

Reading

Big Book Station

Allow students to choose from familiar books used for Read Aloud/shared readings.

- Provide pointers, and magnifying glasses for identifying vocabulary words.
- Allow students to complete graphic organizers emphasizing your grade level standards, i.e.:
- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.

Read to Self-Station

- Model appropriate/inappropriate expectations for Read to Self.
- Instruct students to read the whole time, stay in one spot and to ignore distractions.
- Fill out the Read to Self-Chart when finished.
- Allow students to share their chart with a member of their group.

Compare/Contrast Station

- View the attached link to download any of the graphic organizers used to compare/contrast 2 or more versions of the same story.
- Compare text to text connections.
- <https://www.superteacherworksheets.com/compare-contrast.html>

Story Elements Station

- Allow students to understand the basic components of text, i.e., characters, setting, plot, theme, and conflict.
- View the attached link for free printable resources on story elements.
- <http://www.k12reader.com/subject/reading-skills/story-elements/>

Reading Fluency Station Ideas

Timed Repeated Readings:

Timed repeated readings should be done using books or passages the student has read before that are at an independent reading level (i.e. books the student can read with 95% accuracy or above). Most timed repeated reading sessions should include 3-4 re-readings of the same text.

What you will need:

- Two copies of the assessment passage — one for the student and one for the teacher
- Stopwatch or clock
- Pencil

Carefully select passage to be used, and determine the type of assessment information you want to gather:

One-minute reading. The student reads for 1 minute. The teacher or partner counts the number of words read correctly in one minute (WCPM). This score is as valid as calculating perfect correct or accuracy on longer readings. Provide some practice time with non-assessment reading material before beginning the 1-minute timed reading.

Timed repeated readings. The student reads the same passage for 1 minute multiple times (3-5). The teacher or partner counts how words the student read in 1 minute. The number of words read results can be graphed using a bar graph.

Words correct per minute (WCPM). Choose a passage. Time the student when s/he reads the passage.

Audio Assisted Reading/Listening Station

- Choose a reading passage and audio recording of the reading that is slightly above students' independent reading levels.
- Ask students to listen to the audio while following along on the paper copy of the passage.
- Have students read out loud along with the audio recording.
- Ask students to read the passage without the audio.
- Have students read and re-read along with the audio until they feel comfortable reading the text unassisted.

Shared Reading Station

- Introduce the story by discussing the title, cover, and author/illustrator. Ask the students to make predictions regarding what they think the story might be about.
- Read the story aloud to the students using appropriate inflection and tone. Pause and ask the students to make predictions. Ask brief questions to determine students' comprehension level.
- Conclude the reading by reserving time for reactions and comments. Ask questions about the story and relate the story to the students' similar experiences. Ask the children to retell the story in their own words.

- Re-read the story and/or allow time for independent reading.
- Conduct follow-up activities such as making crafts related to the story.

Reader's Theatre Station

- Choose a story that can be divided into parts, or character.
- Assign reading parts to each child.
- Ask students to read their scripts orally for practice.
- Have students read assigned parts to the audience.

Paired Reading, Partner Reading Station

- Establishing a routine for students to adopt so that they know the step-by-step requirements for engaging in paired reading (i.e. Will they read out loud, simultaneously? Will they take turns with each person reading a paragraph? a page? Or will one person read while the other person listens?).
- Teaching students an error-correction procedure to use when supporting each other's reading (i.e. re-reading misread words; signals for difficulty).
- Modeling the procedure to ensure that students understand how to use the strategy.
- Ask students to begin reading in pairs and adjust reading speed if reading simultaneously so they stay together.
- Have students offer feedback and praise frequently for correct reading.
- Monitor and support students as they work.

Choral Reading Station

- Choose a book or passage that works well for reading aloud as a group:
 1. patterned or predictable (for beginning readers)
 2. not too long; and
 3. is at the independent reading level of most students
- Provide each student a copy of the text so they may follow along. (Note: You may wish to use an overhead projector or place students at a computer monitor with the text on the screen)
- Read the passage or story aloud and model fluent reading for the students.
- Ask the students to use a marker or finger to follow along with the text as they read.
- Reread the passage and have all students in the group read the story or passage aloud in unison.

Vocabulary

Word Map Station

- Introduce the vocabulary word and the map to the students.
- Teach them how to use the map by putting the target word in the central box.
- Ask students to suggest words or phrases to put in the other boxes which answer the following questions: "What is it?" "What is it like?" and "What are some examples?"
- Encourage students to use synonyms, antonyms, and a picture to help illustrate the new target word or concept.
- Model how to write a definition using the information on the word map.

Possible Sentences Station

- Choose and display the vocabulary words.
- Ask students to define the words and pair related words together.
- Ask students to write sentences using their word pairs. Remind students that their sentences should be ones they expect to see in the text as they read.
- Have students read the text and compare their possible sentences with the actual sentences within the text.
- If your students' possible sentences are inaccurate, ask them to rewrite their sentences to be accurate.

Phonics

Matching upper case and lower case

Teachers can use the following activity to ask students to help the "Mama animals" (uppercase letters) find their "babies" (lowercase letters). This game includes matching the uppercase mothers with their lowercase babies.

Letter formation: using sand, play dough, flour

The website below provides teachers with downloadable mats with the alphabet letters for helping children use play dough to for learning letter formation.

Letter stamps

Stamps are an excellent "hands-on" activity for helping students learn about the alphabet. The activity described in the link below provides teachers with some creative ideas for making letter stamps out of sponges. Teachers can use sponges and paint in a variety of ways to help children understand the shape and function of upper and lower-case letters. <http://www.education.com/activity/article/spoge-letter-stamps/>

Letter recognition fluency

This online document contains several activities that are helpful for building letter recognition fluency. Teachers can download materials needed and follow the instructions for each activity. There are also some ideas included for extending and adapting each activity to further enhance learning. Some examples are provided below. http://www.readingrockets.org/content/pdfs/F_Final.pdf

Making Sentences Station (Resource)

- Allow students to choose a strip of colored paper.
- Students will select one strip to create a sentence.
- Students may challenge themselves by selecting 2 strips to create 1 sentence

Reading Comprehension Station Ideas

Story Maps

Story maps are visual representations of the elements that make up a narrative. The purpose of a story map is to help students focus on the important elements of narratives-theme, characters, settings, problems, plot events, and resolution-and on the relationship among those elements.

Story maps to be used with younger students can be very simple-like the one that follows. These maps focus on a single element, such as the sequence of a simple plot.

With older students, the maps can be more complicated, focusing on several elements. As with retellings, the teacher uses explicit instruction to introduce the procedure, explaining why story maps are useful, then modeling the procedure, giving students opportunities to practice, and providing feedback.

Story Frames

Similar to story maps, story frames are visual representations that focus students' attention on the structure of a story and on how the content of the story fits its structure.

Students use story frames as a way to activate their background knowledge of the elements of story structure and thus to organize and learn new information from a story. Simple story frames require students to provide basic information about the sequence of events in a story:

The problem in the story is _____.

This is a problem because _____.

The problem is solved when _____.

In the end _____.

Directed Reading and Thinking Activity (DRTA)

This procedure focuses on reading as a thinking process. Its intent is to teach children to make predictions throughout reading. Before reading, the teacher asks students to form a purpose for reading and to make predictions about the content of the story to be read.

During reading, the teacher stops students at strategic points in the story to ask students to make additional predictions and to verify, reject, or modify their purposes and predictions.

After reading, the teacher asks students to find and read aloud any part of the text that supports their predictions. Students must use the text to explain their reasoning and to prove the accuracy-or inaccuracy-of their predictions.

Often teachers have students use charts such as the following to record their predictions and information from the text that proves the prediction's accuracy:

I Predict	Proof from the Text

Questioning the Author

The Questioning the Author procedure involves discussion, strategy instruction, and self-explanation. It encourages students to reflect on what the author of a selection is trying to say so as to build a mental representation from that information. Teacher and students work collaboratively, reading to resolve confusion and to understand the meaning of the text.

Focusing on a segment of text, the students respond to teacher questions such as the following:

- What is the author trying to say?
- What does the author mean by this?
- Why is the author saying this?
- What is the author getting at?

Inquiry Chart Station (Resource)

- The teacher provides each student with a blank I-chart and assists with topic selection OR provides the pre-selected topic.
- The students engage in forming questions about the topic. Those questions are placed at the top of each individual column.
- The rows are for recording any information students already know and the key ideas pulled from several different sources of information. The last row gives students the opportunity to pull together the ideas into a general summary.
- Teachers may ask students to resolve competing ideas found in the separate sources or develop new questions to explore based on any conflicting or incomplete information.

Writing

Paragraph Hamburger

- Discuss the three main components of a paragraph, or story.
 1. The introduction (top bun)
 2. The internal or supporting information (the filling)
 3. The conclusion (bottom bun)
- Ask students to write a topic sentence that clearly indicates what the whole paragraph is going to be about.
- Have students compose several supporting sentences that give more information about the topic.
- Instruct students on ways to write a concluding sentence that restates the topic sentence.

Opinion Writing Station

Use previous Scholastic News articles/topics to allow students to argue both sides. Examples below:

- "Should College Football Players be Paid?"
- "Should the Penny be Retired?"
- "Should Sledding Be Banned in City Parks?"
- "Should Circuses Stop Using Wild Animals?"
- "Should Students Learn a Foreign Language?"
- "Should Kids Have a TV in Their Bedroom?"
- "Should Cell Phones Be Allowed in Schools?"

Cross Curricular Station Ideas

Social Studies/Science Station Ideas

Use the Research Group Roles Resource to assign each student a role throughout these rotations.

Art Cards: bring in famous photos of artwork and allow students to select a photo and conduct research on that particular artist.

Science

Natural Disasters: allow students to work in small groups to research and present their findings. The following link has resources/activities on every natural disaster.

www.ready.gov

www.nationalgeographickids.com

Class seminars: invite people within your community. Have students work in groups to determine the agenda for the class seminar. For example, who will be in charge of questions, who will be the moderators, who will be in charge of introduction/refreshments etc.

Conduct a class documentary:

Tie in current events/observations. Have students decide who will be the actors, film crew, editors, script writers, videographers etc. Some examples for documentary topics include:

- MLK Day
- President's Day
- Olympics
- Earth Day
- Super Bowl

Science:

- Lifecycles
- 5 Senses
- Continents/Oceans and Landforms
- Water Cycle
- Force and Motion
- Ecosystems
- States of Matter
- Weather and Climate

Technology

These stations depend on website licenses/programs that your school currently has. Here's a list of free websites to use as a station:

- www.pbskids.org
- www.starfall.com
- www.brainpop.com
- www.funbrain.com
- www.howstuffworks.com
- www.khanacademy.org

