



Building Reading & Writing Foundations: Comprehensive K-3 Literacy Instruction

Wednesday/Thursday, January 25/26

8:30-2:30

*Workshop handout & resources
available at padlet.com/POPEY

Presenters:
Lisa Thomas & Jen Kelly

Shape of the Day



- 8:30am – Refreshments, Getting Settled to Get Started
- 8:45-10:30am
 - ✓ 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?

- | | |
|---|---|
| * Connection; visuals | * I like to listen and jot down notes |
| * Hands-on learning; clear and concise information | * Practical examples; interactive activities |
| * Connection; time; key visuals | * Visuals; hands-on learning |
| * Repetition – stated different ways | * Something I can easily use in my class tomorrow |
| * Hands-on learning opportunities | * Visuals; hands-on examples |
| * Relevant/useable strategies and information | * Connecting with others |
| * Hands-on learning; concise info | * Visuals in the form of photos/videos of strategies in action |
| * Connection; visual/auditory/kinesthetic (multi-style); deepen learning with practice, then reflection | * Time to talk; what can I try tomorrow? |
| * Visual; hands-on | * Key visuals; concise information |
| * Modelling; specific examples; time to practice (hands-on); visuals | * Time to process, internally & verbally; visuals; taking notes |

Revisiting Our Community Agreements

2. What might be supportive as we work together?

- | | |
|--|--|
| * Quiet environments; movement breaks | * Sharing ideas and experiences |
| * Multiple formats | * Reproducible resources |
| * Sharing ideas, experiences & practical examples | * Sharing ideas; movement/breaks |
| * Practical examples; <u>some</u> group sharing but not so it becomes distracting | * Examples; breaks |
| * Practical examples/activities to take back to the classroom and implement | * Content in multiple formats |
| * Think time to reflect, process info; writing works well for me | * Time to think and make connections |
| * Processing time; practical examples; sharing ideas with others | * Time to talk; movement breaks |
| * I like to physically teach what I have learnt | * Sharing & discussion; opportunity to practice |
| * Explain the concept; demonstrate best practice; let me practice with supervision & feedback; increase independence | * Time to process and observations |
| | * Practical examples; movement breaks |
| | * understanding & empathy |
| | * Collaboration time; multi-sensory; regular breaks to process |

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

Literacy Work Stations – Diller

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



Literacy Work Stations – Diller

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



Literacy Work Stations – Diller

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

Literacy Work Stations – Diller

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

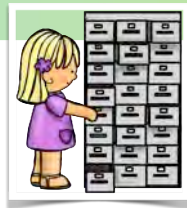
Let's Try this Together!



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

Materials for the Writing Work Station

page 1 of 3

- ★ 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

What the Teacher Needs to Model

page 1 of 3

★ 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)

What the Teacher Needs to Model

page 2 of 3

★ 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 the Teacher Needs to Model

page 3 of 3

★ 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...)

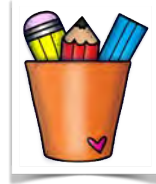
For Grade One

- 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...)

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

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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



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

Grade Two: using conventions of writing

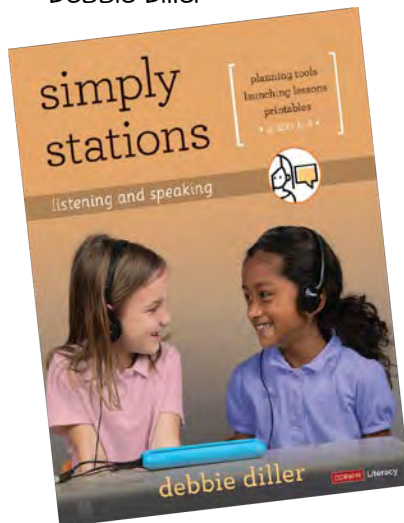
Writing

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

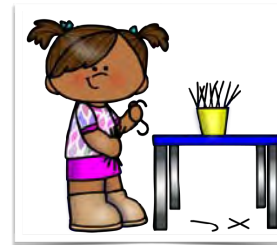


This article has 14 (very short) pages.

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



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

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](#)

Videos

more videos are available on our [website](#)
[Lit Diet – Organizing Lit Centers](#)
[Rainbow Writing](#)

Books & Presentations

Growing Independent Learners – Diller
Literacy Work Stations – Diller
Teaching with the Brain in Mind – Jensen