

What do you hope to learn about learning stations today?



Learning Stations

Learning in motion and through collaboration!



Who We Are



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Grades 9 and 11



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Workshop Objectives:



Understand how stations promote engagement



Learn the steps for designing ELA stations



Address concerns with implementing stations



Leave with the tools needed to start next week



Why Learning Stations?

Build autonomy
and movement
into learning



Keep lessons
active and
student-centred



Allow natural
differentiation



Encourage
accountability





What is your biggest obstacle/fear/worry to using learning stations in the classroom?





Scenario

S

Tips and Tricks to manage
the practical

Teaching Unit Life Cycle - The Pedagogical

Activatio

n



Consolidatio

n



Front-Loading



Application



Knowledge Input



Reflection



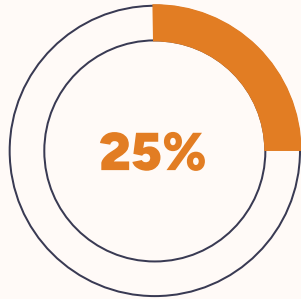
Exploration



Extension

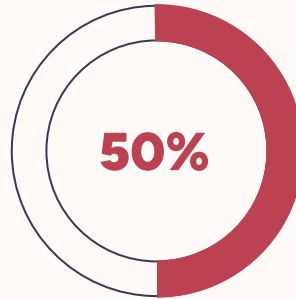


3 Stages of Learning Station Engagement!



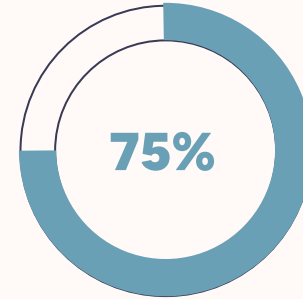
Activation or Front Load

Stations as micro-lessons
short, multimodal content
chunks that build
foundational
understanding



Play/Experiment

Stations as sandbox
environments
Analysis practice, testing
interpretations, creating
mini-projects



Reflect / Make Connections

Stations as reflection
zones Ex. personal
reflection, peer feedback,
or goal setting.

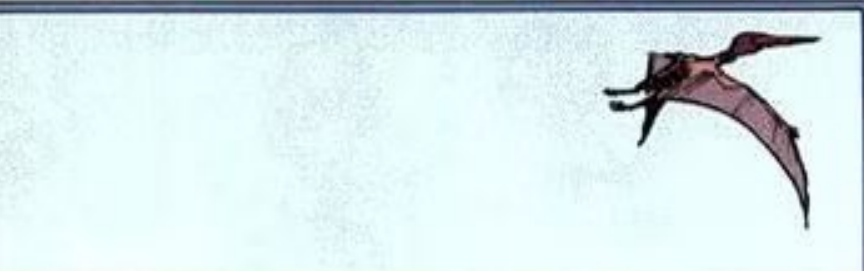
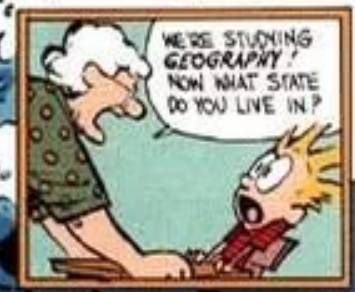


Our Reality:



**16% of our students in
9-11 have ADD or ADHD**





They're in denial that they don't want to learn.

They do.

What do ELA stations look like?

Short, purposeful tasks that allow students to:

- Work in small groups or independently
- Rotate between 3 or 4 learning experiences
- Breakdown lesson into manageable activities
- ~10 mins. / station
- Movement = brain break

In a lesson on character development, one station might have students annotate a short excerpt, another might ask them to write a journal entry from the character's perspective, a third might involve a pair discussion, and a fourth might invite them to sketch the character's traits and motivations.



Turn any ELA lesson into stations:

Define the
learning objectives

Identify the
learning modes

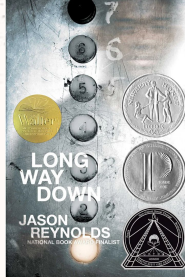
sequence tasks

Differentiate
as needed

Add accountability

**Let's apply this right now
with *Long Way Down* by
Jason Reynolds.**

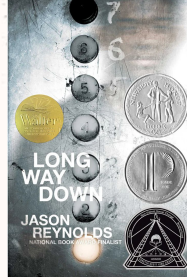




Define the learning objectives

Objective: Analyze how Jason Reynolds uses structure, imagery, and repetition to explore conflict in the novel.



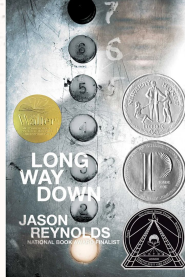


Identify the learning modes

- Reading
- Writing
- Speaking/Listening
- Creative Response

Each station will focus on one skill linked to this objective. Modes help ensure students experience the text in varied, balanced ways.

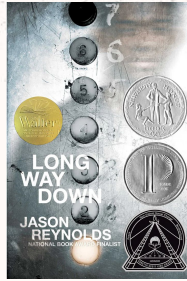




Sequence the tasks

Provide clear steps so that they don't have to decode the activity themselves.



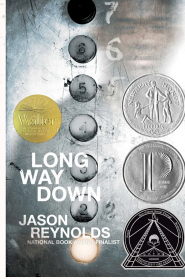


Differentiate as needed

Add scaffolds such as sentence starters, checklists, or rubrics.

To differentiate, simplify the language or length for struggling learners, and provide extension prompts or added complexity for advanced students. Allow for choice in format (writing, drawing, discussing).





Add accountability

Accountability Types	
Reading	Annotate one poem page for imagery and tone.
Writing	Write a 3-sentence reflection on theme or structure.
Speaking	Respond to one discussion prompt in group notes.
Creative	Design a visual symbol for a key emotion or motif.

Participation Tracker		
4	Engaged Leader	
3	Consistent	
2	Partial Effort	
1	Off-Task	

Stations for *Long Way Down*: Reflections

Name(s): _____

Station 1: Close Reading (group)

THE ELEVATOR,

a smoke box,
grey and thick.

Buck and Dani
puffed and blew
everlasting cigs.

Thought when the
doors opened the
smoke would rush out.

But instead it
became a still cloud
trapped in a steel cube.



**Here's a
fully-prepped
lesson for you:**



<https://rc100.ca/remembrance-day-special-2/>





Other configurations are possible...

Whole Class	Station D1	Station D2	Station D3	Whole Class
<ul style="list-style-type: none">- lecture- read- orals- tests	Groups remain in their stations the whole period	Stations divided by competency (C1, C2, C3)	Three full days on meaningful work.	<ul style="list-style-type: none">-writing-presenting-orals-tests

Thanks!

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Audience Q&A