

Literacy Work Stations



GRANT RECIPIENTS

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NYS STANDARD

ELA Standards 1,2, and 4

GRADE LEVEL

Grades 1 & 2

STUDENTS SERVED

21 students

PROGRAM DESCRIPTION

The purpose of this grant was to provide students with meaningful, hands-on practice of important reading and language skills and an increasingly independent level. Groups of two-three students rotated through a series of work stations where they had a choice of how to practice skills they needed. To initiate this process, I spent time during the first few weeks of school teaching the children how to use each station and the manipulatives involved. Specific areas of the classroom were designated for each station. Materials were organized and children were taught how to care for them. Children were then paired by various abilities. They were assigned certain stations to complete each week and given a checklist to help them stay focused as well as a work board to refer to. Students put completed work in their station folders for evaluation. These folders were color coded to differentiate tasks at some stations.

Resources included: Literacy Work Stations, by Debbie Diller, word and picture tiles, magnetic letters, pocket charts, listening center and books on tape, reader's theater, puppets and scripts, magnetic boards, writing supplies, and index cards.

STUDENT OUTCOMES

Student outcomes included increased fluency, listening comprehension, and word segmentation skills, as well as increased phonemic awareness.

Children developed confidence in their abilities and learned to work independently without constant adult direction.