



Subject: Reading

Grade Level: Elementary School

DI Strategy: Split Screen/Flexible Grouping

Reading Stations Split Screen

In my classroom, split screen is something that is done on a daily basis. I have six stations in my classroom for Guided reading.

Station one is “Work on Writing.” At this station the students work in a writing journal and complete the writing prompt that is projected from the smart board.

Station two is “Read to Someone” and at this station the students read a leveled book that is chosen for them. They read the story to their partner and then their partner reads to them. When finished they fill out a paper about their book and their partner’s book.

Station three is “Listening Station.” At this station a story is selected a little above grade level for students to listen to. Each student has his/her own hard copy of the story; students listen to the story and read along. When the story is finished they complete a listening station journal which includes story elements and a writing section for them to write about their favorite part.

Station four is “Work With the Teacher.” At this station, I have leveled books for each of my groups. We read the story together and then we answer comprehension questions about the story. The students then take the books home to read with a parent. The next time I see that group, they take a comprehension test about the story.

Station five is “Word Work Station.” At this station, the students are working on their own current trick words. Some students are still working on beginning trick words so that is what they are reviewing when others are working on current trick words.

Station six is “IPAD Station.” At this station, the students work on a program called Raz-kids. With this program each student is working on his/her own reading level. I can go in and set the reading level for each student and they are reading stories on their level.

My students are held accountable for what they are doing by turning in work when finished at each station. I set the rules in the beginning of the year and have been consistent with following through with directions and what is expected of them. Setting and teaching expectations has really worked well. Each student follows the directions well and it is usually a very quiet environment when our centers are going on. The student engagement is shown by the noise level in my room. I know they are engaged and working on task when I do not hear side conversations going on and I know the work is being complete.

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I have the students grouped by their reading level. I organized groups like this so that when they go to the center I can have it leveled for their readiness. With guided reading groups, I have found this to be the most beneficial. Each group has different expectations of work that is required and it works out for challenging my advanced students as well as keeping my intensive students on task.

TLS Note: One of the key components that teachers sometimes miss in elementary stations is that all of them often need to be tiered to be at the correct level of difficulty. Otherwise they are just engaging/managing groups of students. We worked with an elementary ELL teacher and she did tiered using colored folders. It was a great way to manage the groups. Everyone moved through the process without a hitch going to the next station grabbing their color folder, reading the directions and getting to work.