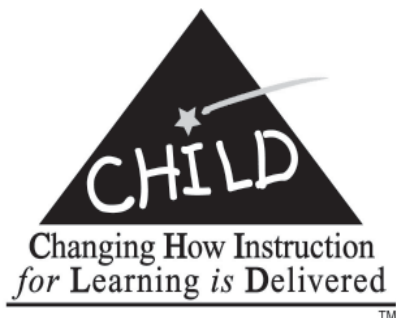


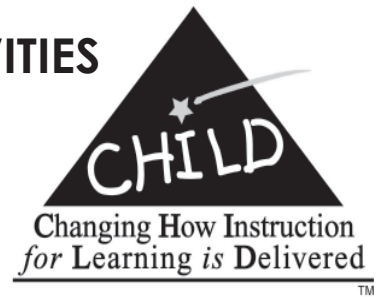


CHAPTER 4: PLANNING STATION ACTIVITIES



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The *CHILD Planning Guides and Activities Guides* are your main resources for planning station activities. The *CHILD Planning Guides* provide a framework from which you can incorporate your school's textbooks and other learning resources. The *CHILD Activities Guides* provide templates for making station activities, along with a *Task Card* for each activity.



Organization of the *CHILD Planning Guides*

Each *CHILD Planning Guide* provides a framework for six six-week units. The guides for writing and reading are organized around the same topics to allow for an integrated approach. For example, Unit Two focuses on fiction. In reading, students will be reading fiction, and in writing they will be writing fantasy stories, legends, and myths. The mathematics guide is organized into topical chapters for greater flexibility in sequencing. Teachers may choose to follow the suggested CHILD unit sequence or adapt the activities to their textbook sequence.

The *CHILD Planning Guides* include background information on the subject area, teaching tips, a description of recommended learning stations, six unit plans, and an appendix with additional background information. Each unit plan and topic chapter includes the following components.

1. A list of the main emphases, fundamental objectives, and specific skills for that unit (The skills and concepts are correlated with state performance standards.)
2. A sample weekly planning guide
3. Teaching tips, which include goals, coordinating with the other subjects, background information, and specific teaching and evaluation strategies
4. Skills checklist for each grade level
5. A list of materials and resources for stocking the learning stations
6. Station activities pages describing activities designed to reinforce and extend the skills taught in the unit (Activities are included in the companion *CHILD Activities Guide*. The Computer Station pages include specific software suggestions correlated with the skill covered in the unit.)

Addressing Varying Learning Modalities

The activities suggested for the various learning stations represent a wide range of opportunities to suit the learning needs of all students. All stations are essential and are indeed *work*. The learning experiences in CHILD encompass multiple learning modalities. Tactile, kinesthetic learners can have the same opportunities for success as the visual and auditory learners.

CLASSROOM LEARNING STATIONS for READING

STATION	LEARNING MODE	ACADEMIC FOCUS
Challenge	Creative, student generated	Responding to reading
Computer	Technology	Comprehension
Reading & Listening	Paper/pencil	Comprehension, critique, fluency
Teacher	Tutorial	Assessing and coaching
Textbook	Paper/pencil	Reading from a variety of texts
Word Study	Games and activities	Phonics, word skills, vocabulary

CLASSROOM LEARNING STATIONS for WRITING

STATION	LEARNING MODE	ACADEMIC FOCUS
Challenge	Games and activities	Skills, grammar
Computer	Technology	Word processing, skill practice
Publication	Creative, student generated	Illustrations, covers, binding, etc.
Teacher	Tutorial	Assessing and coaching
Textbook	Paper/pencil	Skills, grammar, spelling
Writing	Paper/pencil	First drafts, edits and revisions

CLASSROOM LEARNING STATIONS for MATHEMATICS

STATION	LEARNING MODE	ACADEMIC FOCUS
Challenge	Games and activities	Skills
Computer	Technology	Skills
Construction	Manipulatives	Concepts
Exploration	Exploration	Problem solving
Teacher	Tutorial	Assessing and coaching
Textbook	Paper/pencil	Skills

Sequencing and Coordinating Instruction

The *CHILD Planning Guides* suggest a sequence of instructional topics recommended by content experts. The topics cover all specific skills covered on most standardized tests. They are coordinated with state standards and benchmarks.

The skills are organized by unit topics to coordinate across the three grade levels for the cluster. This means that the instructional sequence for each grade level may not be exactly the same as your textbooks. However, be assured that the total content will be covered, and, in most cases, enhanced.

You will streamline your instruction by using the *CHILD Planning Guides* as your basic framework and pulling appropriate lessons from basal readers, textbooks, and other resources in your classroom. The suggested CHILD units are designed in a spiral fashion. This means that many skills recur throughout the years at increasing levels of sophistication. Fundamental skills, such as critical thinking and problem solving, occur repeatedly throughout the units.

Providing for Diverse Needs

The unit skills are quite extensive. You are not required to “cover” every skill designated in the *CHILD Planning Guides*. These books are “guides” which you should use as such. As you begin preparing lesson plans, you will want to incorporate only skills that are suitable for your students.

One of the advantages of the CHILD system is that you can use the same basic activity at a learning station for all three of your grade levels. You will set different standards for completing the activity based upon the students’ instructional levels. In this way, more students can work at the level most suitable for their ability regardless of grade. For example, a fifth grader who needs to work on third grade level work can do so by completing the activity

as required for the third graders. Many CHILD teachers designate the different levels with color codes on the *Task Cards*, and refer to them as “hard,” “harder,” “hardest,” rather than by grade level designations.

Grouping for Instruction

The *CHILD Planning Guides* include tips for introducing new topics. Many topics can be presented to the class as a whole; however, others may lend themselves to small group instruction. Children will profit from extended guidance and practice on topics they find difficult.

Use your judgment about grouping for instruction, based upon your students’ needs. Most educators recommend no more than three instructional groups within a classroom. Furthermore, developmental educators recommend that instructional groups be flexible and frequently changed to meet the changing needs of students.

Group students who need extra help on certain skills or topics, and then disband the group when the topic has been mastered. Avoid labeling students by putting them into inflexible groups and assigning them names such as Robins, Bluebirds, and Buzzards. Research has shown that students’ expectations for themselves often are associated with their ranking in classroom instructional groups.

Planning Lessons and Station Activities

Before beginning a new unit, read through the appropriate chapter in the *CHILD Planning Guide* to get an overview of the goals and objectives. Consult the Materials and Resources page to determine what supplies you will need for the unit. Work with your media center to collect books, tapes, and other media. Send parents a list of “collectibles” you may need, such as magazines and egg cartons. Check over the necessary software, manipulatives, games, and other materials that are already in your classroom.

Read over the Teaching Tips for the unit. Consult the appendix and bibliography for additional information on topics that interest you or that you feel you need to know more about.

Choose and prepare station activities using the *CHILD Activities Guide*. Delegate preparations to parent volunteers, assistants, and the students themselves. Laminate materials for durability. Find the *Task Card* that accompanies each activity, and place it in the station *Task Card* holder.

Station Task Cards

In addition to the station activities provided in the *CHILD Activities Guide*, you will want to use other commercial activities or those that you create yourself. You need to prepare a *Task Card* for each station activity. A blank *Task Card* template is included in the appendix and on the CD.

The *Task Card* system is a very important component in CHILD. *Task Cards* remind students how to complete the designated activity. This enables you to remain free to work with students instructionally instead of spending valuable class time answering routine questions about assignments.

Remember, however, that the *Task Card* system still requires that you carefully introduce and explain each new station activity. The *Task Card* is a reminder to the students and should always be preceded by a thorough and careful explanation by the teacher.

Task Cards also designate the academic purpose for the activity, embedding the important idea that stations are for work—not play. This is also important for parent communication, so that parents can see a record of the academic focus of every station when their child's *Passport* comes home at the end of each six weeks.



NOTE: You may use *Task Cards* for **kindergarten** and **early first grade** students even though they may be non-readers. They are a good reference for teachers, substitutes and parents. Students will learn to read some of the words. You may also use rebus symbols and icons.

How to Prepare a Task Card

First, circle the appropriate unit and write in the name of the station. This will help you file and retrieve *Task Cards* for use in subsequent years.

Next, write the name of the activity in the appropriate place. Then write the skill or objective. Be brief. This is what the students will copy into their *Passports*. This helps students understand that the activity has a legitimate academic purpose and also helps parents understand what content is being taught when they review their child's *Passport*.

	STATION TASK CARD
	Unit 1 2 3 4 5 6 Challenge Station
Activity Name: Story Planner Skill/Objective: (COPY IN YOUR PASSPORT) Narrative Prewriting	
Directions:	
1. Work independently with a partner. 2. Take an Activity Sheet. Choose a topic. 3. Use the Story Planner to plan the first draft of the story. 4. Be sure to include all of the elements of your plan. 5. Be as specific as you can. Note all the supporting details that you want to include. 6. Spend time working on your story plan to make it as complete as possible. 7. Share your story plan with your partner.	
Challenge: Write an alternative ending to your story. You can decide later which one to use.	
WHEN COMPLETED	
<input type="checkbox"/> check	<input type="checkbox"/> hand in
<input type="checkbox"/> place in folder	<input type="checkbox"/> other _____

In the directions space, write clear instructions. Along with the obvious information such as page or problem numbers (mathematics book, page 35, even-numbered problems), include where to get help (ask your partner), where to put finished work (put papers in the basket on my desk), and about how long the assignment should take (you should finish in 10 minutes).

As you write directions on the Task Card, avoid using loaded words like “play” and “game” that give the impression that the activity is not related to work. Instead of saying “four students can play this game,” you should say “four students will work on this activity.”

Daily and Weekly Plans

Plan station activities on a weekly basis. The number of stations open each day will vary, depending upon the focus of the day’s lessons. As a general rule, you should always try to have at least one of the following types of stations available:

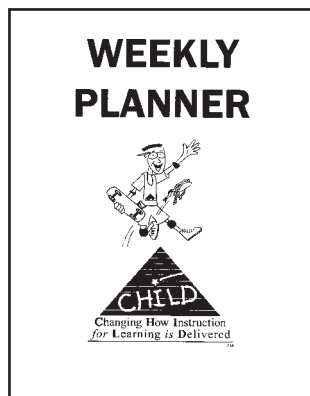
- Computer
- Hands-on
- Paper/Pencil

Once they have been introduced, station activities stay throughout the week. Some station activities can be left at stations throughout the entire unit for review and reapplication.

All students should participate in activities at every station on a regular basis throughout each unit. Avoid using statements like, “You can go to stations after your *work* is finished.” This subtly suggests to students that only certain activities are “work.” Chapter 6 on classroom management will provide more detail on station availability and insuring a balanced activity plan.

Using the CHILD Weekly Planner

The *CHILD Weekly Planner* will help you schedule lessons and station activities. There is space for whole group lesson topics, station activities, and assessment topics for each of your three CHILD classes. There is also space for recording standards and strategies.



	Monday	Tuesday	Wednesday	Thursday	Friday
Grade: Lesson:					
Strategies:					
Objectives:					
Standards/ Assessments:					
Grade: Lesson:					
Strategies:					
Objectives:					
Standards/ Assessments:					
Grade: Lesson:					
Strategies:					
Objectives:					
Standards/ Assessments:					

Stations / Week of:		
Grade:	Grade:	Grade:
Station	Station	Station
Station	Station	Station
Station	Station	Station

Planning Computer Station Activities

The Computer Station is perhaps the most unfamiliar station for teacher and students alike. However, if you follow the procedures described for student orientation, you will find that this station can run smoothly and require little supervision.



IMPORTANT: You must preview each piece of software before you introduce it to your students. Use the software preview form from your Implementation Workshop.

As you work with the software, be aware of whether there are prerequisite skills your students need to know before they can effectively use the software. The *CHILD Planning Guides* also will alert you to the need for preteaching any software listed.

Throughout the year, as you introduce each new piece of software, follow the same small group procedure described in Chapter 3 for orientation. Carefully show students step by step the procedures for using the menu to get to the right lesson, following directions on the screen and recording pertinent information in their *Passports*. If you are fortunate enough to have an electronic presentation system in your classroom, you can do this software introduction for the whole class.

SOFTWARE PREVIEW FORM		Handout 22
Name: _____	Date: _____	
Software Title: _____	Publisher: _____	
Subject Area: _____	Grade Level: _____	
Partner or Individual: _____		
Correlates with Unit: (circle one)	1 2 3 4 5 6	
State Standards/Benchmark(s) Addressed	_____	

1. Options or functions to preset (color, difficulty level, class names or group):	_____	

2. Teacher management options (password required, access to):	_____	

3. Whole class, follow-up or other station activities to go along with the software:	_____	

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Tracking Computer Station Results

Establish a system for recording scores from the software. Have students record their scores in their *Passports*' Computer Station pages. If students know they are accountable for completing a software lesson to a certain level of proficiency, they are more likely to take the lesson seriously and less likely to exit the software if it gets too difficult or randomly strike the “enter” key until the correct answer appears.

Some software systems provide reports for teachers. They target skills that the student has mastered and/or failed. Be sure to review these reports regularly so that you can provide additional instruction as needed.

Planning Cluster Activities

Planning cluster activities helps build camaraderie and a sense of team spirit. It is important that the students understand that all three teachers in the cluster care about them and welcome them in the classrooms. Avoid speaking about your cluster classes as “Mr. Jones’ class.” Instead speak about the “fourth grade class.”

Special activities that your classes can enjoy together might include field trips, assemblies, plays, special projects, and guest lecturers.

At the end of each six weeks, plan a culminating get-together that wraps up the unit and provides students an audience for sharing some of their work. This is also the time you should award certificates and prizes for a job well done.

