

Let's TALK About Stations

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Handout available here:
<http://bit.ly/2phdyKU>
(please make a digital copy for yourself)

My sales pitch...

Disclaimer...

I LOVE doing stations in my classroom!

- ★ Give my students more contact time with the content in low stress settings.
- ★ Allow me differentiated small group time when I make intentional groups.
- ★ Are more fun than teacher directed (yawn) lessons because they involve **GAMES, MOVEMENT, and SPEAKING!**

So why don't we
do them?

Teacher Moment 1: Honesty

Fight the Fear...
You CAN DO stations
in your classroom

I Cans for Today...

I can...understand (and explain to a colleague in my building) how stations can be used to increase personalization, differentiation, and conversation in a classroom.

I can...recall the logistical dos and don'ts of stations as I plan, so that my stations support learning not chaos.

I can...keep in mind the types of content activities that should go into each station in order to maximize learning (and fun?).

I can...get a feel for what my students will feel in class by completing a stations circuit and participating in the fun!

That's nice, but...
HOW do I actually DO stations?
...



Teacher Moment 2: Logistics

Logistics: Grouping

You can differentiate and be intentional about your groups or have them be random, but they cannot be student-chosen.

Sitting with their friends in stations is a recipe for sub-par work and really off-task behaviors.

I usually make random groups by passing out country cards.

Costa Rica

San José



Logistics: Daily Slide

Their warm up is to get organized.

They get the few items they'll need first.

Then they leave the backpacks in a place where they won't trip everyone as they walk around.

Hoy es martes, el 10 noviembre.

Tú necesitas

- 1 papel
- 1 lápiz o bolígrafo
- tu tecnología
- tu cuaderno

"I Can" Statements

- I can understand when I hear or read about free time activities.
- I can talk and write about free time activities.
- I can understand and talk about a weather report when I hear or read it

CALENTAMIENTO

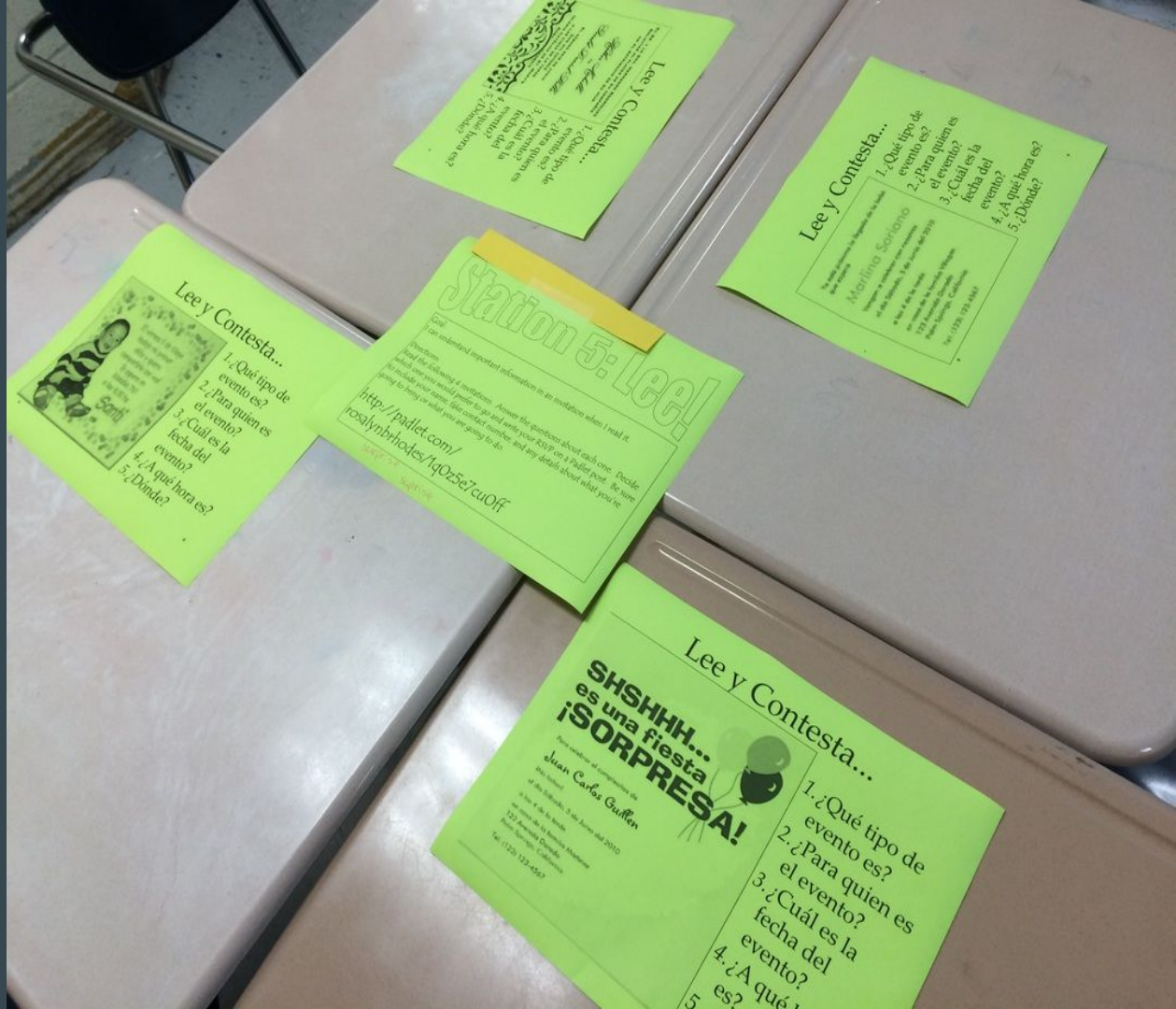
Deja tu mochila en frente de la clase (cerca de la pizarra) o a un lado (cerca de la ventana)

Logistics: Labels & Route

The easiest place the stations can crash is in the transitions.

Take the time before you set the kids loose to show them each station AND show them how to move from one to another.

I always say “Cambia! 1 a 2, 2 a 3, 3 a 4, 4 a 1” or something like that to make sure they get where they’re going.



Logistics: I Cans & Instructions

Put the I Can statement (daily learning target) associated with the station, so that the students know WHY they're doing the activity.

Put the directions directly on the Station title as well to give them something to reference when they forget the directions you explained at the beginning.

Station 2: Ositos Perdidos

Goal:
I can understand a weather report when I hear or read it.

Rules:
The object of the game is to move your bear from the circus to the forest. The youngest player goes first and it rotates to the right. The first person draws a weather expression strip. They must look at the strip and say the DAY, WEATHER EXPRESSION, MAX & MIN TEMPERATURE to roll. If the player answers correctly, they roll and move the number of spaces indicated. If they answer incorrectly, they put the card back in the basket and play moves to the next person. There are a few traps on the board, and if the player lands on those spaces, they must follow the directions indicated.



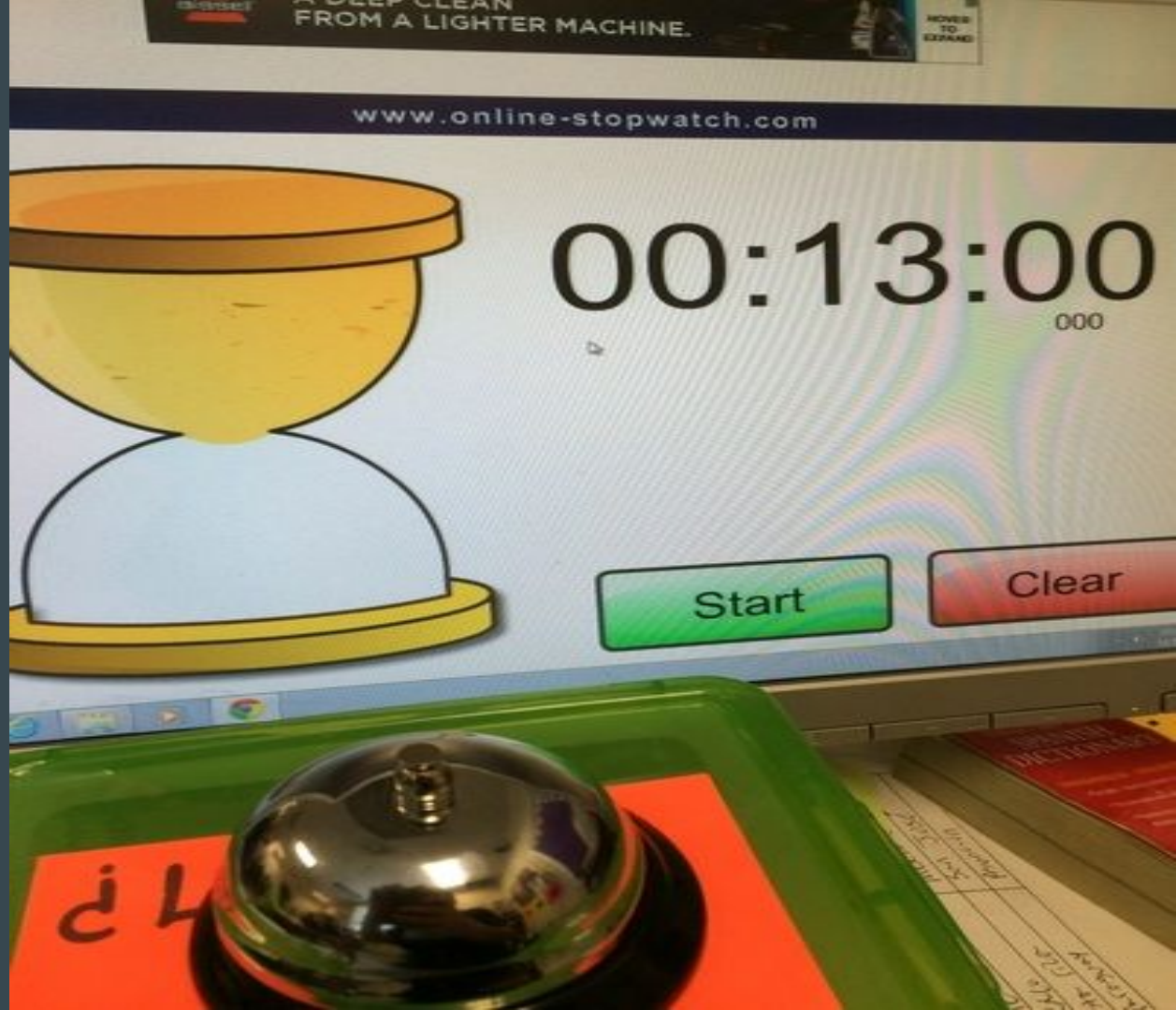
Logistics: Timing is Everything

13 minutes is the longest I'd ever go with 1 station.

The timer has to be big, bright, and make a horrible noise.

If you don't want to use the horrible noise, turn the sound off and use a bell.

*The advantage to the noise is you don't have to pay as much attention to the time.



Logistics: Supply Station

I use these Dollar Tree baskets and cups to make this general supply station at each table, so they can get right to work.

I don't assume that my kids are going to ever come with the random supplies that I want for my activities.

*Game stations have a different supply basket.



GET IN THE GAME!

Stations are not a time to grade papers while your kids work around your room...not to say I haven't done that...

The BEST thing about running Stations is that you get the chance to just talk to your kids in the target language in a chill interpersonal setting. You get a great OPI style look at their ability.

Station 8: Habla!

Goal:

I can hold a conversation about familiar topics in the target language.

Directions:

You're going to talk to ME!! It's going to be an Interpersonal speaking grade. We'll cover all kinds of topics. No need to prepare anything. No worries.

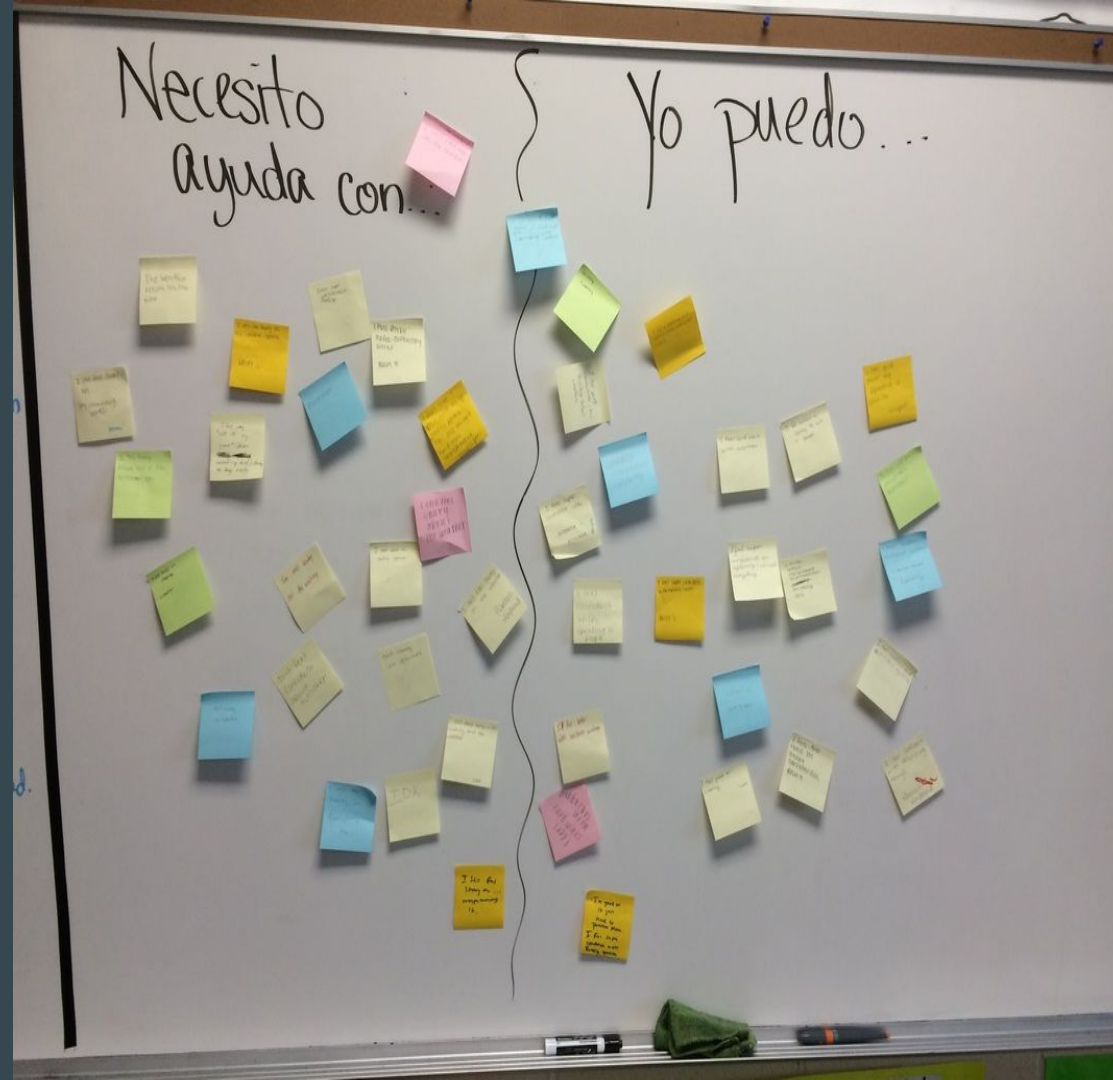
Logistics: Catch Up Time & Reflections

Plan an extra rotation time at the end where no one rotates.

Use it for a Post It note Reflection & catch-up time to finish anything they didn't have time for earlier.

It lets them know that they don't have to finish the previous station during the current one.

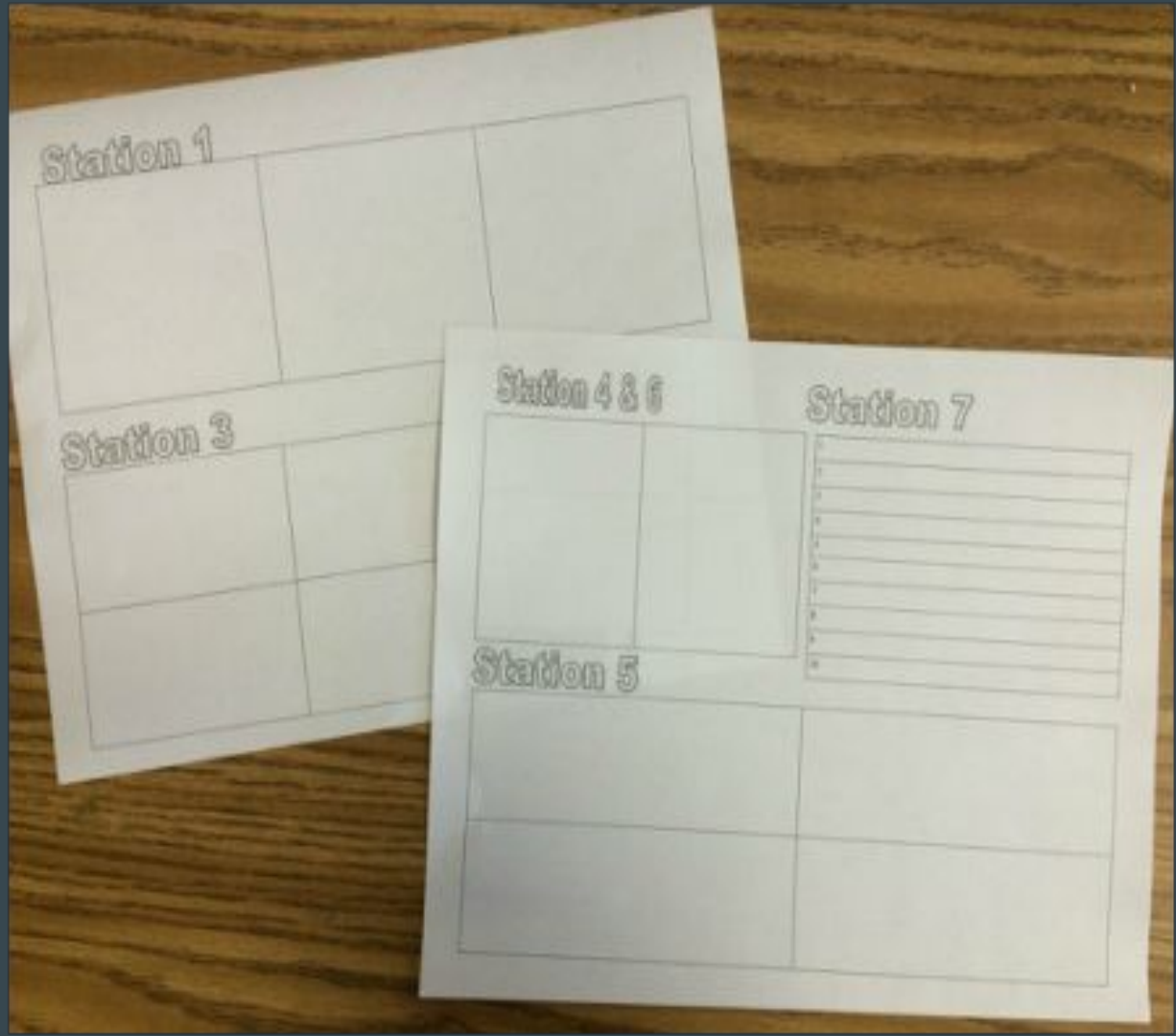
Reflection also gives validity to the stations as practice towards their learning goals.



Logistics: Answer Sheets

Make a double sided sheet for students to write their work into.

It looks super official and is much easier to manage that lots of different scraps or pieces of paper.



Logistics Dos & Don'ts Recap

DO:

- ★ Group your kids somehow
- ★ Use a big shiny timer
- ★ Label your stations/Explain the route
- ★ Have a stations sheet
- ★ Have a time at the end for finishing incomplete work & reflecting
- ★ Get in the game. TALK with your kids.



DON'T:

- ★ Let them choose their own groups
- ★ Time stations with a clock with no sound
- ★ Forget a route
- ★ Have a different paper at every station
- ★ Let them work on Station 1 while at Station 2, or leave without reflecting.
- ★ Sit at your computer and do grades while they work.



**Does anybody
need a break?**

That's nice too, but...
WHAT do I actually have them **DO**?
...



Work Smarter, Not Harder...

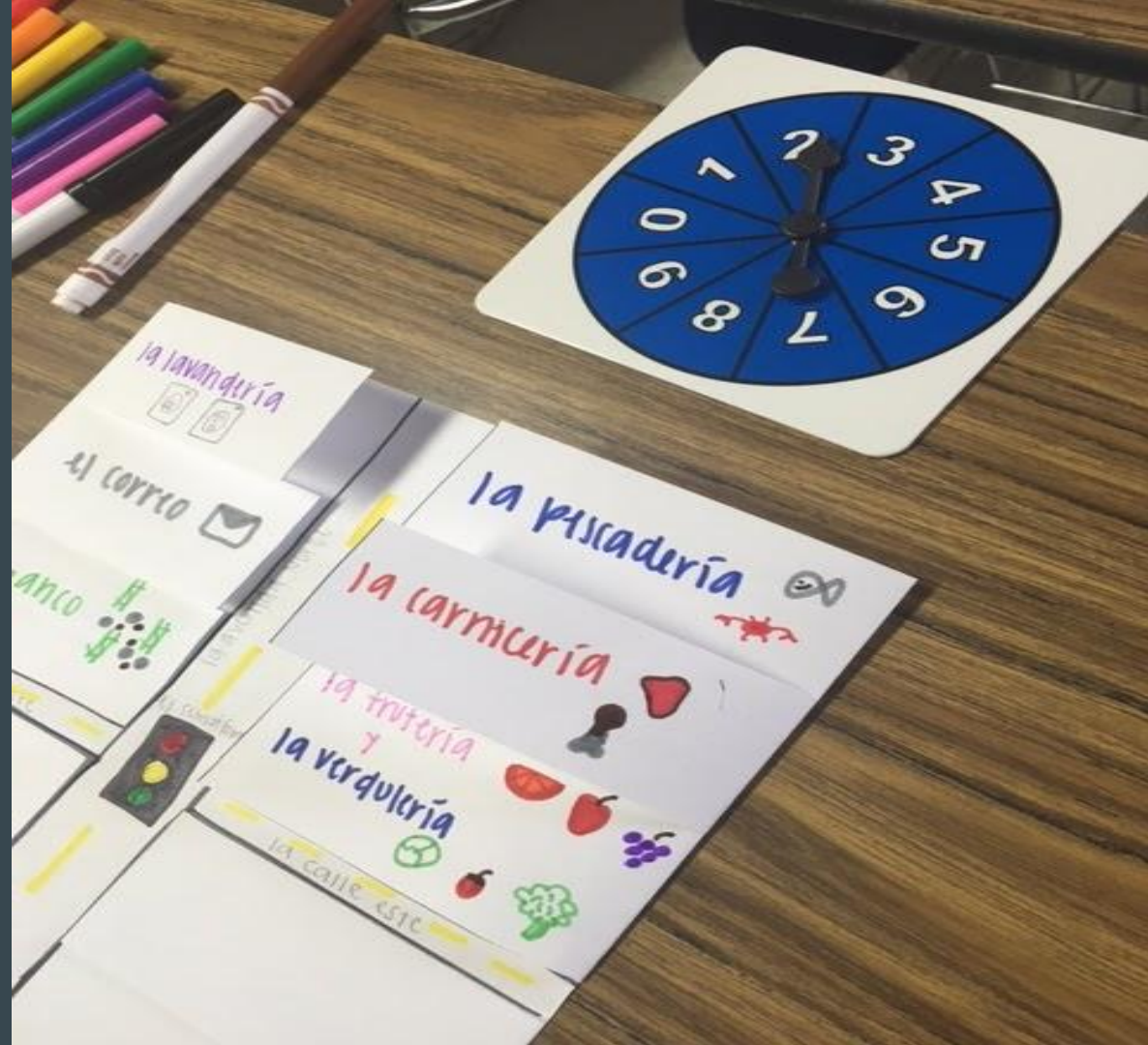
- ★ Recycle your activity/strategy with a variety of content
- ★ Recycle your content with a variety of activities
- ★ Only do 1 high-prep station per round.
- ★ Do less #s of stations: divide your class into circuits.

Teacher Moment 3: Fun Things!

Activities: Speaking Spinners

These are great because they can be used with pre-fab questions, or they can be used with numbered topics and the students have to create an original question.

The students have a spinner at the station, and as they spin, they create or answer a question. There is no writing, just on the fly speaking questions and answers.



Activities: Art Experts

You can set up pictures of art at a table for a speaking activity.

With a few Question stems and a few Answer starters, the students can talk about what they see in the art and what opinions they have, even without a formal “Art Unit”.



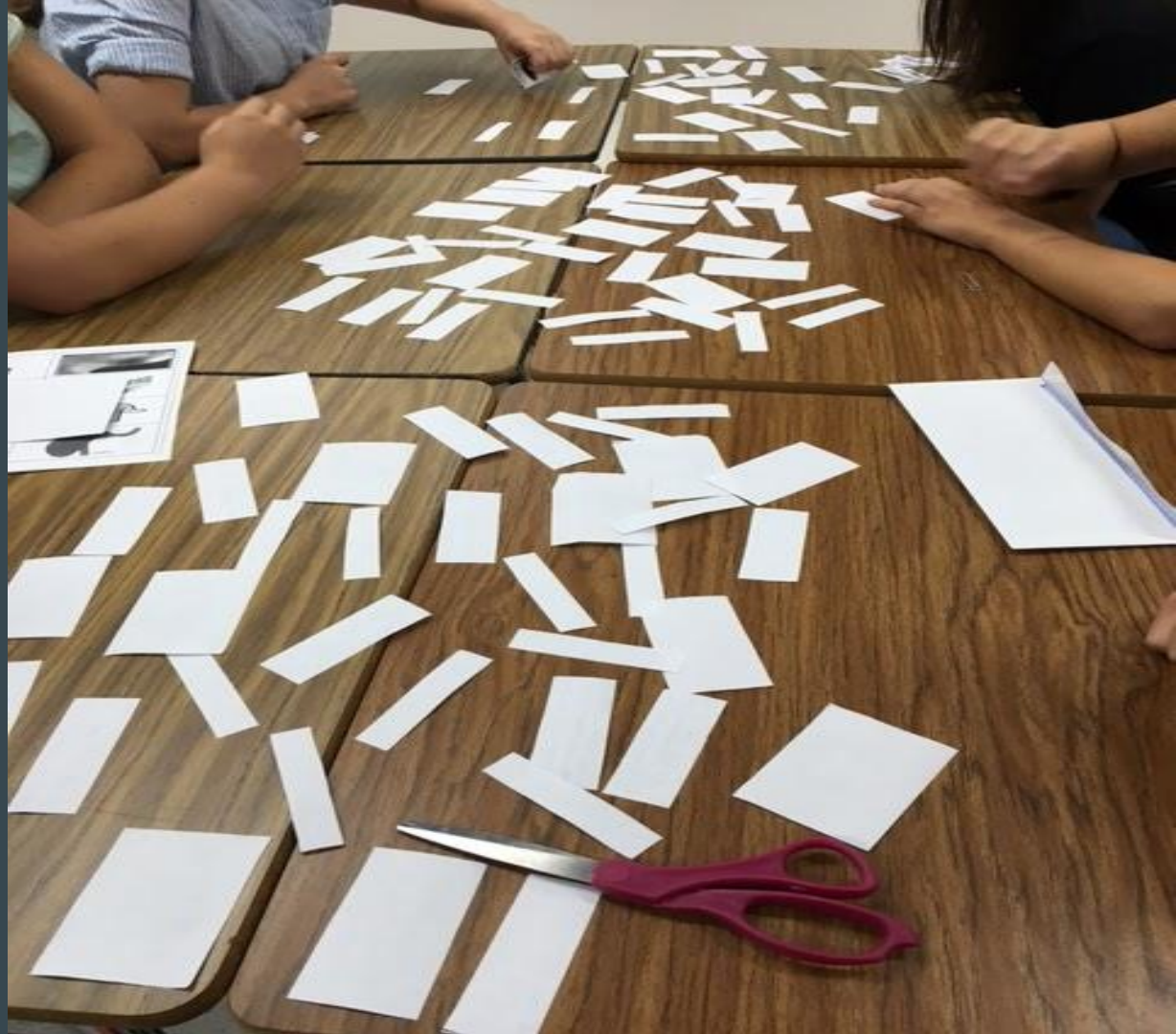
Activities: 3 Card Match

This can be done with any set of content.

I make vocab sets that have a picture, the term in Spanish, and a clue or definition.

They place in groups or pairs using 1 set, and in order to get a match, they have to pick all 3 correct things.

It takes longer, but they have to speak a lot more, so it's worth it.

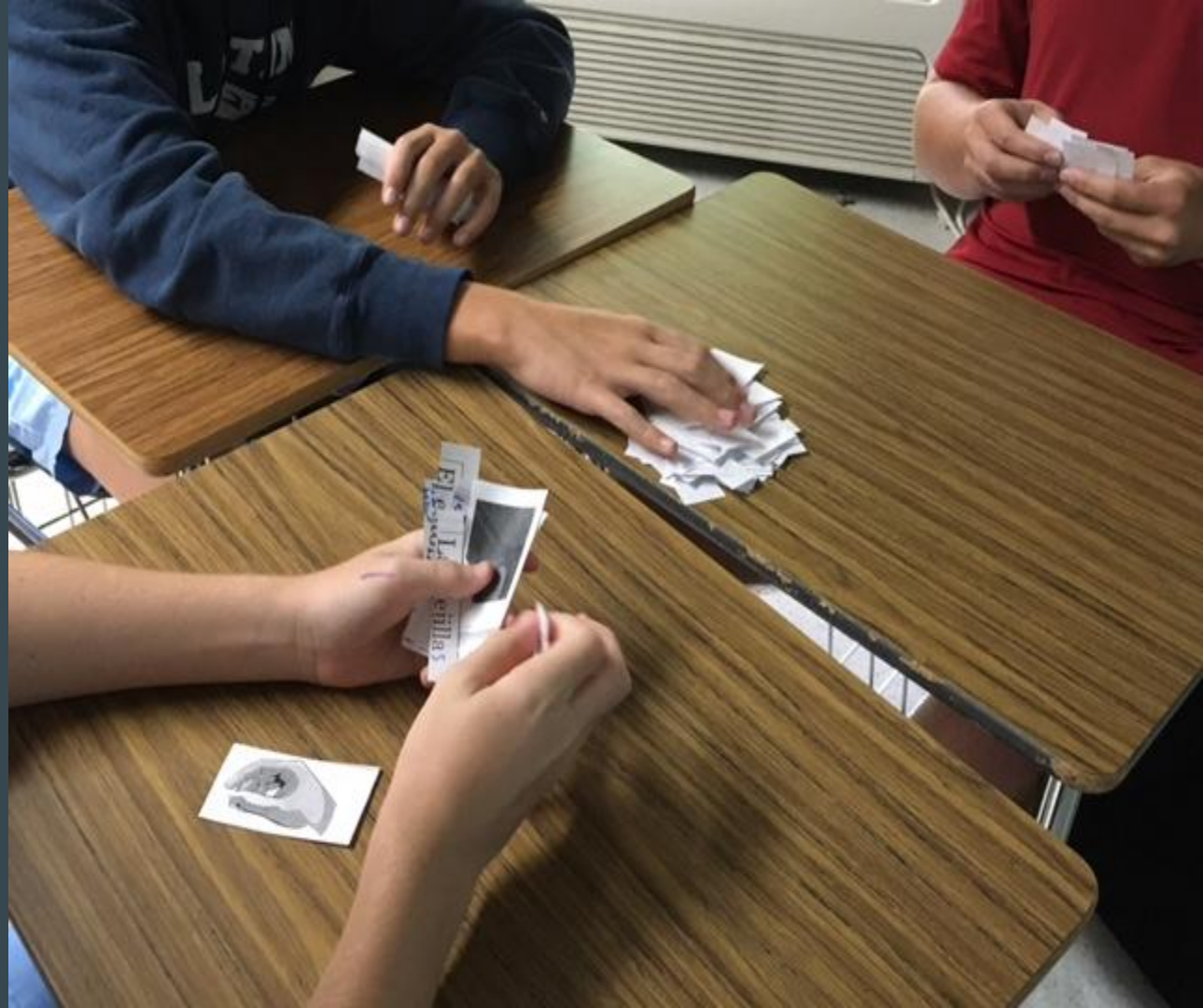


Activities: A Pescar

One of their favorite games is “A Pescar”

It uses any set of content cards, or a deck of regular playing cards. I use their picture/TL word/TL definition sets of vocabulary cards.

All you have to do is teach them the simple phrases that go along with it.



Activities: Awkward Roommates

Students love this one because it gives them an opportunity to create a funny situation.

I love it because it gives the kids practice with house descriptions and room locations, chores, fun activities, likes/dislikes, and makes them think of potential problems, which is super creative.



Activities: Just Chat (with Native Speakers!)

Your native speakers who are stuck in your classroom can be a super valuable asset all the time, but **ESPECIALLY** in stations.

Make them a Station and tell them “Just chat”. You’d be amazed at how they simplify their Spanish and slow down to be helpful.



Activities: Read & Draw

Sometimes students can show what they understand in pictures better than if they had to answer a series of questions.

I love writing random pieces of text that are targeted towards whatever we were studying.

I find that it's good to mix in activities where they can find quick success with more difficult authentic interpretive activities.

Station 3: Read/Draw/Write

Goal:

I can understand when someone describes his or her free time activities.

Directions:

Read the following passage about someone's weekend. With your stick figure rules in mind, draw a comic strip that shows me you understand every detail of the story. You must draw 1 frame for every sentence, and each detail in the sentence must be included in the frame in some way.

Station 3 Paragraph:

El sábado, yo quiero visitar las montañas para esquiar. Yo necesito una pizza para comer con mi amiga Angelina. Yo esquío y construyo un hombre de nieve porque nieva mucho en las montañas, A Angelina no le gusta el frio, entonces ella bebe chocolate caliente en la casa.

El domingo Angelina y yo patinamos en el hielo. A las 5 de la tarde, manejamos a la casa en el auto.



Activities: Speaking JENGA

Label your JENGA pieces with numbers on the ends.

The student touches the piece they want to remove from the tower, and another student reads them the numbered question.

If they can answer it, they get to try to remove the piece.

If not, they lose their turn.

6 Preguntas de los trabajos

1. ¿Cuál es el trabajo de tus sueños? ¿Por qué?
2. ¿Cuáles serían las responsabilidades de una persona en este trabajo?
3. ¿Qué sería la parte del trabajo más difícil, en tu opinión?
4. ¿Tendrías tiempo para tener una familia y amigos?
5. ¿Tendrías tiempo para ir de vacaciones? ¿Tendrías dinero suficiente para ir?
6. ¿A qué universidad tendrías que asistir? ¿Estudiarías en un programa especial?

Activities: Speaking JENGA

Give them TOPICS only and NOT Questions.

Have them make a statement and then ASK a question on the topic.

Intermediates need to be pushed to create original questions, right?

Speaking Jenga

1	yo	9	Mis deportes
2	La familia	10	Mi casa
3	Mis amigos	11	Actividades en la casa
4	Mis hermanos	12	Mis vacaciones
5	Mis mascotas (animales en la casa)	13	La musica/la television
6	Mi escuela	14	Los animales
7	Mis maestros	15	Los restaurantes
8	La comida	16	Los deportes profesionales/el arte profesional

Activities: Traditional Listening

A tech station with 1-2 websites w/ questions is great for listening to native speakers.

<https://www.laits.utexas.edu/spe/>

<http://spanishlistening.org/>

The UTexas ones don't come with questions, but they're organized by proficiency levels. The spanishlistening.org ones have questions attached.

The great thing about both sites is they have the transcripts too, so you can use them as reading activities as well.

Station 4: Escucha!

Goal:

I can understand when someone talks about their free time activities.

Directions:

Go to the following website and listen to Julian talk about his free time Activities. Answer the VIDEO QUESTIONS provided by the website on your answer sheet.

• http://spanishlistening.org/content/184-julian_colombia_dvdocine.html

SÍ SE
PUEDE

Let's Play!!!

(after we take a break)

NOW

Let's Play!!!

Let's Reflect!!!

**(doesn't sounds a fun, but
still necessary)**

**Teacher Moment 4:
I Can do this!**

I Cans for Today...

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I can...get a feel for what my students will feel in class by completing a stations circuit and participating in the fun!

I can...plan and create one or more of my own stations so that this can actually happen in my classroom.



Hope this helps!

Have fun!

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