

Learning Stations



Purpose: Learning Stations are an exciting, self-motivational way to enhance, develop, or extend learning of a given topic or theme.

Links to the program: C1, Using functional language, strategies (compensatory + learning), resources (visual dictionary, FL posters, peers) and vocabulary (related to Halloween, exchanges and team work).

Time: approximately 60-90 minutes.

Grouping: Each student will receive one slip of paper (grouping sequence cut in strips) containing the sequence of the stations he/she has to follow.

Material needed:

- ⊕ 7 different activities that last about 6-10 minutes each (An extra station could be created for students who finish early. A teacher station could also be created where students and teacher would play a board game to reinvest vocabulary and functional language for observation and evaluation purposes)
- ⊕ 7 tables
- ⊕ 1 answer sheet per student or 7 copies of each activity at each station
- ⊕ 1 appreciation sheet per student
- ⊕ 1-2 dictionaries per table if possible, targeted FL posters



http://edge.ascd.org/_Learning-Centers

Procedure:

- ⊕ Give one slip of paper with 7 numbers to each student as they enter the class. . For example, a student who has this sequence slip **7 2 4 5 1 3 6** will go first to Table 7. He/she will sit down and do the task together with the other 3 students starting at Table 7.
- ⊕ Point out the importance for the students to follow the sequence.
- ⊕ Point out the different stations (each identified with a table card) where the students will work on the different activities.
- ⊕ Once students go to their first station, circulate to make sure all the students are on task and speaking English. You may collect observations on students' use of English and targeted functional language using suggested observation grid or anecdotal notes.
- ⊕ After 7-10 minutes, you signal to the students to SWITCH, in which case, students complete the appropriate section of their appreciation sheet and go to the next number indicated on their sequence slip.
- ⊕ It is important that students cooperate in order to complete the tasks.
- ⊕ Ask students to complete self-evaluation at the bottom of answer sheet.
- ⊕ Correct as a class.

Learning stations

Appreciation sheet



Name: _____

Instructions:

1. Write the number of the station.
2. Note the names of your teammates.
3. Check off what you think about the activity or your team.

Station _____	Names: _____
<u>This station was:</u>	<u>My team:</u>
<input type="checkbox"/> Fun <input type="checkbox"/> Interesting <input type="checkbox"/> Spoke English <input type="checkbox"/> Easy <input type="checkbox"/> Exciting <input type="checkbox"/> Had fun <input type="checkbox"/> Challenging <input type="checkbox"/> Difficult <input type="checkbox"/> Finished the activity <input type="checkbox"/> Cool <input type="checkbox"/> Boring <input type="checkbox"/> Cooperated well <input type="checkbox"/> Okay <input type="checkbox"/> Excellent <input type="checkbox"/> Was calm	<input type="checkbox"/> Interesting <input type="checkbox"/> Exciting <input type="checkbox"/> Spoke English <input type="checkbox"/> Had fun <input type="checkbox"/> Difficult <input type="checkbox"/> Finished the activity <input type="checkbox"/> Boring <input type="checkbox"/> Excellent <input type="checkbox"/> Cooperated well <input type="checkbox"/> Was calm <input type="checkbox"/> Spoke English <input type="checkbox"/> Finished the activity <input type="checkbox"/> Cooperated well <input type="checkbox"/> Exciting <input type="checkbox"/> Had fun <input type="checkbox"/> Was calm <input type="checkbox"/> Difficult <input type="checkbox"/> Boring

Station _____	Names: _____
<u>This station was:</u>	<u>My team:</u>
<input type="checkbox"/> Fun <input type="checkbox"/> Interesting <input type="checkbox"/> Spoke English <input type="checkbox"/> Easy <input type="checkbox"/> Exciting <input type="checkbox"/> Had fun <input type="checkbox"/> Challenging <input type="checkbox"/> Difficult <input type="checkbox"/> Finished the activity <input type="checkbox"/> Cool <input type="checkbox"/> Boring <input type="checkbox"/> Cooperated well <input type="checkbox"/> Okay <input type="checkbox"/> Excellent <input type="checkbox"/> Was calm	<input type="checkbox"/> Interesting <input type="checkbox"/> Exciting <input type="checkbox"/> Spoke English <input type="checkbox"/> Had fun <input type="checkbox"/> Difficult <input type="checkbox"/> Finished the activity <input type="checkbox"/> Finished the activity <input type="checkbox"/> Boring <input type="checkbox"/> Cooperated well <input type="checkbox"/> Cooperated well <input type="checkbox"/> Excellent <input type="checkbox"/> Was calm <input type="checkbox"/> Was calm <input type="checkbox"/> Spoke English <input type="checkbox"/> Finished the activity <input type="checkbox"/> Exciting <input type="checkbox"/> Difficult <input type="checkbox"/> Had fun <input type="checkbox"/> Boring <input type="checkbox"/> Excellent <input type="checkbox"/> Cooperated well
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Self-evaluation:

My favourite station was _____ because _____.

I didn't like station _____ because _____.

My best team was _____ because _____.

I spoke English... ... all the time. ... some of the time. ... not at all.

Competency 1 Rubric – *To interact orally in English*

Evaluation Criteria	My Teacher observes whether ...	A (25)	B (20)	C (15)	D (10)	E (5)
Participation in exchanges	<p>... Student participates with teammates during station work.</p> <p>For example:</p> <ul style="list-style-type: none"> - expresses ideas - reacts to others' ideas - asks questions - gives answers 	Participates very often.	Participates regularly.	Participates sometimes.	Rarely participates.	Participates only when someone helps. OR Uses classroom language and new vocabulary correctly only when someone helps.
Use of functional language	... student uses classroom language (e.g. <i>What do you think? I disagree</i>) during station work.	Uses a wide range of classroom language correctly.	Uses classroom language correctly or mostly correctly.	Sometimes uses classroom language correctly.	Rarely uses classroom language correctly.	
Students' names		Participation	Use of FL	Comments		
1.						
2.						
3.						
4.						
5.						
6.						
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8.						
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