



**POPEY**

Provincial Outreach Program  
for the Early Years

[www.popey.ca](http://www.popey.ca)

The Science of Reading  
Meets the Art of Teaching:  
Comprehensive K–3 Literacy Instruction

Thursday, January 19th

8:45–2:30

Presenter:  
**Jen Kelly**

\*Workshop resources available at [padlet.com/POPEY](https://padlet.com/POPEY)

# Shape of the Day - Thursday, January 19th

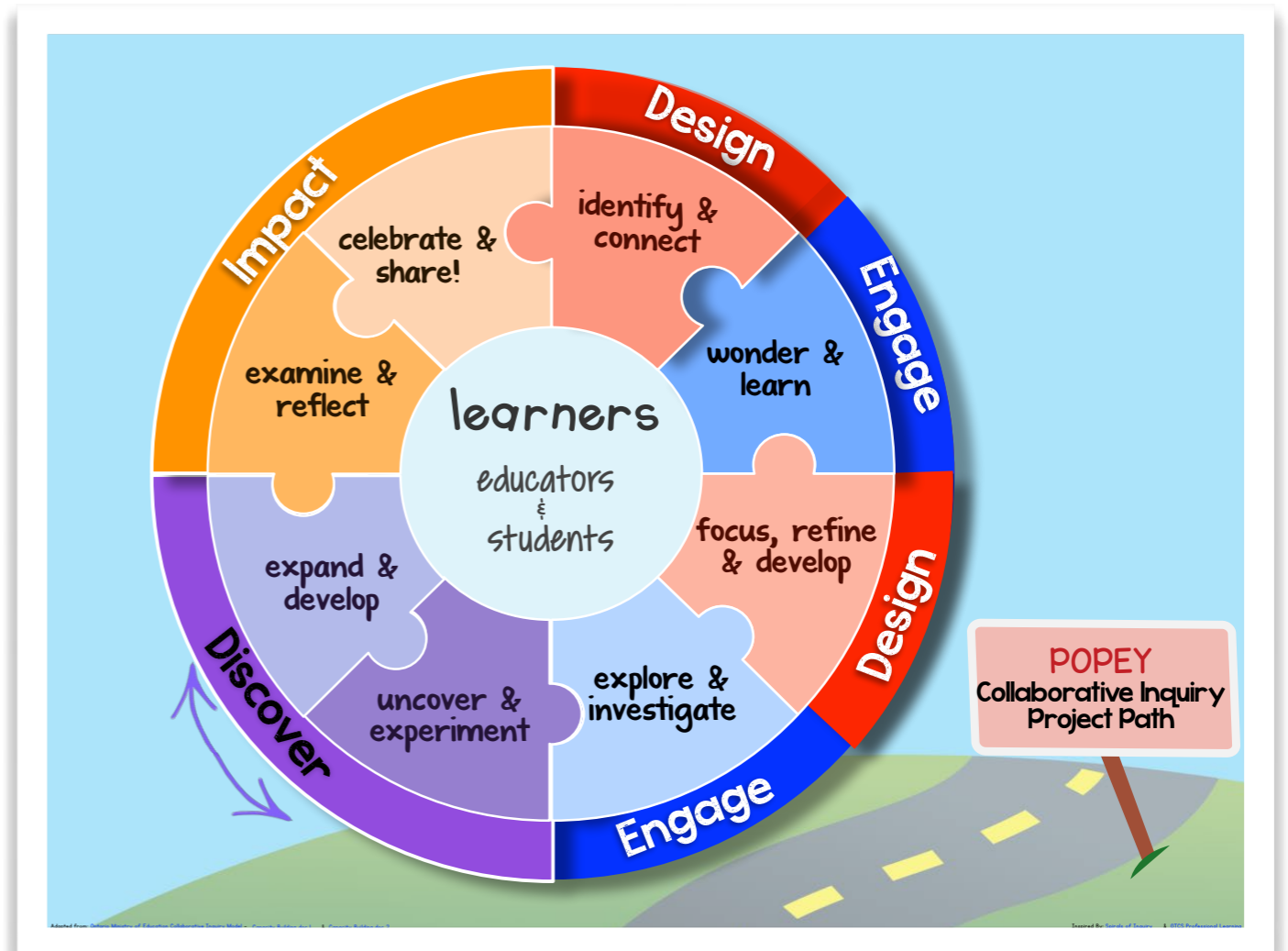


- 8:45am – Refreshments, Getting Settled to Get Started
- 9:00–10:30am
  - ✓ Welcome, acknowledgement, connections
  - ✓ Literacy Work Stations
    - ✓ Reading, Writing, Word Study
- 10:45–12:00pm – Listening and Speaking Station article (Jig Saw)
- 12:45–2:30pm – Station building!
  - ✓ Time to create stations & connect with colleagues

# Revisiting Our Community Agreements

## 1. What do you value as a learner?

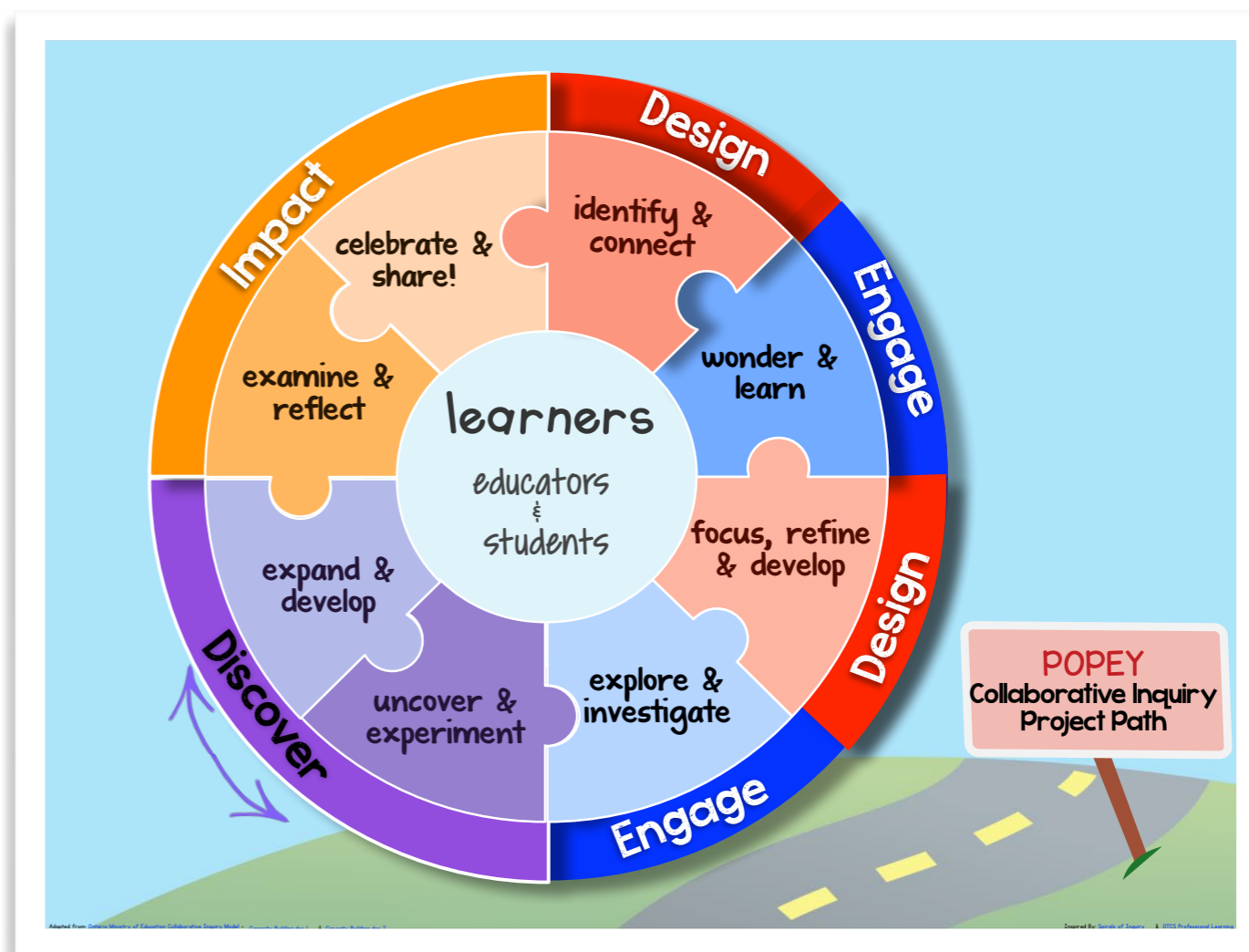
- \* Practice and the celebration that comes with learning a new skills
- \* Hands on learning opportunities
- \* Open mindedness - willingness to try, make mistakes, take risks
- \* Enjoyment and connecting with others
- \* Patience
- \* Encouragement and safety
- \* Clear and concise direction
- \* Time to work together



# Revisiting Our Community Agreements

## 2. What might be supportive as we work together?

- \* Practical examples that relate to the classroom
- \* Visuals and connections
- \* Constructive feedback and positive reinforcement
- \* Clear instructions
- \* Time to process information
- \* Sharing ideas and experiences (what worked, what didn't)
- \* Content available in multiple formats (including audio)
- \* Grade level discussions to work on implementation and existing instruction



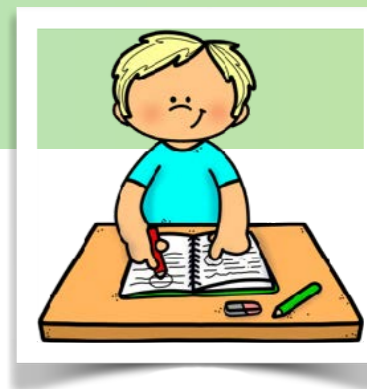
## *Discuss with someone NOT from your school...*

*...the goal areas you identified at our last session*

- \* What did you notice about your teaching?
- \* What did you notice about your students' learning?
- \* What are your thoughts moving forward?



# Literacy Work Stations vs. Literacy Centres



I believe that independent work should be meaningful to students (as well as to the teacher). When we began to use the term (literacy work stations) with children, it seemed to remind them that what goes on is their work. Yes, many times what they do in the work stations looks like play. But when students are engaged in learning, it is more than play. It is meaningful practice that allows the learning to take root in the child's brain... The term **work stations** also helps remind teachers that these are not an extra ... The emphasis is on hands-on learning that engages students.

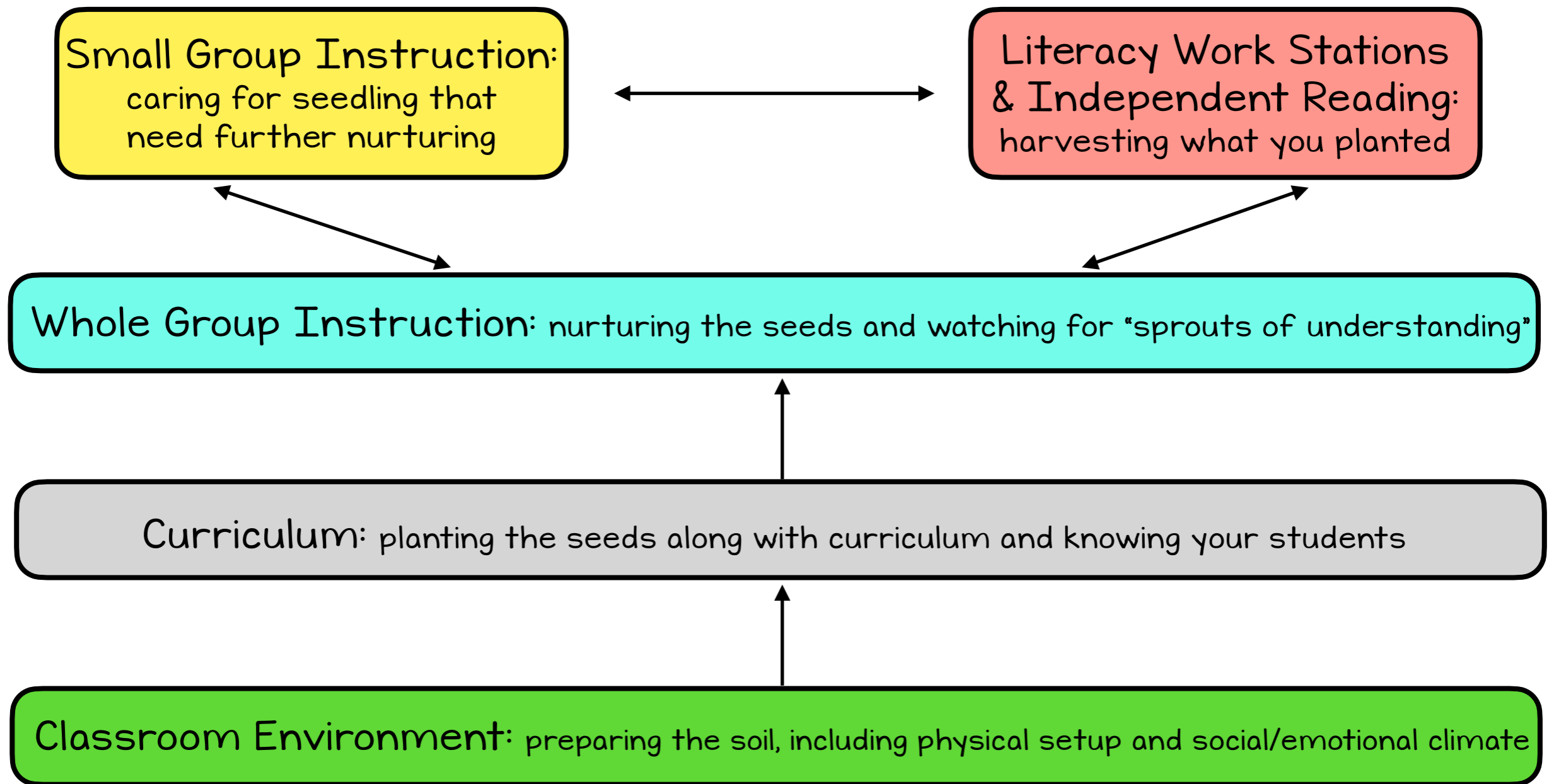
–Debbie Diller in *Literacy Work Stations*

The key is to model, model, model  
and include students in the interaction during  
whole-group instruction.

Then move those same tasks  
and materials to stations  
for independent practice over time.

-Debbie Diller

# Growing Independent Learners Model



# Literacy Work Stations

- ★ materials are taught with and used for instruction first; then they are placed in the work station for independent use
- ★ stations remain set up all year long; materials are changed to reflect children's reading levels, strategies being taught, and topics being studied
- ★ stations are used for students' meaningful independent work and are a key part of each child's instruction and all students go to work stations daily
- ★ materials are differentiated for students with different needs and reading levels
- ★ the teacher can meet with guided reading groups during literacy work stations

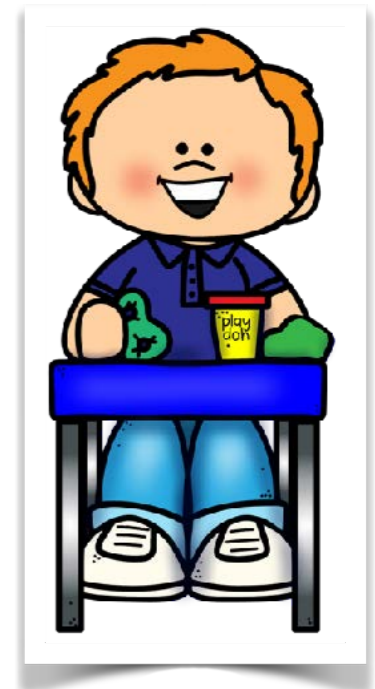
# Engaging the Brain at Literacy Work Stations

To increase students' intrinsic motivation and keep their attention, teachers should provide **choices**, make learning **relevant** and **personal**, and make it **engaging** (emotional, energetic, physical).

–Jensen, *Teaching with the Brain in Mind*

To increase students' attention to tasks, have them:

- ★ play a game
- ★ make something
- ★ talk with a partner
- ★ tell a story
- ★ be a recorder (have a job to do)
- ★ move
- ★ do something new



# Defining Literacy Work Stations

- ★ an area within the classroom where students work alone or interact with one another (most often in pairs)
  - ✓ utilize existing classroom furniture and resources
- ★ using instructional materials to explore and expand their literacy
- ★ a place where a variety of activities reinforce and/or extend learning, often without the assistance of the classroom teacher
- ★ it is a time for children to practice reading, writing, speaking, listening, and working with letters and words



# Guaranteeing Independence

- ★ Modelling (many times) – helps ensure independent learning
  - ✓ demonstration is an important prerequisite for language learning
- ★ Gradual Release of Responsibility
  - ✓ I do – we do – you do (including how to use equipment, materials...)
- ★ Risk-Free Environment – the importance of approximations
  - ✓ students encouraged to ‘have a go’ at tasks as they practice them
  - ✓ the brain learns best when threats are removed
- ★ Independent Work Level – in their zone of proximal development
  - ✓ when the task is too hard, when children don’t understand the task, or the purpose of the task is unclear, it often results in off-task behaviours and teacher interruptions
- ★ Clear, Explicit Expectations – so they know what to do at the station
  - ✓ develop “I Can” lists with your students, for each work station

## *Non-Negotiables for Literacy Work Stations*

- ★ Focus on practice and purposes, not the “stuff” of stations
- ★ Link the station activities to your teaching
- ★ Slow down to speed up
  - ✓ start at a reduced pace and build momentum after establishing a strong foundation
- ★ Balance process and product
  - ✓ don't try have students create a product at every centre
  - ✓ celebrate the process of learning to read and write by letting students engage in practicing reading and writing
  - ✓ include opportunities to create products at some, not all, stations
- ★ Less is more – don't put out too much stuff at once; start small
- ★ Use novelty (sparingly) – try one new task/material at a time
- ★ Simplify – keep your mgmt system and your materials simple

# Literacy Work Stations for Reading Fiction

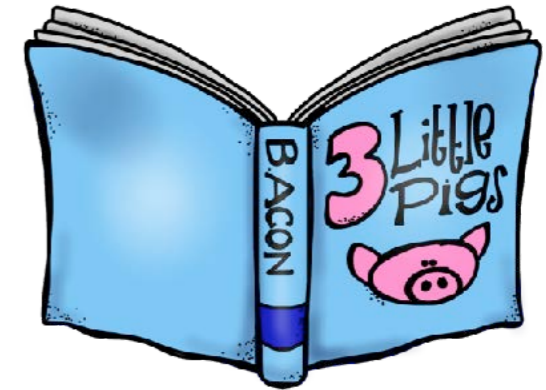
## Kindergarten: retelling stories

### ★ Curricular Competency:

- ★ recognize the structure of story (beginning, middle, end)
- ★ explore oral storytelling processes

### ★ Content:

- ★ structure of story
- ★ reading strategies (retelling some elements of story)



## Whole-group Mini Lesson Procedure:

1. Mark the beginning, middle, and end of the book with sticky notes labeled B, M, E.
2. Explain to students that we will practice retelling a story with only the key details. At the top of chart paper write I can retell Goldilocks and the Three Bears (or whichever familiar story you choose).
3. Explain that stories have a beginning, middle, and end and point out the sticky notes.
4. Read the story, pausing at the end of each section (B, M, E), to write down key details on the chart paper. Engage students in interactive writing and talking through ideas throughout the process.
5. Ask students what they learned about retelling.
6. Continue to use the same process with other stories.

# Literacy Work Stations for Reading Fiction

Kindergarten: retelling stories

Let's Try this Together!



Partner Practice at Literacy Work Stations:

- \* Buddy Reading: Partners work together to read, retell using conversation cards (see example in lesson plan), then write, label, or draw the key events on paper folded into 3 sections labeled, B, M, E.
- \* Drama Station: Using retelling pieces and conversation cards to retell the key ideas of the story. Students can use simple popsicle sticks (with picture of characters) to act out the beginning, middle, and end of the story.
- \* Retelling Station: Partners work together and put retelling pictures (photocopied from the book) in order as they tell the key details of the beginning, middle, and end.
- \* Pocket-chart station: Students put sentence strips in order to retell a story (picture clues can help).

# Literacy Work Stations for Reading Fiction

Grade One: describing characters, settings, and major events in a story

★ Curricular Competency:

- ★ recognize the structure and elements of story (beginning, middle, end, main character)

★ Content:

- ★ elements of story (setting, character, and events)



## Whole-group Mini Lesson Procedure:

1. Tell students that thinking about a character (or setting or major event) can help them better understand what they read in the story.
2. Create an anchor chart.
3. Read the story aloud pausing at pre-determined parts to think with students about the main character.
4. Add writing to the anchor chart
5. Repeat the process many times using different books that highlight different elements of story (setting, character, and events)

# Literacy Work Stations for Reading Fiction

Grade One: describing characters, settings, and major events in a story

Let's Try this Together!



## Partner Practice at Literacy Work Stations:

- \* Thinking about the Character station: place books in a series (such as Llama Llama, Little Critter, Skippyjon Jones) along with popsicle stick characters in a basket. Using a graphic organizer (see example in lesson plan), students can write what the character says, thinks, does on the paper, or they can discuss with a partner.
- \* Creation Station: Have students create story setting backdrops that include details important to the retelling of favourite stories.
- \* Buddy-reading Station: Partners read a story (or refer to the story just read to them) and use a fiction beach ball to discuss story elements.
  - \* Buy a beach ball and write on each space: describe a character, describe a character's action and why, describe a character's feeling and why, describe the setting, talk about the plot (problem/solution), tell major events.
- \* Listening Station: Partners listen to a story and then discuss using the fiction beach ball.

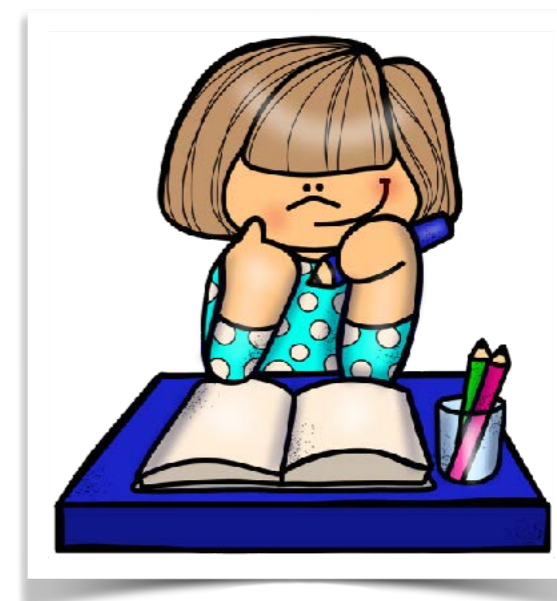
# How to Set Up the Writing Work Station



- ★ Use stacking trays for storing paper
- ★ Place writing tools in labeled containers
- ★ Place a mailbox there to encourage children to write notes to each other
- ★ If possible, put your writing station near a computer, if you have one
- ★ For very young children, include a large dry-erase easel for writing on a vertical surface
- ★ Clipboards allow students to walk around the room and copy words from their environment, learning about how print works

- ★ A help board
- ★ A variety of paper (white, coloured, unlined, lined, decorated, plain...)
- ★ Labeled stacking trays for paper storage
- ★ A variety of writing implements
- ★ Labeled containers for writing tools (pens, pencils, crayons, etc.)
- ★ Alphabet strips with correct letter formation noted on them
- ★ An alphabet chart for spelling help
- ★ A names chart for spelling help
- ★ Simple word books for writing ideas and spelling help

- ★ Picture dictionaries and other beginning dictionaries
- ★ A beginning thesaurus
- ★ Samples of high quality student writing
- ★ Blank books – white paper folded and stapled
- ★ Blank cards – construction paper folded in half
- ★ Staplers and tape
- ★ Charts made by the teacher and students together to help writers
- ★ Real objects to describe (flowers, insects, rocks, toys...)



- ★ Samples of a variety of forms of writing, labeled – list, letter, poem, card, invitation, book review, research, survey, instructions...
- ★ A magnifying glass – to aid in observation
- ★ Magazine photos
- ★ Envelopes
- ★ Theme words on rings
- ★ A dry erase board
- ★ Author study tubs
- ★ A basket or tub labeled “Finished Work”



# How to Introduce the Writing Work Station

Starting small is always a good idea when introducing a work station

## ★ Begin by talking with children about where writers get their ideas

- ✓ model how you get your ideas
- ✓ start a help board with a sign “I can write about...”
- ✓ tell the students some ideas, add them to the board  
e.g. me, me and my family, my friends
- ✓ add photos or magazine pictures to go with each entry

## ★ Then model for children how to write about one of those topics

- ✓ show students how they can use the help board to help them write
- ✓ put the help board into the writing work station, along with...
- ✓ basic materials, such as paper, pencils, and crayons

## ★ Be explicit about what you want them to do at this station

- ✓ tell them directly that they must write something (not just draw)
- ✓ they're free to use pictures in their writing but the focus is on becoming better writers
- ✓ over time, introduce new forms of writing and add samples to the help board

## ★ How to get an idea for writing

- ✓ Think aloud with them while using the writing help board
- ✓ Say “What shall I write about today? I could write about my dog and the giant hole he dug in my backyard. Would you like me to write that story? I think it would make you laugh.” Then write the story.

## ★ How to spell a word you're not sure about

- ✓ Model this while you're writing in front of the students
- ✓ Show them how to write the sounds they hear.
- ✓ Demonstrate how to use the word wall for help.
- ✓ Show them how they can circle a word that still doesn't look right, and return to work on it later



## ★ How to use materials properly

- ✓ When you add new materials to the work station, show them exactly how you expect them to use it (e.g. stapler, tape)

## ★ How to put materials away

- ✓ Teach students specific routines, such as putting a cap back on a dry-erase marker and listen for the click
- ✓ Show students how to sort paper stored in the stacking tray
- ✓ Have them help you make labels for containers to be sure things get returned to their proper places

## ★ How to mail a letter

- ✓ Teach students how to put the name of the person they're writing to on an envelope
- ✓ Show them how to sign their name, and use only kind words in the note
- ✓ Demonstrate the procedure for how letters will be delivered – e.g. will you have a mailperson deliver the mail or can children check their mailboxes at a certain time of the day

## ★ How to confer with a peer

- ✓ Teaching them how to handle conferences will take practice and patience

## ★ What to do with finished work

- ✓ Set up a labeled basket in the work station for finished writing
- ✓ Have an established procedure so children know exactly what to do

## ★ How to use a dictionary

- ✓ Children who see their teacher using a dictionary to model how to look up words will be more able to use this tool themselves
- ✓ Show children how to write a word with temporary spelling, stretching it out and writing down the sounds they hear
- ✓ Then tell them “I’m not sure I spelled it right so I’ll circle it with a yellow crayon as a signal to go back and fix it later. When I’m finished writing, I’ll use a dictionary to help me. To use the dictionary, I must know the first sound in the word, which I usually know. I keep looking until I find the word.; then I check my spelling. If you hav trouble, get your partner to help you with the dictionary.”

# How to Set Up the Writing Work Station's Help Board

- ★ A “Help Board” as a resource to help students solve their writing dilemmas so they don't need to disturb you

## For Kindergarten

- Ideas for what to write about, using photos, magazine pictures, labels
- Forms of writing you've introduced (label, list, letter, book, chart, poem, research, description, story, note...)
- Ideas of where to go for help (word wall, ABC chart, names chart...)

## For Grade One

- Ideas for what to write about, using photos, magazine pictures, labels
- Forms of writing you've introduced (label, list, letter, book, description, autobiography, poem, book review, instructions, recipe, story, informational text...)
- Ideas of where to go for help (word wall, ABC chart, names chart, peer conference, picture dictionary...)

- ★ Write something – a list, a card, a letter, a story, a fact book...
  - ✓ teachers should provide many models of how to compose various forms first, and then
  - ✓ post samples in the writing station to help children remember what they look like

### Lists

- May have bullets
- Are usually short
- Jot down 1–2 words
- Are organized around a topic
- Help you remember
- Help you get organized

### Colour Words

- red
- blue
- green
- yellow
- orange
- pink
- purple
- black
- brown

- ★ Talking about your ideas for writing; tell a partner what you're thinking about writing
- ★ Writing a description – of something I see in the room, of a classmate, of my pet, of my mom, of my teacher...
- ★ Telling a friend a story – talk helps us rehearse our ideas
- ★ Writing down the story you told
- ★ Doing “expert writing” on a topic they are passionate about
- ★ Helping someone revise and edit, using a simple checklist
- ★ Practicing correct letter formation

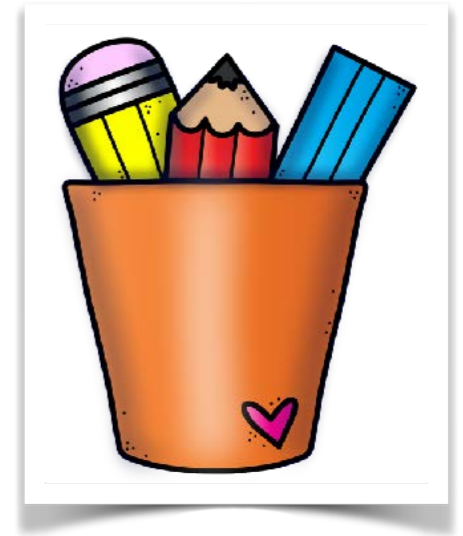


- ★ Writing messages others can easily read and understand
  - ✓ make writing for real purpose and real audiences
- ★ Beginning to use reference materials – word walls, dictionary, thesaurus
  - ✓ model how to use these and then provide several copies
- ★ Working on pieces from writing workshop
  - ✓ gives them more time to develop their writing, especially with the support of a partner
- ★ Playing with creative ideas
  - ✓ pictures as story starters to come up with fictional pieces
- ★ Using books read aloud as models for writing
  - ✓ display some of the books you've read aloud in class
  - ✓ use fiction and nonfiction as references
- ★ Using the computer for writing – teach them simple writing programs

# Writing Work Station Possibilities in Kindergarten

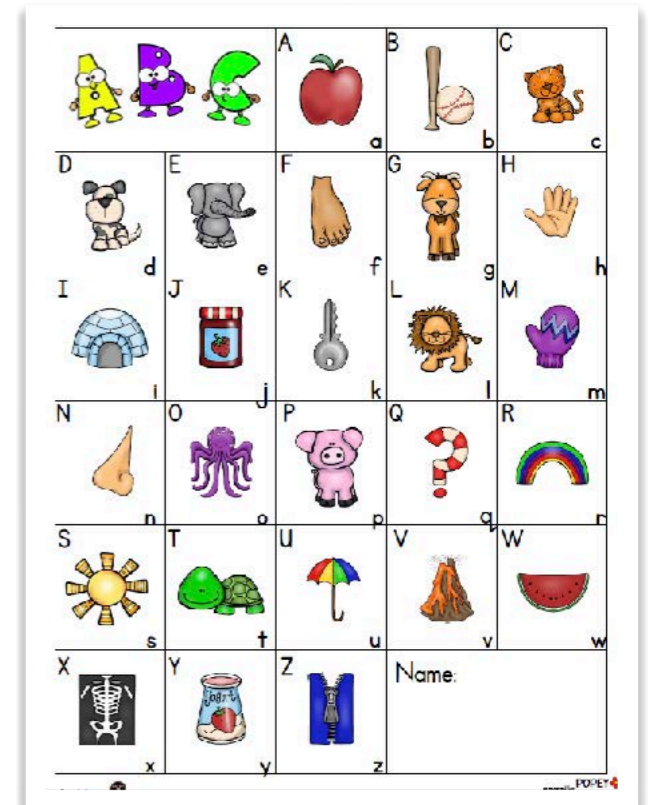
## Purposes

- ★ Practice correct letter formation
- ★ Use letter-sound correspondence in writing
- ★ Write a message



## Materials

- ★ Letter formation materials (letter tracing cards, tactile letters, rainbow letters...)
- ★ ABC chart
- ★ Names chart
- ★ Simple word book
- ★ Paper
- ★ Pencils and crayons



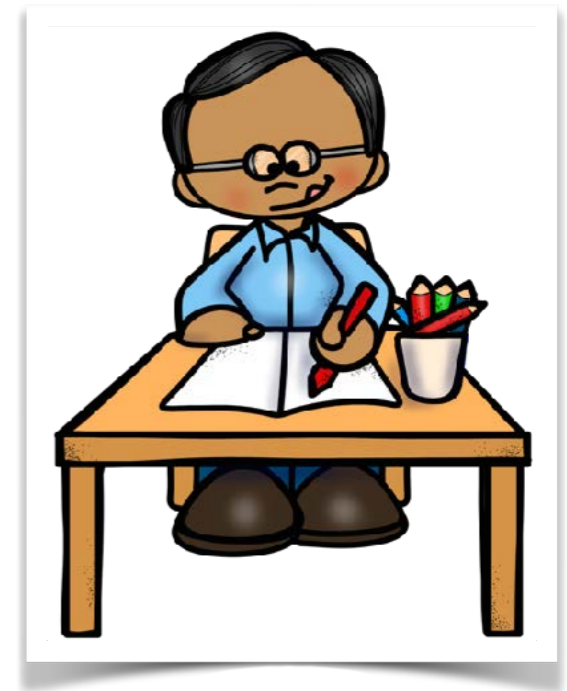
# Writing Work Station Possibilities in Kindergarten

I can . . .

- ★ Practice writing my name correctly
- ★ Write my friends' names correctly
- ★ Make a card
- ★ Write words from a book
- ★ Write a note to a friend

Assessment and evaluation ideas:

- ★ Observe letter formation
- ★ Can you read the children's writing?
- ★ Look at their cards and notes
- ★ Have them share their writing with the class



# Writing Work Station Possibilities in Kindergarten

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- ★ Practice correct letter formation
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## Assessment & evaluation ideas:

- ★ Observe letter formation
- ★ Can you read the children's writing?
- ★ Look at their cards and notes
- ★ Have them share their writing with the class

# Writing Work Station Possibilities in Grade One

## Purposes

- ★ Write a message to communicate to someone
  - ★ Talk with a peer about your writing
- 

## Materials

- ★ Paper
- ★ Pencils and markers
- ★ Construction paper
- ★ Prestapled blank books
- ★ Magazine pictures



# Writing Work Station Possibilities in Grade one

## I can . . .

- ★ Make something and write about it
- ★ Write a letter to a friend
- ★ Make one book about something I know about
- ★ Write about a magazine picture
- ★ Talk with my partner about my writing
- ★ Read my writing to my partner

## What to teach in mini-lessons:

- ★ How to talk with a peer about your writing
- ★ How to talk in a quiet voice
- ★ How to use markers (and other materials) properly
- ★ How to write a book

## Assessment and evaluation ideas:

- ★ Observe letter formation
- ★ Can you read the children's writing?
- ★ Look at their cards and notes
- ★ Have them share their writing with the class

## How to Solve Problems That May Arise

The key to success is good modeling so that students will know exactly what you want them to do.

- ✓ Have a regularly scheduled writing time each day
- ✓ Place samples of good writing in the work station to show students what this looks like – visuals help children know what to expect
- ✓ Have a container of sharpened pencils at the station
- ✓ Put out just a few pre-stapled books at a time and limit students to one book per visit
- ✓ Show children clearly how to use markers and stamps if you want them to use such materials in the writing work station
- ✓ Consider having one student serve as the materials manager to monitor and replace materials at the writing work station.

## Ways to Keep This Station Going Throughout the Year

Adding new touches on a regular basis will keep the writing station alive – add only **one** new item at a time for maximum effectiveness.

- ✓ Change the colour of the paper
- ✓ Change the writing tools – new decorative pencils or gel pens
- ✓ Add new decorative stationery and coloured envelopes or dollar store cards
- ✓ Use paper pre-cut with large die cuts in various shapes
- ✓ Add to the help board during writing instruction
- ✓ Add pre-stapled books
- ✓ Add photos of your class; add author study materials
- ✓ Add new word cards with seasonal or theme words on a ring, after you've already taught those words; add dictionaries
- ✓ Put mailboxes away for a while if interest wanes, then bring them back out again
- ✓ Add a large piece of paper labeled "Daily News" each day and invite students to write their own news
- ✓ Add magazine pictures or prop bags that might spark ideas for writing

# Literacy Work Stations for Writing Conventions

Grade Two: using conventions of writing

★ Curricular Competency:

★ Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation

★ Content:

★ conventions



## Whole-group Mini Lesson Procedure:

1. Tell students that writers use punctuation marks to tell us how to read their writing.
2. Read a story about punctuation marks (see lesson plan for examples).
3. Have partners go on a punctuation search in familiar books and notice what punctuation marks are used and discuss why.
4. On a white board, write together several sentences about a topic the class has been learning but do not include any punctuation marks.
5. Have some physical punctuation marks cut out and have students add them to the writing (magnetic tape on the back works well).

# Literacy Work Stations for Writing Conventions

## Writing

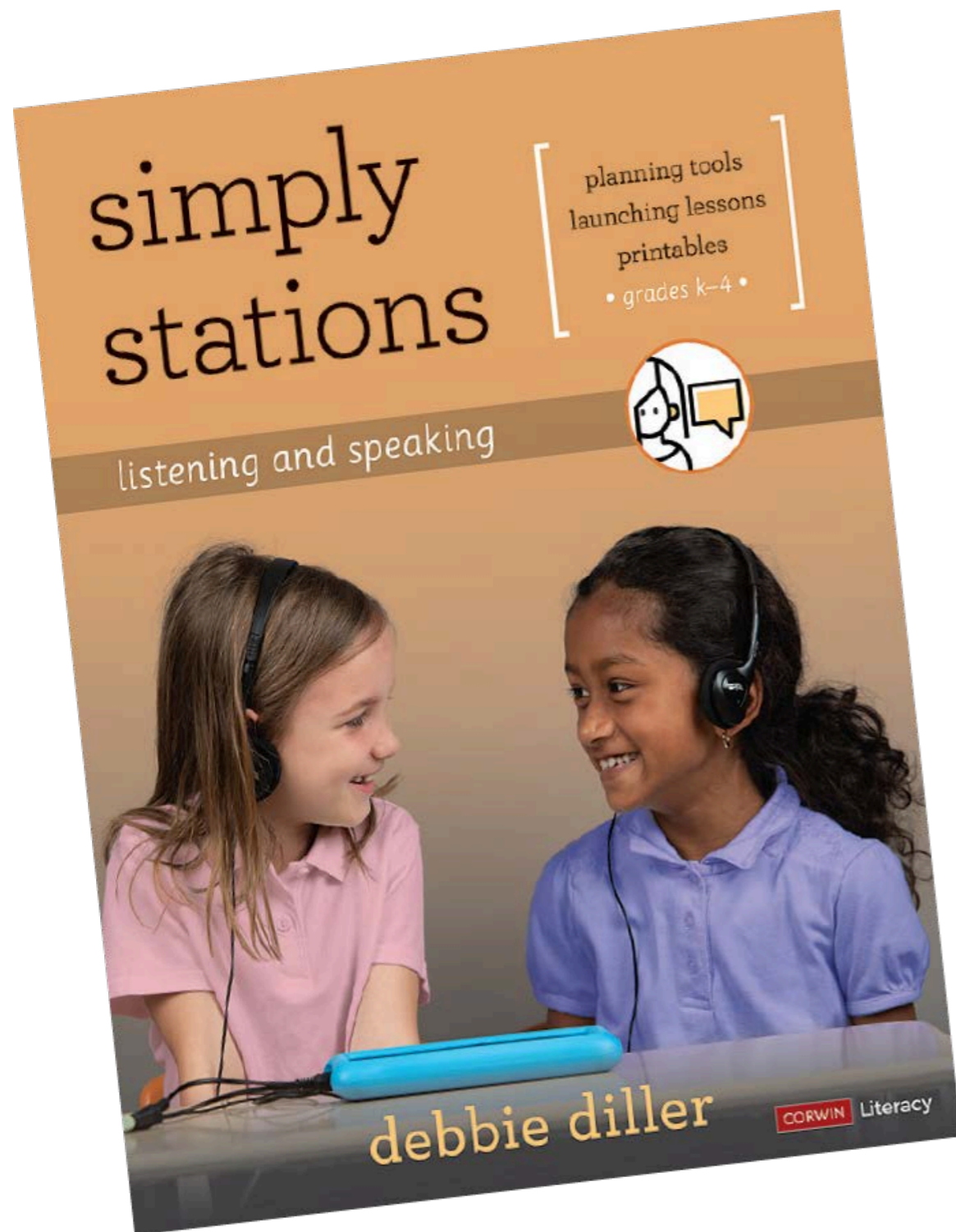
Grade Two: using conventions of writing

### Partner Practice at Literacy Work Stations:

- \* Writing station: Students can continue to write pieces from their writing workshop, paying attention to their punctuation and correcting previous pieces.
- \* Punctuation Station: Provide written messages that lack punctuation on sentence strips in a pocket chart (students can make these too!) Have physical punctuation marks available that students can add to the sentences.
- \* Big Book Station: Partners spin a spinner to identify a particular punctuation mark. Then they work together to use highlighter tape (or post it notes) to mark that kind of punctuation throughout the book. Read the book together noticing the punctuation.

# Article

Debbie Diller

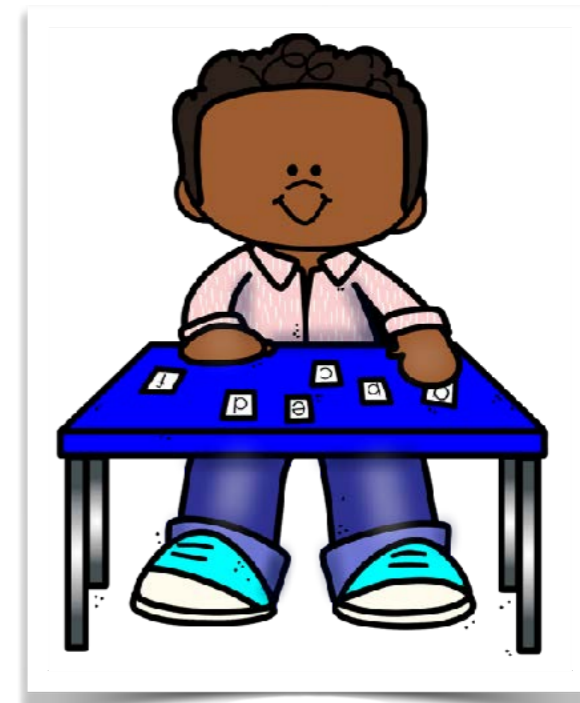
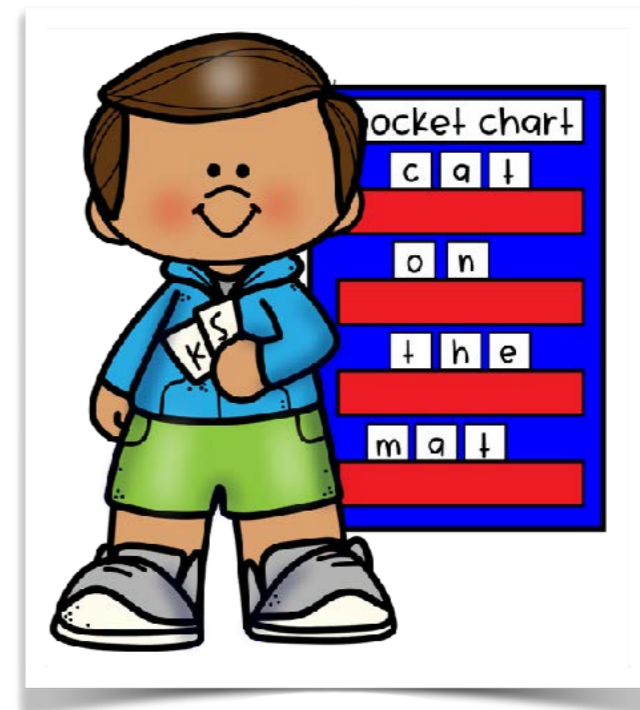


This article has 14 (*very short*) pages.

The best way to split it up and read is 'jigsaw style,' is probably to split it up by number of pages.

Once you have read your section, have teachers present their sections in order.

# The ABC/Word Study Work Station



- ★ **Sorting letters** by various features – e.g. those that have a stick, a circle, a dot, a hump, a hook, a slant – use magnetic or foam letters at first so students can feel the shape of the letter.
- ★ **Making letters** – have kids practice writing letters too, to learn the letters' visual features. Start on an upright easel, using a variety of writing tools, like markers, crayons, coloured chalk, wikki stix, play-doh...
- ★ **Doing ABC puzzles** – wooden or foam puzzles to help students learn the visual features of letters and to become familiar with the order of the alphabet
- ★ **Reading ABC books** – in K, begin with books that depict one letter, picture, and word on each page; gradually using more advanced books as you move up the grade levels

- ★ **Writing ABC books** – provide blank pages or blank books. Let students add drawings or stickers to match the beginning sound on each page
- ★ **Reading ABC charts** – make or use large ABC charts; read these together in shared reading and then provide smaller versions of these charts at this station for children to practice reading; they can also match magnetic letters to the letters on the chart and name the letters as they do so
- ★ **Sorting words** – to help students learn how words are put together, provide individual words on cards for them to sort in a variety of ways, e.g. number of letters or syllables, initial sound, ending sound, vowel pattern, etc.
- ★ **Making words** – using magnetic letters, letter tiles, letter cards, wikki stix, etc. This manipulation of letters teaches them how words work.

- ★ **Illustrating words** – kids can investigate word meanings by illustrating words in books, on cards, or on a bulletin board display. Provide beginning dictionaries as models.
- ★ **Doing word hunts** – kids can look in familiar books to find words with a particular feature, such as the long e sound, and copy them onto word hunt sheets
- ★ **Putting words in ABC order** – using your classroom word wall, children can take the words on and off the wall as they practice learning the order of the alphabet. Start with all their names.
- ★ **Playing word games** – like Boggle Jr, Scrabble Jr, Concentration, or Memory and matching games
- ★ **Doing dictionary/thesaurus work** – students need to learn how to use a dictionary to check the spelling, meaning, and pronunciation of words. They should also become familiar with the thesaurus to help them choose better words in writing.

## How to Set Up an Interactive Word Wall

Word walls should be built with the students' help throughout the year to help children learn to recognize (decode) and produce (spell) words.

- ★ Use both upper and lower case forms of each letter
- ★ Place each student's name on the word wall under the initial letter (maybe include a photo of each child beside their name)
- ★ Add words throughout the year that represent spelling patterns you are studying; add high frequency words, a few at a time
- ★ For older students, include words that are tricky to spell
- ★ Expect students to be able to spell word wall words correctly
- ★ When most students can spell and read the words correctly, remove those words from the word wall – this can be a little celebration

# How to Set Up the ABC/Word Study Work Station

Placing your ABC/Word Study work station near the word wall encourages students to work with the words you are focusing on in your classroom. If you teach the word wall, students will have many activities they can already do at this station.

- ★ Letter sorts – stick/line, circle, dot, hump, tail/hook, slant
- ★ Word sorts –
  - ✓ one letter (or two, three, four, etc.)
  - ✓ number of syllables
  - ✓ vowel sounds like short/long a/e/i
  - ✓ silent e
  - ✓ starts/ends like my name
  - ✓ nouns, verbs, adjectives, etc.
  - ✓ animals, colours, people, numbers, etc.



# Materials for the ABC/Word Study Work Station



- ★ Letter formation cards
- ★ Magnetic letters
- ★ Dry-erase board and markers
- ★ Wikki Stix
- ★ Play-doh
- ★ Rubber stamp letters
- ★ ABC posters, puzzles, books
- ★ Alphabet tiles
- ★ A pocket chart
- ★ Blank books
- ★ Stickers for making ABC books
- ★ Paper, pencils, and crayons
- ★ An interactive word wall
- ★ A magnetic surface for word sorts and games
- ★ Magnetic word cards
- ★ Word cards, word games, and word books
- ★ Dictionaries and thesauri

# How to Introduce the ABC/Word Study Work Station

Starting small is always a good idea when introducing a work station

## ★ Begin by teaching the word wall

- ✓ have student names on the wall
- ✓ show students how to do simple sorts with names, with whole class
  - teach students to sort and then read the words
- ✓ you could even have them copy the sort onto a strip of paper

## ★ In early K/Grade 1, provide some ABC puzzles, ABC books

- ★ In Grade 2, add some simple sorting activities with high frequency words from Grade 1 for review
  - ✓ add games they've already learned – bingo, concentration...

## ★ Over time, add new activities, after introducing them to the whole class

- ✓ many word sorting activities can be introduced and modelled to the whole class, like word hunts
- ✓ some activities are better introduced in small groups, e.g. letter sorts

# ABC/Word Study Work Station Possibilities in Kindergarten

## Purposes

- ★ Learn visual features of letters to assist in letter identification
- ★ Identify letters automatically

## Materials

- ★ Magnetic letters
- ★ Letter sorting cards
- ★ Play-doh
- ★ Alphabet feature Bingo game



# ABC/Word Study Work Station Possibilities in Kindergarten

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## I can ...

- ★ Use letter sorting cards
- ★ Make letters with play-doh
- ★ Play Alphabet Bingo

## Assessment & evaluation ideas:

- ★ Observe letter sorting
- ★ Are students increasing their understanding of how letters are made?  
Can they identify which letters have sticks or circles or both?
- ★ Watch children as they play Alphabet Bingo. Are they locating letters with certain visual features (dots, circles, slants, etc.) more & more quickly?
- ★ Are students improving their performance of letter identification tasks?  
Can they name more letters?
- ★ Can they find matching letters with a variety of fonts?

# Literacy Work Stations for Word Study

Grade One and Two: using existing writing

★ Curricular Competency:

- ★ Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation

★ Content:

- ★ Phonemic and phonological awareness
- ★ Sentence structure

## Whole-group Mini Lesson Procedure:

1. Tell students that we are going to use writing around the room to work on our word sounds.
2. We need to come up with a plan to figure out sounds in words and write them down.
3. Gently suggest the following routine, while getting ideas and feedback from students:
  1. Use a yellow crayon to circle a word in your writer's notebook that you think might be misspelled (or missing in the morning message)
  2. Say the word aloud, clap the syllables (or segment sounds), draw a box for each syllable or sound
  3. Write each word part with a dry erase marker in a box
  4. Cross out the misspelled word in writing or missing word in the morning message and spell it correctly

# Literacy Work Stations for Word Study



Grade One and Two: using existing writing

## Partner Practice at Literacy Work Stations:

- \* Morning Message: Students work with today's morning message to fill in the words that were missing in the message.
- \* Writer's Workshop Word Solving: Students use their writer's workshop writing to problem solve words they had circled with a yellow crayon.
- \* Name Station: Students look at pictures of classmates and spell their names. Check the name cards to see if they are correct.
- \* 'Guess my Word' Word Wall: One student says, "I'm thinking of a word that \_\_\_\_." Other student tries to guess, when they say the correct word, they go through the process of writing the word.

# Literacy Work Stations for Word Study

Grade One and Two: using chunks and word families

★ Curricular Competency:

- ★ Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation

★ Content:

- ★ Phonemic and phonological awareness
- ★ Word patterns and word families



## Whole-group Mini Lesson Procedure:

1. Gather students to read the book or poem or song that has the word chunk you are going to work on today.
2. Create the word family anchor chart together (only a few words, not a long list).
3. Do a shared reading of the text.
4. Help them see if they can read - at, they can read - cat. Show them how they can add words to the anchor chart using a sticky note.

# Literacy Work Stations for Word Study

Grade One and Two: using chunks and word families

Partner Practice at Literacy Work Stations:

- \* Smart Board Station: Students read familiar big books and highlight words that have the word family
- \* Poetry Station: Same as above
- \* IPad Station: Students work with word family apps, such as Abitalk Phonics Word Family
- \* Word Study station: Partners build words with chunks, changing the beginning letter to make new words (magnetic letters).
- \* Writing Station: Partners can write down words using the word family. They may want to look through books for ideas of new words.

# Sources

## Info Links

more info links are available on our [website](#)

[Listening and Speaking – Diller](#)

## Books & Presentations

*Growing Independent Learners* – Diller

*Literacy Work Stations* – Diller

*Teaching with the Brain in Mind* – Jensen

## Videos

more videos are available on our [website](#)

[Lit Diet – Organizing Lit Centers](#)

[Rainbow Writing](#)



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See you *virtually* in February...

Thursday, February 23rd 3:30–4:30



**POPEY** 

*Provincial Outreach Program for the Early Years*

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