduction

Launching Literacy Stations was taped over two days in a suburban Houston, Texas school. In this three-part series, Debbie Diller works with first-grade teacher Patty Terry and second-grade teacher Vicky Georgas as they launch new stations together, develop lessons and strategies for managing stations, and help students sustain interest and high quality work in ongoing stations.

This guide is designed to help you maximize learning from the videos in workshop settings. Included are helpful hints for workshop coordinators, questions to guide viewing and discussion, and suggestions for implementing ideas from the videos in classrooms. If you only have 15–30 minutes to view and discuss a portion of the series, check out the “Short on Time” suggestions on page 7.

Program 1: Launching Stations

This program introduces viewers to Debbie Diller, consultant and author of *Literacy Work Stations*. Debbie presents the two teachers she works with on this video series, Patty Terry and Vicky Georgas, and provides basic principles and guidelines for launching literacy work stations in the primary grades. Each of these teachers works with 22 students, in relatively small classrooms (25 by 27 feet). In this program, you’ll see how Patty and Vicky manage in these close quarters to have 10–12 work stations up and running at any given time during the school year.

The program closes with examples of Debbie launching literacy stations in each classroom—the drama station in first grade, and the science station in second grade. Viewers will see students participate in the mini-lesson, work in stations, and discuss what they have learned in sharing sessions with their teachers after station time.

Questions for Discussion

- Debbie talks about the three-part progression of daily work stations: mini-lesson, work station time, and sharing (whole-class discussion) after work stations. Do you currently follow this progression during work stations in your classroom? What is the strongest element of your daily work station period? What needs the most work?
- The “I Can List” is a crucial component of the work station program. What did you learn about the “I Can List” by watching Debbie create one with students? How will you revise, update or expand your use of “I Can Lists” based upon what you’ve just viewed?
- The hurricane focus in the science work station was based upon a recent hurricane in the local area that caused a major evacuation. What events or local

landmarks unique to your area could serve as a basis for a work station? How or where could you gather materials?

- Debbie highlights the importance of considering everything that could go wrong when launching a work station, and then teaching to those potential problems. What are some current problems you are having in work stations? How might you address them?
- Why is it important to have only two students per station?
- What is the most important thing you learned about launching work stations from viewing the video? What might you try in your own classroom?

Workshop and Classroom Extensions

1. Distribute Figure 1: Current Literacy Work Stations. Have everyone fill out the form silently for ten minutes, then discuss in small groups what new ideas each participant has based upon what they learned from the activity. Close the session by having everyone share with the whole group one thing they will try in the next week during work station time, based upon the discussion.
2. Distribute copies of Figure 2: Quick Tips for Launching Stations. Discuss these questions in small groups:
 - What tips are new to participants?
 - How might they change the way they launch stations, based upon what they have read or seen?
3. Pick one or two stations that everyone says they want to try in the next few weeks. Set up a schedule for classroom visits, or arrange to take a “field trip” during the next workshop session to view the new stations within participants’ classrooms.
4. Try an “I Can List” tied to a Literacy Work Station. Distribute Figure 3 for participants to use with children in their own classrooms. Bring back samples to the whole group for discussion.
5. Distribute copies of Figure 4: Questions for Sharing Time. Talk as a group about questions that are new to the teachers, which ones they regularly use, and which ones they might try. Have everyone try at least two new prompts before the next workshop session. After trying the prompts, discuss which prompts worked well, which didn’t, and why.

Further Reading

Chapter 2 *Literacy Work Stations*.

Program 2: Managing Stations

One of the biggest issues teachers struggle with in their literacy work stations is management—how to ensure materials are in their proper place and that stu-

dents know where they need to be and what they need to be doing. In this program, Debbie and her model teachers demonstrate how mini-lessons can be used to tackle management issues. The program closes with a demonstration and discussion of the “walk-around,” a new technique developed by Debbie for monitoring and assessing students and stations. Problems that arise during work station sessions become the basis for future lessons, and the importance of student independence is emphasized through focused, thoughtful instruction before work station time.

Questions for Discussion

- How often do you add or change materials in your stations?
- Think of a station with materials you haven’t changed in some time. What might you add or change in the materials?
- Patty introduces students to the procedure of moving to two stations in one work station period. What does she do to ensure students know how and when to make the change?
- The work station chart in Patty’s room is color-coded to help students understand when they will need to be in the first station, second station, or small group with Patty. What keys or codes do you use to help students in your organization scheme? How might you change or improve this chart?
- Patty introduces the “Instead Box” based upon a problem that arose using a tape recorder. Think of a problem that happened recently during work station time in your classroom involving missing materials or faulty equipment. How could you design a mini-lesson to address this issue?
- Vicky starts the week Monday morning with a mini-lesson on new things to do in stations. How and when do you introduce new work station materials in your classroom?
- How is the “bubble map” Vicky introduces linked to developing literacy skills for students? (For more on “bubble maps,” see www.thinkingmaps.com.)
- What does Debbie learn about students in each of her walk-around sessions? How does she and the teachers use this information to improve the stations when she shares it?

Workshop and Classroom Extensions

1. Ask everyone to bring in photos of their management boards or the actual board. (As an alternative, you can walk through the school together to view the different boards.) Discuss the different ways teachers choose to organize and use the boards. If you are just launching literacy stations in your school, you might bring materials for setting up boards (magnetic boards, photocopied icons from the appendix of *Literacy Work Stations*, velcro) and have a work session together setting up the boards.
2. Distribute copies of Figure 5: Common Management Mistakes. In small groups, have everyone share the biggest management problem they have

encountered with literacy work stations, and one possible solution based upon what they have read or seen in the workshop.

3. Pass out small boxes or baskets from the local Dollar Store and ask everyone to create an instead box with students. You might brainstorm a list of instead possibilities in each classroom in small groups, take these back to children in individual classrooms, and bring back results.

Further Reading

Chapter 9 *Literacy Work Stations*.

Ask everyone to pay special attention to the “Troubleshooting” sections in the chapter in order to learn to anticipate management problems in stations.

Program 3: Sustaining Stations

Once literacy work stations have become an established routine in the classroom, lessons and assessment are essential to ensure the work stations are energizing and challenging for students. In this program, mini-lessons are shared to demonstrate how to keep stations engaging—by introducing new materials, linking stations to current events or student interests, and continually building connections between the literacy curriculum and stations.

Questions for Discussion

- How does the “friendly letter” lesson help sustain the writing station?
- In the pumpkin words lesson, how does Patty build connections between current interests of the children, emerging literacy skills or strategies, and the writing station?
- How does the character cards activity in the second-grade drama station help students develop fluency skills? How does Debbie reinforce this in her lesson?
- What is the biggest issue you face in sustaining interest and challenge in your work stations? What have you learned from this program that might help you address the problem?

Workshop and Classroom Extensions

1. Find a theme being explored at your grade level that participants might explore together through work stations. Ask each teacher to brainstorm lists of words with students around the theme. Have everyone post words at the appropriate work station, and then bring back student writing samples to the whole group to show how the words were used.
2. Distribute copies of Figure 6: Components of Reading at Literacy Work Stations, and ask participants to choose one station to put in the center circle.

Have everyone write silently for 10 minutes, listing reading skills development in that work station. What reading skills are tackled in the work station? What activities might be added to enhance skill areas that need improvement? Discuss in small groups, considering the balance you have for this year's students and if you have appropriate practice.

3. Distribute copies of Figures 7 and 8, templates for creating the discussion cubes used by teachers and students in the videos. You can either take time in the workshop to create the cubes together using empty tissue box cubes, or ask participants to put together the cubes outside the workshop. Have everyone add the cubes to work stations in their classrooms, and share what they observe about students using the cubes in a future discussion.

Further Reading

Chapter 10 *Literacy Work Stations* "Planning for Practice."

Short on Time?

Each of these workshops can be completed in 30 minutes or less.

1. ***Planning for a Work Station Launch***

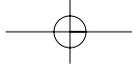
View the Launching the Drama Station Mini-Lesson on Program 1 (Time Code: 05:40) and distribute copies of Figure 2: Quick Tips for Launching Stations to participants. Talk as a group about problems teachers have in launching literacy work stations, and have everyone share one way they will launch their next literacy work station differently.

2. ***The Walk-Around***

View the Walk-Around segment of Program 2 (Time Code: 22:35) and distribute Debbie's walk-around form (Figure 9) and a blank walk-around form (Figure 10). Have everyone share how they currently assess literacy work stations, and how they might adapt the Walk-Around form for use in their own classrooms. Ask everyone to try a walk-around before your next workshop session.

3. ***Word List Brainstorm***

View the Pumpkin Words segment on Program 3 (Time Code: 06:40), Patty Terry's mini-lesson for brainstorming a word list for the writing station. As participants view the segment, have them list the words the children brainstorm, and how Patty uses their words to teach phonetic concepts and make connections across the curriculum. After the segment is completed, have the group discuss work stations they are currently using that might benefit from a word list brainstorm. Bring these lists to a future meeting, and have participants share how they used the students' words as a springboard for word work.



4. *Classroom Design for Work Stations*

View the DVD extra audio tours of the first- and second-grade classroom work stations, and distribute Figure 11: Materials in Literacy Stations. Have everyone draw a map of their classroom, jotting down places where they might add a station. Discuss possibilities for changing room arrangements or adding stations with a partner or in a small group. Make sure to discuss possibilities for portable stations.

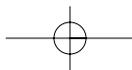
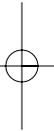
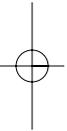


Figure 1: Current Literacy Work Stations

How I Assess This . . .						
New Ideas . . .						
Why? Purpose?						
List What Students Do Here . . .						
List Your Literacy Work Stations Here . . . One Per Box						

Figure 2: Quick Tips for Launching Stations by Debbie Diller**To Plan for a Station:**

- Think about what you're currently teaching. You want your stations to provide practice for what you are teaching.
- What materials do you already have that you are using in your teaching? Use those to introduce the station after teaching with the materials for a while.
- Think about exactly what you want kids to do at that station. Think about what kids might do that you don't want them to, and then teach to the behaviors you DO want to see. Look at the troubleshooting ideas in *Literacy Work Stations* for ideas.
- Gather all the materials needed for that station to minimize kids running across the room to find supplies.
- Label things with kids (to help things stay neat and organized).
- Create an "I Can List" with kids so they know exactly what to do here.

To Find Ideas for Stations:

- Look at what you're currently teaching. You want your stations to provide practice for what you're teaching.
- Ask colleagues for ideas of what their students are using effectively.
- Ask your students for ideas. Some of my best ideas have come from the kids I've taught.
- Take a "field trip" to another teacher's room to see his/her work stations. Share ideas with each other.

To Anticipate Problems with Stations:

- Always introduce the station and then have a couple of kids model it for the rest of the class. This gives you the opportunity to troubleshoot before problems can arise.
- Use the "How to Solve Problems That May Arise" section in each chapter of *Literacy Work Stations*.

To Design Mini-Lessons to Launch Stations:

- Think about what you want kids to practice at the new station.
- Begin with the materials you've already been teaching with.
- Think about every little thing you want kids to do at this station, including how to use the materials and how to put them away neatly.
- Gather all the materials you want kids to practice with so you can show these during your mini-lesson.
- Plan to create an "I Can List" with the students using these materials.
- See the "How to Introduce the Station" section in each chapter of *Literacy Work Stations* for more ideas.

Figure 3: "I Can List" Template

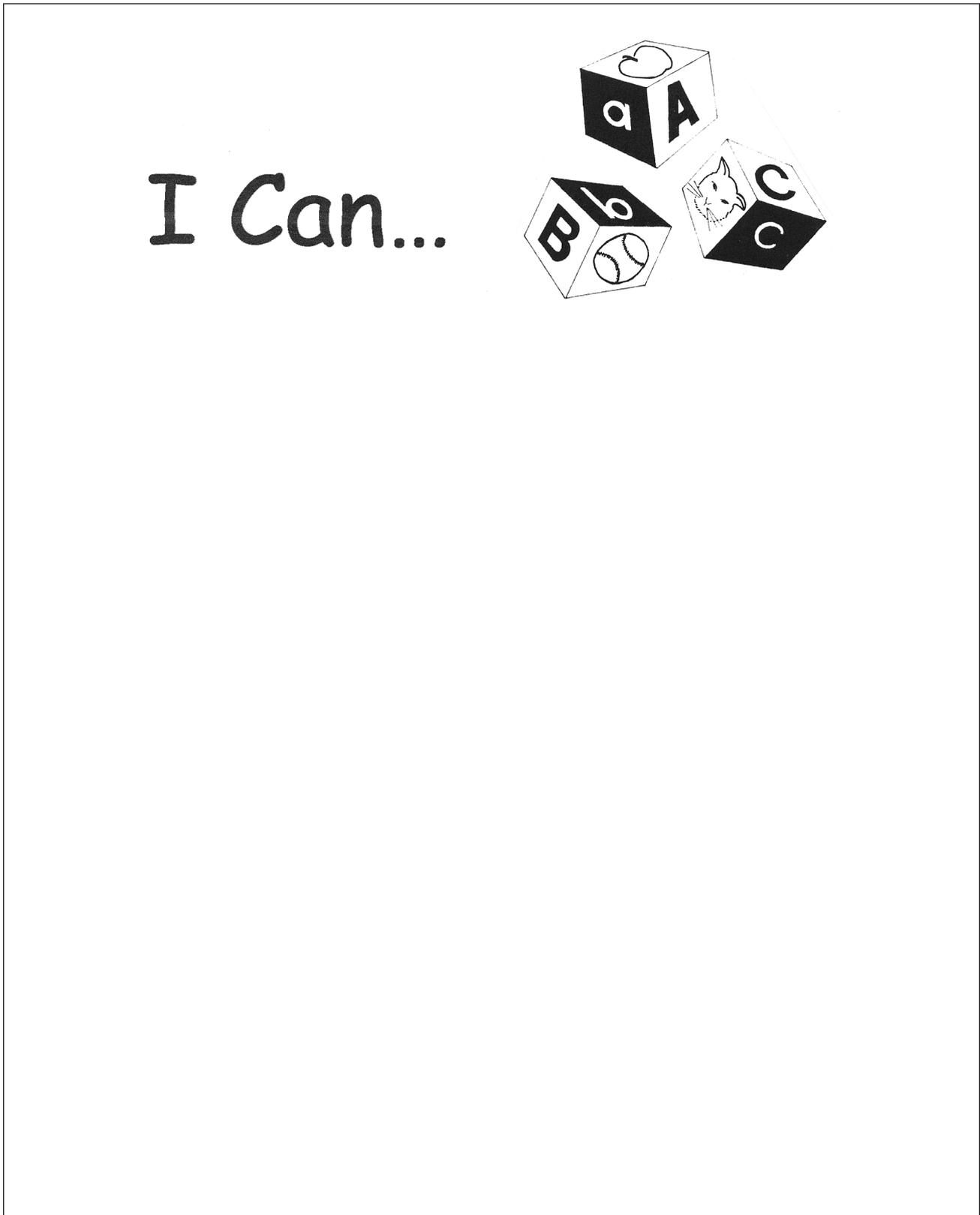


Figure 4: Questions for Sharing Time

Individual questions can be posted daily as a focus for sharing time later or put on cards for selection daily by the teacher during the whole-class session.

- What did I do at work stations today?
- What didn't I do at work stations today?
- What did I learn at work stations today?
- What else would I like to do at work stations?
- What did I have fun doing at work stations today?
- What do I think we should change at work stations?
- What did I do to help myself be a better reader today?
- What did I do to help myself be a better writer today?
- How did I solve a problem today?
- How did I help someone else solve a problem today?
- What did I do to help myself become a better thinker today?

Figure 5: The Most Common Mistakes Teachers Make in Launching a New Station and How to Address Them by Debbie Diller

The Mistakes Teachers Make:

- They aren't explicit enough.
- They open too many stations too quickly.
- Assume nothing, model everything! Show kids every step, from how to use the materials to exactly how to put things away. Show them how to work with a partner, how to take turns, how to settle disputes, etc.

The Problems That Emerge:

- Stations are too noisy.
- Kids don't know what to do.
- Practice activities are too hard for some kids.
- Kids interrupt the teacher during his/her small group.
- Teachers give warnings and don't follow through.
- Teachers don't have solid routines established.

The Solutions:

- Teach routines!
- Have a system for dealing with noise. Teach a signal that means "It's too loud in here. Turn down the volume." A bell or hand signal will work well. Practice it until kids understand your signal. Don't wait until things are totally out of control to teach about the noise.
- Create "I Can Lists" with your students so they know what to do at each station. Model well. Have two students model for the rest of the class.
- Choose activities for practice that kids CAN do independently or with just the support of another student. Know your students.
- Teach kids what to do if they need the teacher during small group time. Have them write you a note on a post-it and place it on your table (no talking to the teacher) or have them ask other kids in the classroom. Teach them signals to let you know they're leaving the classroom to go to the restroom or to get a drink. Encourage independence.

Mini-Lessons That Address These Management Issues:

- How to share materials and/or take turns.
- How to use a quiet voice at work stations.
- How to read the management board.
- How to clean up.
- How to use materials.
- Development of "I Can Lists."
- Development of the "Instead Box" or what else to do when equipment doesn't work.

Figure 6: Components of Reading at Literacy Work Stations

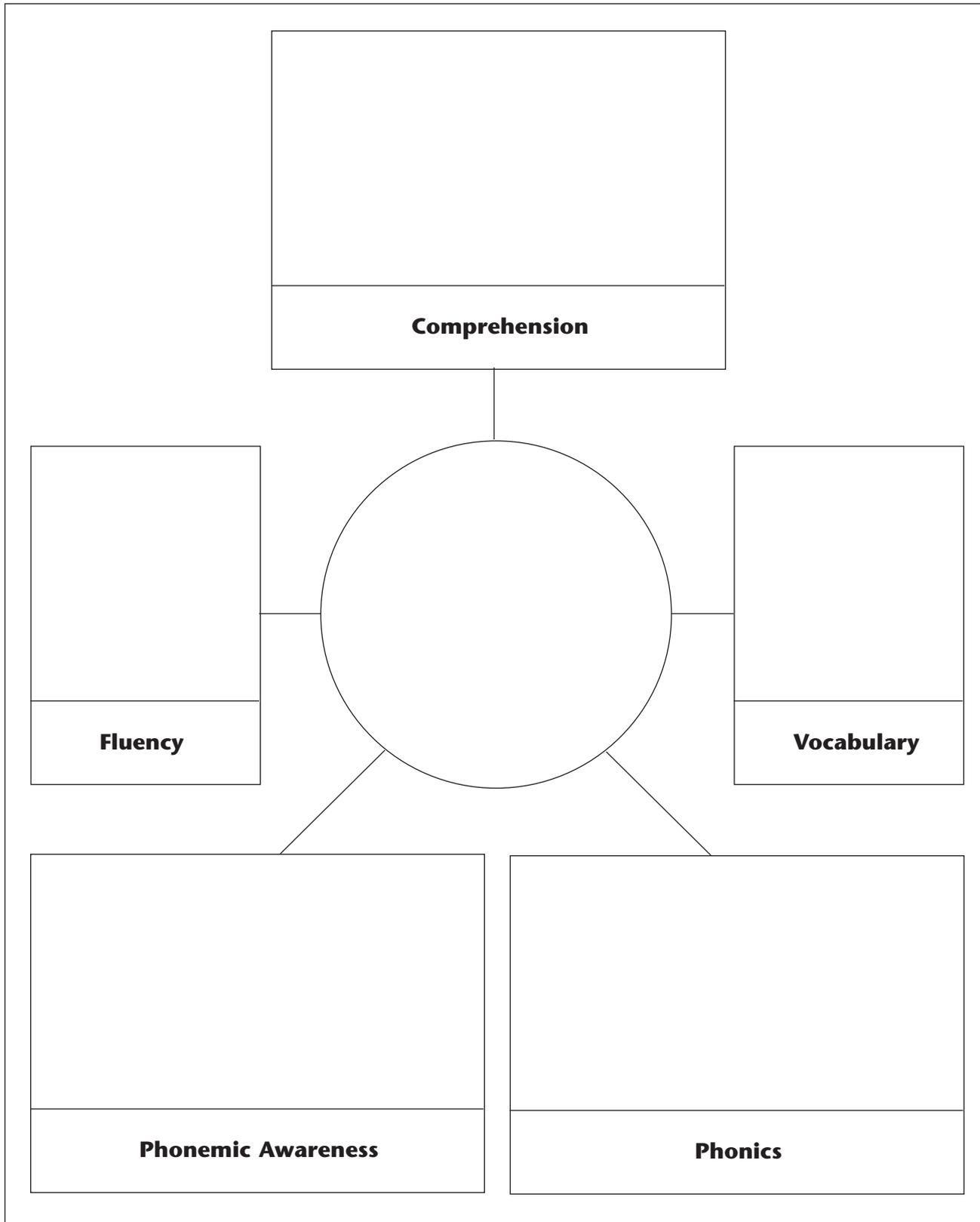


Figure 7: Nonfiction Cube Templates

<p>What is this piece mainly about?</p>	<p>On page _____ the word _____ means . . .</p>
<p>How is this piece like another you read?</p>	<p>Why do you think the author wrote this text?</p>

Figure 7: Nonfiction Cube Templates (*continued*)

**The best
summary of
this piece
is . . .**

**A fact I
thought was
interesting
was . . .**

**A fact I
thought was
important
was . . .**

Figure 8: Fiction Cube Templates

<p>Characters: Main? Other?</p>	<p>Setting: When? Where?</p>
<p>Problem? Solution?</p>	<p>Why the author wrote this?</p>

Figure 8: Fiction Cube Templates (*continued*)

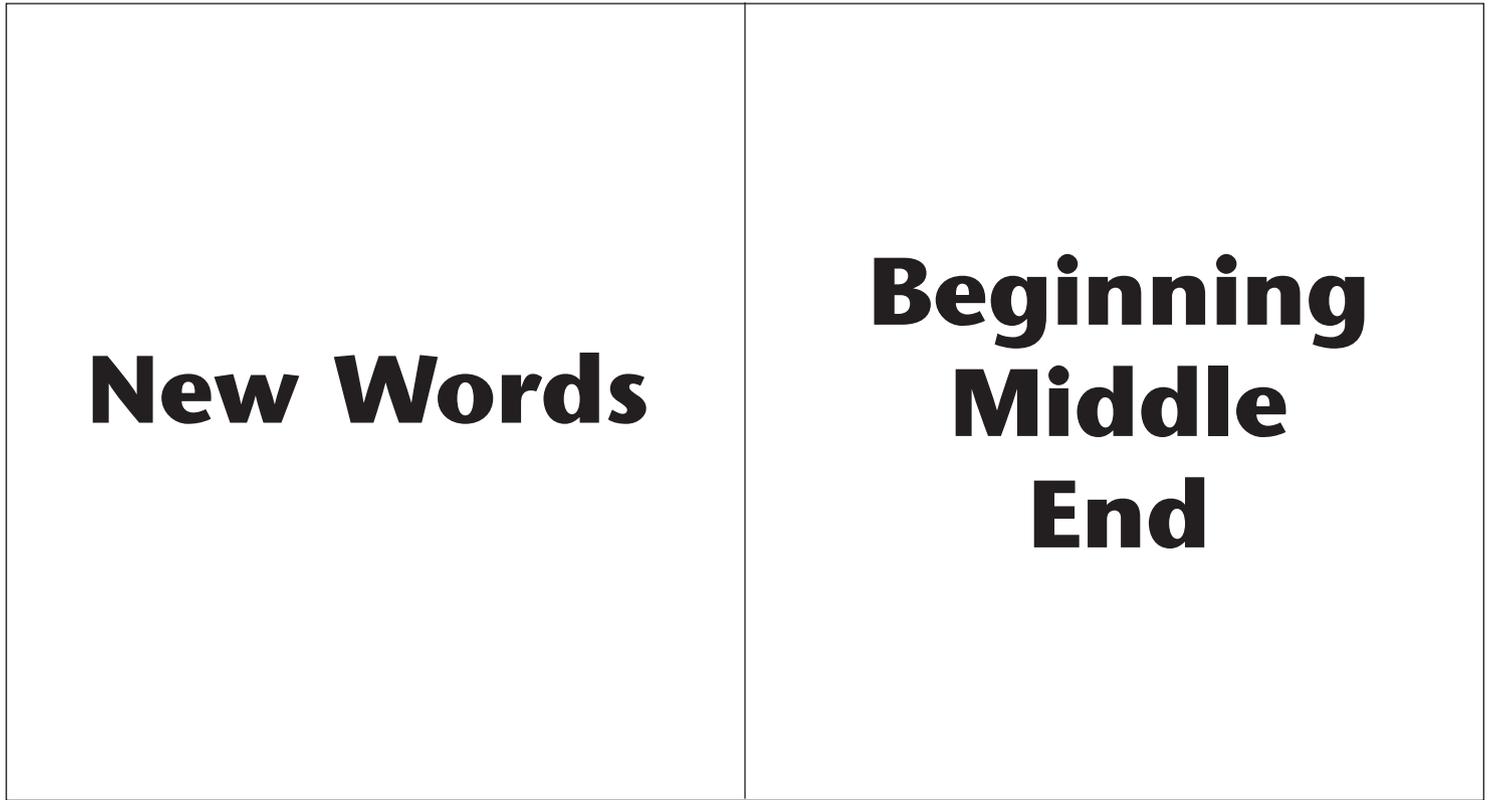


Figure 9: Walk-Around Form (Debbie's Completed Version)

Student	ABC/Word Study	Drama	Overhead	Big Book	S.S./Science
Hannah Alice	10-24-05 <ul style="list-style-type: none"> Sorted syllables well Should we add something higher level here? 				
Lauryn		10-24-05 <ul style="list-style-type: none"> Read fluently w/interesting voices 			
Mariel Brandon			10-24-05 <ul style="list-style-type: none"> Mariel read while Brandon watched I moved overhead down & told them to read together 		
Victor Matthew				10-24-05 <ul style="list-style-type: none"> Read 3 Shapely Pigs together I reminded them to use interesting voices 	

Figure 10: Walk-Around Form (Blank)

Student	ABC/Word Study	Drama	Overhead	Big Book	S.S./Science

As you observe students, note:

1. Their successes (what they are doing well), particularly related to what was taught in the mini-lesson.
2. Areas of needs for planning future lessons (whole-group and small-group).
3. Problems children are having related to management that you could address in a future mini-lesson (sharing materials, handling materials, etc.).

Figure 11: Materials in Literacy Stations

List of the stations and materials found in them, as seen on series:

First Grade

Drama Station:

- *Hobbledy Clop* by Pat Brisson
- puppet theater stage
- stick puppets made by students from paper and tongue depressors (character name written on each stick)

Listening Station:

- *Hobbledy Clop* by Pat Brisson
- tape recorder
- tape
- headsets
- directions for how to work the tape recorder (made with class)
- fiction response cube (see Figure 8 for a reproducible to make one)

ABC Station:

- laminated word-building mat made by teacher, with categories as follows:
Word Tile / Build the Word / Write the Word
- magnetic letters (stored in labeled tackle box)
- dry erase pens
- dry erase markers
- dry erase erasers
- automotive drip pan (available at auto supply stores)
- list of spelling words
- word cards in small Ziploc bags for "sorting words" and "making words"

Overhead Station:

- overhead projector (on low cart or on floor)
- screen (with yarn tied to the bottom so kids can raise or lower it)
- typed poems, copied onto transparencies and stored in folder
- pointers

Big Book Station:

- big books
- big book easel
- pointers

Social Studies Station:

- U.S. map puzzle
- books on social studies topic being studied (in portable basket)

Writing Station:

- pumpkin stationery
- real pumpkin
- "Pumpkin Words" list on chart (brainstormed in mini-lesson with class)
- special pencils (with silk flower taped over the eraser with floral tape)
- clipboards with lined paper

Other work stations not shown on tape (but in use at time of filming):

- Classroom Library
- Pocket Chart Station
- Science Station
- Computer Station

Second Grade

Science Station:

- big book on topic of study
- big book easel
- chart paper (with categories for New Facts and New Information)
- colored markers
- other info on hurricanes taken from newspaper and Internet sources (stored in clear plastic sleeves)

Buddy Reading Station:

- Guided Reading Beach Ball from www.carsondellosa.com
- two copies of a variety of books for buddy reading
- pencils
- Post-it notes

(continued)

Figure 11: Materials in Literacy Stations (continued)*Fiction Listening Station:*

- tape recorder
- fiction book
- tape of book
- headsets
- pencils
- Post-it notes
- generic comprehension questions to ask (on cards)

Writing Station:

- colored pens in container
- stacking baskets with different kinds of paper
- folk tale picture books (for reference when writing scripts)
- student writing folders (used in writing workshop)
- “Tips for Writing a Friendly Letter” chart (brainstormed with the class)
- chart of *Three Little Pigs* script (written with the class and posted as a model)

ABC/Word Study Station:

- word cards with magnetic tape on back stored in Ziploc bags (for sorting words)
- list of spelling words, week by week, for current six weeks
- dry erase boards, markers, and erasers
- magnetic letters in labeled tackle box

Poetry Station:

- poetry books
- copies of individual poems
- poetry folder for each student (pocket folder)
- poetry books
- crayons (for illustrating poems)

Silent Reading Station:

- books for independent reading
- pencils
- response sheet
- Post-it notes

Nonfiction Listening Station:

- nonfiction books
- tape recorder
- book on tape
- headsets

Drama Station:

- two copies of *Three Little Pigs* script (written by class as a retelling of a familiar story)
- each script has pages stapled together and stored in clear plastic sleeve with each part highlighted in a different color
- character cards (index cards with name of each character), highlighted to match colored parts on script with smiley face on easiest parts

Other work stations not shown on tape (but in use at time of filming):

- Classroom Library
- Computer Station
- Overhead Station

Management Tools Seen on the Tapes:*For transition time:*

- Musical Fairy Wand from www.chinaberry.com, used by Patty in first grade in “Two Stations a Day” mini-lesson

For small group reading time (to remind students not to interrupt the teacher) during Literacy Work Stations Time:

- tiara worn by Vicky in second grade

To keep student talk on topic:

- small kitchen timer with a magnet on back, used by Vicky during “Sharing Time”

Time Codes

Program 1: Launching Stations (Total Time: 34:55)

Introduction (00:00–02:45)

Literacy Station Progression (02:45–04:20)

Keys to Launching Literacy Stations (04:20–05:40)

First Grade Progression (05:40–19:15)

 Mini-Lesson: Launching the Drama Station (05:40–13:45)

 Work Station Time (13:45–15:50)

 Whole-Class Sharing (15:50–19:15)

Second Grade Progression (19:15–34:40)

 Mini-Lesson: Launching the Science Station (19:15–27:00)

 Work Station Time (27:00–30:50)

 Whole-Class Sharing (30:50–34:55)

Program 2: Managing Stations (Total Time: 27:50)

Introduction (00:00–01:20)

First Grade: Two Stations in a Day Mini-Lesson (01:20–07:50)

First Grade: Instead Box Mini-Lesson (07:50–16:30)

Second Grade: Monday Morning Reminder Mini-Lesson (16:30–18:20)

Second Grade: Bubble Map Mini-Lesson (18:20–22:35)

Walk-Around (22:35–27:50)

Program 3: Sustaining Stations (Total Time: 27:30)

Introduction (00:00–00:55)

Second Grade: Friendly Letters Mini-Lesson (00:55–06:40)

First Grade: Pumpkin Words Mini-Lesson (06:40–17:35)

Second Grade: Character Cards Mini-Lesson (17:35–27:30)

DVD Extras

First-Grade Work Stations Tour (05:30)

Second-Grade Work Stations Tour (05:30)

Interviews with Elisa Farris and Roosevelt Alexander (01:30)

