

STATIONS INSTRUCTIONS

When to use:

The tasks students complete in a Stations activity range from “recall and reproduce” to “strategic thinking” in the depth of knowledge scale. Stations is an activity that allows for a high degree of differentiation so it is best used when students require a variety of entry points into a standard.

Supplies Needed:

- Stations student template (two levels, if desired)
- Station Cards 1- 8 and/or A-H
- Station table tents (optional)
- Station Answer Cards

Directions:

1. Create one or two sets of Station Cards. One set of Station Cards, numbered 1 through 8, can be for students who are still needing assistance at the entry level of the standard. A challenge set of Station Cards, lettered A through H, can be created to ask students to extend and apply their thinking around the standard. If using two levels of cards, printing the cards on two different colors of paper is advised (e.g. Cards 1-8 in one color and Cards A-H another color).
2. All students should receive a stations template matching the Station Cards they are assigned to based on previously gathered information about the student’s content knowledge around the standard. The templates can be color-coded to match the corresponding Station Cards to give students better clarity in what they should be working on and allow the teacher to visually monitor if students are where they are supposed to be during the activity.
3. The two colors of Station Cards are placed around the room in two distinct locations, such as two different sides of the room or one color on the walls and the other spread out on desks. Students can visit the stations of their assigned color in any order, but the cards do get harder as the numbers or letters go up, so students may want to choose how much they challenge themselves in the beginning.
4. Students should attempt as many Stations as they can in the allotted time. They may work together with others who are at the same station. It is helpful to set a limit on the number of students (3-4) that can be at one station at any given time. Students should record their work on their template and put their final answer in the smaller box on the template.
5. If students get stuck at a station, they should record they have been there by putting a question mark in the bottom corner of their station box. This shows that they have visited the station and attempted the problem.

NOTE: Making answers available (possibly under a peek sheet) allows students to check their accuracy and spur conversation about incorrect answers. Answers can be posted up front for students to check at any point. You can also be more explicit and tell students they should check their answers only when they have finished a certain number (i.e. 4, 6, 8) of the stations. They can record how they did by putting stars in the boxes of problems they did correctly.

