

COLLABORATIVE LITERACY STATIONS

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In this lesson, students will focus on understanding non-fiction text through identifying the main idea and supporting details. The Collaborative Literacy Stations take place over the course of four days, with each group spending 30 to 40 minutes each day at one of the stations. Each day, the lesson opens with a mini-lesson on identifying the main idea and ends with a closing activity. Descriptions of a mini lesson, each of the stations, and a closing activity are available below. Please note that while this particular lesson focuses on helping students identify the main idea, the Collaborative Literacy Stations can be adapted to focus on any reading comprehension strategy and used throughout the course of an entire unit.

TIPS FROM THE TEACHER

Classroom Management

- ✓ **Establish Routines and Procedures.** In order for collaborative literacy stations to be effective, you must spend time establishing rituals and routines with your students. At the beginning of the school year, I spend the first month teaching my students how to participate in collaborative group work so that, when we begin the Collaborative Literacy stations, my students can be successful.
- ✓ **Use Positive Reinforcement.** In my classroom, I use a clip system to reinforce positive behavior. Students love to receive praise for their good behavior and hard work! When my students are doing great things or working cooperatively with their partners, I like to give them a shout out, identify what they are doing that is great, and have them move their clip up our classroom numbered behavior chart. This encourages other students to modify their behaviors so they can be noticed for their excellent work.

Grouping Students

- ✓ **Heterogeneous Grouping.** For Collaborative Literacy Stations, I group my students heterogeneously, which means I put students into groups with peers of varying reading levels. However, I do like to make sure that each person has someone in their group at a similar reading level. This grouping ensures that, during the Buddy Reading Station, students can read with a buddy at the same level as them. During the Non-Fiction Listening Station and the Big Book station, all of the group members will have an opportunity to work together.
- ✓ **Group Size.** Each group should have only four students. If necessary, you can put five students in one group. If a group becomes too large it can lead to behavior issues.

- ✓ **Student Behavior.** You can also consider student behavior when forming groups. It is important to put students with peers they can work with. However, once you have established your classroom norms, your students should understand your expectations for group work

OPENING MINI-LESSON

During this mini-lesson, students help the teacher complete an anchor chart focused on identifying the main idea in both fiction and non-fiction texts. This chart is used throughout the week and then displayed in the classroom for students to use as a reference.

A TIP FROM THE TEACHER

To create authentic and meaningful learning opportunities for your students, be sure to involve them in creating anchor charts. Once a unit plan is complete, anchor charts are great resources to put up around the classroom. Students can use the anchor chart as a resource when completing assignments.

GUIDED READING STATION

Standards Addressed:

ELA.1.RI.1: Ask and answer questions about key details in a text.

ELA.1.RI.2: Identify the main topic and retell key details of a text.

ELA.1.RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELA.1.RI.8: Identify the reasons an author gives to support points in a text.

ELA.1.RI.9: Identify basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

In the teacher-led *Guided Reading Station*, the teacher reads with students at their current instructional level. This station focuses on the weekly reading comprehension strategy – identifying the main idea and supporting details in non-fiction texts. With the teacher, students read an appropriate level text out loud. During the reading, the teacher asks the students high-level questions that require them to analyze the text, formulate ideas, draw conclusions, and make text to text connections (see attached **High Level Question Examples**). After reading, students cultivate their understanding of main idea and details through the use of a **Main Idea Graphic Organizer**.

NON-FICTION LISTENING STATION

Standards Addressed:

ELA.1.RI.1: Ask and answer questions about key details in a text.

ELA.1.RI.7: Use illustrations and details in a text to describe its key ideas.

S1L1: Students will investigate the characteristics and basic needs of plants and animals.

b. Identify the basic needs of an animal (air, water, food, shelter)

d. Compare and describe various animals (appearance, motion, growth, basic needs)

In the *Non-Fiction Listening Station*, students listen to a non-fiction story that is aligned with a current Science or Social Studies unit. Students then work with their peers to answer the **Non-Fiction Listening Station Graphic Organizer**.

BIG BOOK STATION

Standards Addressed:

ELA.1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELA.1.RI.7: Use illustrations and details in a text to describe its key ideas.

ELA.1.W.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal even order, and provide some sense of closure.

M.1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions (e.g. by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).

In the *Big Book Station*, students read together the Big Book Story, *Five Little Monkeys Jumping on the Bed* by Eileen Christelow. After reading, students discuss the story and plot with their peers. Then, using *Five Little Monkeys Jumping on the Bed* as a model, students outline their subtraction story on the **Big Book Pre-Writing Activity Sheet**. Finally, students write and illustrate this subtraction story using **Big Book Story Pages**.

BUDDY READING STATION

Standards Addressed:

ELA.1.RL.9: Compare and contrast the adventures and experiences of characters in stories.

ELA.1.RI.9: Identify basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

S1L1: Students will investigate the characteristics and basic needs of plants and animals.

b. Identify the basic needs of an animal (air, water, food, shelter)

d. Compare and describe various animals (appearance, motion, growth, basic needs)

In the *Buddy Reading Station*, students work with a partner to compare and contrast two texts. Students read a fiction text, *The Very Hungry Caterpillar* by Eric Carle, and a non-fiction text, *The Changing Caterpillar* by Sherry Shahan. As students read together they model fluency, automaticity, and prosody. After reading, the students collaborate to complete the **Buddy Reading Station Venn-Diagram**.

CLOSING ACTIVITY

Following the work period students come back together for a closing activity where they compare two passages – one that has a main idea, and one that does not. This closing activity can also serve as a formative assessment to see how students are progressing with the concept of a main idea.