



Center/Work Stations –Any Grade Level

Barbara Preston
Macon Piatt Regional Office of Ed 39
2022

Self-paced Training –How it works.....

1. Make sure you register at Macon Piatt ROE: <https://www.maconpiattroe.org/> Click on the Sign up for PD Blue button, and fill out registration.
2. When you complete the training you will receive an email from me with feedback on your tasks. I will mark you as completed and an evaluation will come to your email. **Fill out the evaluation and within minutes you should get an email with the website to print off your hours. 4 hours for this training**
3. Participants will go through the power point, viewing each slide and videos. Deadline is November 15, 2022
4. **Tasks will be in RED and they need to be completed and sent to me. Pre/Post Test, too. Please send when training is completed.**
5. Slides 3 is an example of how to send the tasks.
6. Please contact me if you are having any trouble with the training. prestonb@roe39.org

Put your answers in a WORD or PPT document and when you complete the entire training, send them to me as one document. I **cannot** open Google or One Drive here at the office. Thank you.

Example for task submission to me by email:

Your Name and Email: Barbara Preston
prestonb@roe39.org

Title of Training: Centers/Work Stations

Task One- answer

Task Two- answer --etc.,

Send all completed tasks in one document or you can copy the task slide, answer it, and send it into a power point. Word document can be used too.

TASK ONE - PLEASE TAKE THIS TEST NOW AND AT THE END OF TRAINING
Send with your answers when you complete the training.

Pre/Post Test for Centers --

The following statements related to the targets of this training session.
Please indicate your comfort level with the following:
4 = I am confident in my knowledge
3 = I am on the right track
2 = I am not sure I am doing it right or with the right amount of consistency
1 = I need more information in this area
Copy the pre and post tests and send to me.

Center/Work Stations Statements	Pre	Post
1. I understand that centers can be implemented all year round and in any content area in any grade level.		
2. I can identify the reading levels of all my students in order to provide content at their Instructional Level so that ALL students will be able to comprehend material inside a leveled center. I know this is important for differentiation.		
3. I know how to analyze data and provide flexible grouping with content students need to master using centers..		
4. I Recognize that in my classroom I have all types of unique learners that need support while learning new content and mastering content for the next year. I can assess and provide differentiation in either content, process, product, or learning environment so ALL students will have the opportunity to be successful. Centers can be a useful activity for assessment and mastery, too.		
5. I can locate resources to support me in my efforts.		



Stations or Centers are motivating and good for the brain. They have to be planned and have a purpose.



**Ask yourself these things first..
BEGIN THERE**

1. What are you responsible for teaching?

Common Core Standards

District curriculum

Units

Themes

SEL

Mastery End Goals

2. What skills or concepts do students have to master at your grade level or content area?

Task Two READING CENTERS might be needed at all grade levels.

Phonemic Awareness- Do it with no letters

Phonics -Sounds and Letters together

Fluency and Accuracy-Reading orally and silently

Vocabulary- listening, oral, spoken, written

Comprehension-The goal of all components of Reading.

Intervention centers for all non-readers below. Some students will never be good readers, so look toward accommodations or modifications for them.

Please look at these websites for strategies.

<https://www.understood.org/en/articles/common-classroom-accommodations-and-modifications>

<https://www.common sense.org/education/top-picks/ela-tools-aligned-to-common-core-standards> Lots of resources here

<https://www.texasldcenter.org/lesson-plans> Many lesson plans for struggling students that can become a center –

Take a look at these sites and tell me what you found there. Is there anything specifically you can use for your students? Give me 3 examples.

Why Workstations????

Data will decide what centers are needed and what levels

- They differentiate for all learners
- They give authentic practice for concepts learned
- They allow a teacher time to work with small groups
- They are meaningful, aligned to classroom learning
- They are teacher directed
- They allow students interaction and hands on
- **Stations can provide time for practice, preview, review, collaboration, choice work time, and small group or individual teacher time.**

Workstations must be...

- Explicitly taught and modeled
- Set up for accountability
- **Set up with a purpose**
- Set up for accessibility for all students
- Set up to be interactive
- Set up so the teacher can easily change out pieces for novelty
- Aligned to what is being taught or reviewed.

Tip #1: Set procedures and expectations

Resource/Adapted <https://ditchthattextbook.com/learning-stations-in-middle-school/>

Twitter at [@Mr_JamesHunt](https://twitter.com/Mr_JamesHunt) hyperlink above shows all of these examples.

Just remember, these tips are good for all age groups.

This may seem like a no-brainer, but **clear expectations** should be set, **modeled, and practiced before implementing stations** in the classroom. When students reach **middle school, they crave the same autonomy that teachers do.** Have them **help you set up the expectations that must be followed during stations!** This will help **develop a more meaningful approach** to implementing stations in the classroom.

- What should we do if we are stuck on a problem or question?
- How should we rotate through our stations? Should we wait for a timer or move on to the next station as each individual is ready?
- How should we treat each other and the materials used in the classroom?
- What should we do if we finish a station early?

All of these are examples of how to set meaningful boundaries the class must follow during stations to make sure you are getting the most impact out of your time.

Tip #2: Give clear activity instructions

<https://ditchthattextbook.com/learning-stations-in-middle-school/>

Twitter at [@Mr_JamesHunt](#)

Spend time explaining activity instructions for each station. Your students aren't going to remember what to do by the 3rd, 4th, or 5th station if all of the directions are explained at the beginning. Providing multiple avenues for students to see and hear activity directions will alleviate off-task behaviors at each station.

- Learners may **need visual reminders**. Charts, google slides etc., to give reminders-Group names can be a fun thing!
- **Have the instructions printed out at each station.** These instructions are printed on heavy paper or can be magnetized to [paper holders](#) for easy display options. This keeps the, “Now what do I do?” question at bay. Mr. Hunt has a place to order these.



Tip #3: Be over-prepared

- When preparing stations, it's important to **have a backup plan**. We plan awesome lessons and activities and students can finish quickly. With stations, **students are “on their own” with you as their guide on the side**. End station instructions with, “**If you finish early, get on _____ until it's time to switch.**” This way their minds are constantly busy. **This is so important. What do we do when we are through?**
- Supplies that are easily ready.....
 - Store worksheets on your whiteboard using magnetic paper holders.
 - Have additional papers needed stored in a folder at that station so they can grab what they need and get started!
 - Keep all supplies needed for each station in a tub or bin that's easy to move and store. Keeps everyone on task.

Tip #4: Assure smooth transitions

Transitions are a major part of stations, but can be frustrating. Let's tie in some open-ended questions that students can be solving while moving to the next station.

Make sure all activities can be completed on one page. They will carry the same paper with them throughout the entire rotation; no papers left behind, easy accountability. Even if nothing can be written down in that section, make sure it's on there!

- How will your kids move from one activity to another when time to switch? Timer, music, some other sound???

TIP # 5 from Mr. Hunt and Me

Me: Always have a teacher station so students can work with the teacher on areas of weakness.

Actively seek less chaos

Don't make stations more frustrating for you, otherwise you will never want to use them again!

Know your kids.

What do they need in order to be successful?

If you try something and it doesn't work, gather some feedback and don't give up!

Task Three –Mr. Hunt and ME Ideas

Looking at the previous 5 tips, what would be the most important tip to use with centers in your classroom?

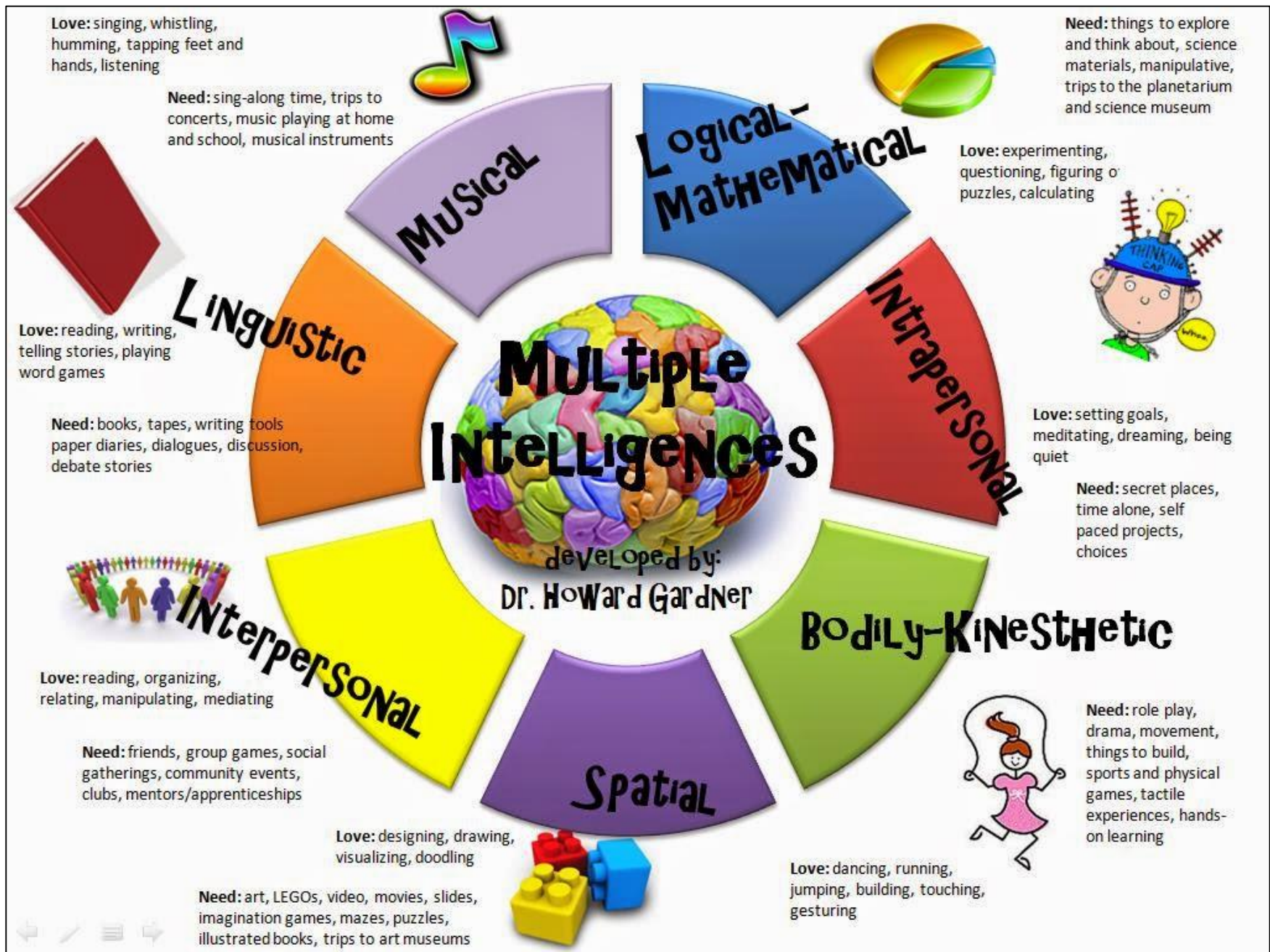
Please look over slides previously viewed to answer your question. Be specific and honest on the areas that are needed for you to set up successful stations or centers.

TASK FOUR Teachers need to know...

Know their learning style

- Linguistic learner
- Logical learner
- Spatial learner
- Musical learner
- Kinesthetic learner
- Interpersonal learner
- Intrapersonal learner
- Natural learner
- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml> Interactive assessment for you to take or your students.
- Why would I ask you to use this learning style assessment for you and your students?





Include some of them in your stations.

Accountability or mastery is what the teacher is going to grade or analyze.

The **PRODUCT** is what they turn in for feedback.

Products can be set up by the **MENU LIST** so that all types of learners have a chance to complete something they can have success with.

Products can be set up to challenge the gifted and give extra practice for the at risk student.

Products are showing that you understand what the center is all about and you get the gist of the concept or problem.

Products can be linked to learning styles.

PRODUCTS

KINESTHETIC Demonstration Relief Map Diorama Display Mobile Model 3D Model Drawing	ORAL Audio recording Interview Debate Radio/TV show Presentation Speech Documentary Lecture Video Commentator
VISUAL Brochure Puppet Chart Timeline Cross section Power Point Graph Poster Cartoon	WRITTEN Booklet Thesaurus Critique magazine Summary Newspaper Essay Profile ABC Twitter

Sing Along Create a song or a rap to help your classmates remember the difference between composite and prime numbers.	Power Point Create a PowerPoint Presentation that explains how to multiply and divide decimals.	Story Problem Create a story problem for each of the following number sentences: $37 \times 46 =$ $62 \times 48 =$ $45 \times 6 =$ $29 \times 51 =$ Include the solution and show your work.
Multiples Using a deck of cards, turn over any card from the deck and write the multiples for that number. Cards 2-10 are their own value. Ace=11, Jack=12, Queen=13, King=14.	Free Choice (Create a plan that includes a detailed description of the following: specific ideas or topics, product, materials needed. Present it to your teacher and get approval before starting.)	Test It Out Create 2 division and 2 multiplication word problems to be used on an assessment. One of the division problems must involve interpreting the remainder.
Gardening Array A gardener is trying to plant 60 rose bushes. Using graph paper, show all the ways the could plant the rose bushes. Label and color your array.	Poster Design an instructional poster that shows the different strategies for solving multiplication problems. (traditional, bow tie, window/box, partial products)	Book Cover Design a book cover for a book about using multiplication and division in our everyday lives.

Name _____ Bell _____ Date _____

Tic-Tac-Toe Menu

Directions: Choose activities in a tic-tac-toe design. When you have completed the activities in a row-horizontally, vertically, or diagonally-you may decide to be finished. Or you may decide to keep going and complete more activities.

I choose activities # _____, # _____, and # _____.

Do you have ideas for alternate activities you'd like to do instead? Talk them over with your teacher and write an explanation below.

I prefer to do the following alternate activities:

1. Write activity 1 here. (Knowledge)	2. Write activity 2 here. (Analysis)	3. Write activity 3 here. (Synthesis)
4. Write activity 4 here. (Application)	5. Write activity 5 here. (Evaluation)	6. Write activity 6 here. (Comprehension)

Name _____ Date _____

Place Value, Numbers, and Operations Choice Board

Complete a row, column, diagonal, or the four corners. You may complete this choice board in any order. The "Free Choice" space allows you to submit a suggestion to Ms. Routt for approval.

Create a crossword puzzle using the Discovery Education website on the computer.
(See the back for details.)

Complete cards 11-20 of a Marcy Cook Math Tiling Tasks bag.
(Attach the tracking sheet to your choice board.)

Create a War-style card game using index cards.
(See the back for details.)

Create a colorful board game with word problems to practice a skill.
(See the back for details.)

Free Choice

Complete a puzzle from the puzzle box.
(Attach the puzzle to your choice board.)

Complete one set of AIMS Education "Blockout Puzzles".
(Attach the puzzles to your choice board.)

Create an "I Have, Who Has" game that allows everyone to participate.
(See the back for details.)

Complete cards 1-10 of a Marcy Cook Math Tiling Tasks bag.
(Attach the tracking sheet to your choice board.)

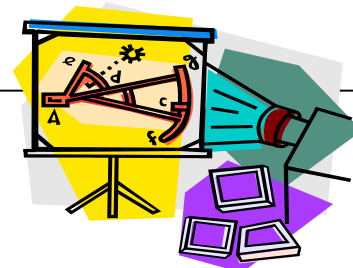


Defining Space for Centers



Consider all of these

Doors, tables, shelves, carrols, filing cabinets, tubs, bags, cans, boxes, placemats, trays, backpacks, hoola hoops, diaper bags, lunch boxes, hanger pockets, pillow cases, backs of chairs, bulletin board, chalk board, desks, bathtubs, planters, nets, swimming bags, trunks, chest of drawers, plastic bins, folders, 3 ring binders, etc.,



Defining Space for Centers

- Table cloths and mats can be spread out for a definition of space.
- A yard of material that cost \$1.00 could define space and could have something on it that is the same theme of the center.
- Table with masking tape taping off certain areas for centers
- Gift bags are great to save space

Sink location
Window
Boards
Electrical Outlets
Rugs
Classroom
configuration
Door location

For MS/HS

Setting up the room
for groups to work
Using different
furniture
Bean bag circles
Long tables
Lab areas

Big Book Center-Elementary

–Use a small trash can to store them
and use the suction cup containers to
place equipment needed.

_ Use an easel

_ Use an old chest of drawers

_ Use large pillow cases

_ Use artist portfolio case

_ Lay them on a rug with containers
around

More Containers

- Book bags, lunch bags, diaper bags, suitcases, baseball card holders, umbrellas, laundry bags, cans, plastic containers, file folders, notebooks,
- Trays, project boards, boxes, tubs, baggies
- Window sills, doors, chains, hanger pockets
- Tent, sleeping bags, window sills
- Pocket charts, cassette holders,
- <https://jodidurgin.com/classroomstoragecontainers/> Crazy container ideas here



EQUIPMENT YOU MIGHT NEED for K-8

- Pointers
- Chopsticks
- Flyswatters
- Large silk flowers
- Rulers
- Old wooden spoons
- Magic wands
- Munch animals
- Umbrellas
- Toothbrushes
- Halloween fingernails
- Dowel rods
- Highlighting tape
- Chart of names
- Props for drama
- Magnifying glasses
- Goggles
- Sunglasses
- Puppets
- All types of containers
- Buckets
- Backpacks
- Flashlights
- Key chains
- Old Chest of Drawers
- Bath tubs

Scan the Code Stations



Back to School Stations

IN ACTION



www.mudandinkteaching.org

A Class Project Center



BACK-TO-SCHOOL ACTIVITY CLASS WREATH

LittleYellowStarTeaches.com

THIS ONE IS GREAT



<https://www.youtube.com/watch?v=eFUL4yP0vqo> Chat
Stations 5.31

SIX WORD MEMOIR

These can be used ANY time of year, but at the beginning of the year, six word memoirs serve as a quick and easy way to get to know students AND see how their writing brains work.

Narrowing down their life story to only six words offers powerful insight into how they see themselves and how they creatively and critically approach the writing process. Since the station time might be too short to fully think this out, you might ask for a draft at this station and revisit them for a final revision later in the week.

CREATE A NAME PLATE/NAME VOICE RECORDING

Learning student names is a paramount priority when beginning the school year, but also something that can be very boing for other students to watch us struggle through. Instead of going through the attendance roster every day trying to learn names, use a station to have students create name places and even record a sound bite of their accurate name pronunciation! I show you how to easily do this in this blog post. All you'll need for the station is paper and markers for the name plate and a few chrome books with tabs open to Vocaroo.com.

Centers Should:

Look like students are practicing tasks successfully. Centers are organized and students know how they should look like when they are working at them and how they should look when they are put away.

Sound like quiet voices talking about books or discussing choices, lots of reading, and manipulation of equipment provided.

Feel like they are calm, comfortable, and successful.

Debbie Diller -*Literacy Stations*

Training For ALL Students

Train by **Modeling the Station**

- Take students through the directions and teacher expectations at the center
- Rubric for reference while working
- Material use and clean up after

Authentic practice that connects to learning or building background knowledge for a new learning experience.

Teacher needs to take time to have a teacher center where students can be supported in areas of weakness.

Modeling a Center

- Circle up with students around the center.
- Explain the purpose of the center

Model Behavior

- Have students come up with the rules they deem appropriate-Let them work with a partner.
 - **Let them choose what a product should look like and then complete a rubric from mastered to not yet..**
- Have 1 or 2 students demonstrate the center inside the circle.
- Observe station in action
- **Make adjustments after the debrief circle. This circle asks the question, “How did it go today?” Let students voice their opinions with suggestions. Very Important to Do**
- Review Rules and the rubric often.

Rubric Template

Students should build their own rubrics for the products you plan for them.

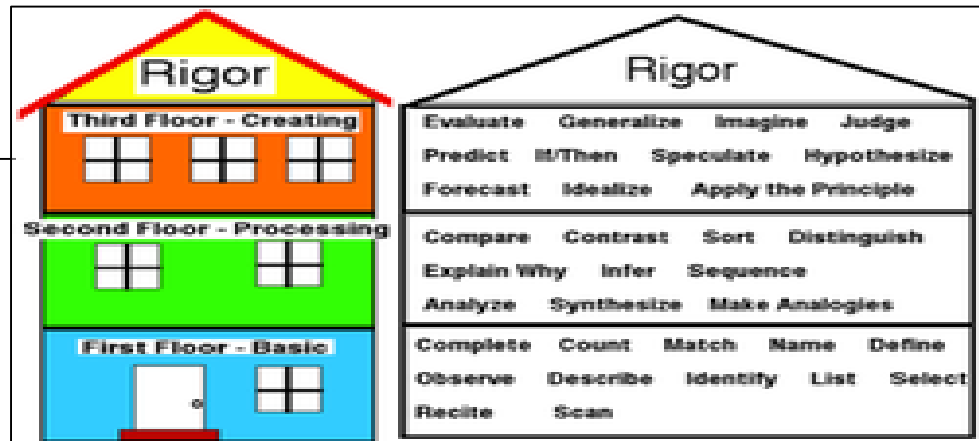
Description	Good Product 3	Average Product 2	Not Yet 1

When you make a rubric with students it will depend on what the rubric will judge.

1. If it is a product for a center, it will depend what it the product is.

- ELA –written, spoken, or performed
- Tactile Product-Build, Restore, Rework, Create
- Could use Blooms as criteria :**remembering, understanding, applying, analyzing, evaluating, and creating**
- **Could use Costas Rigor**

It will depend on what mastery product you choose.



Scheduling the Centers

- **Pocket Chart with Pictures- Elementary**
- **Work Board with Stations with symbols and students names** next to the symbols-elementary or Spec. Ed.
- **Round pie divided into centers** with clothespins names of students attached to the part of the pie they are to go to for their work that day –elementary
- **Pictures of students and Pictures of Centers-** Students put their picture on the center they want to work at-Teacher decides how many times a student can work at each center-Elementary
- **Older students** may be open to **choosing a center or teacher may have sticky notes that have groups of names on them** already for each class or use them for students who finish work quickly.
- **Some MS/HS teachers** have areas that can be set up for students and the sticky notes or group names can be used.

If you use more than one or two centers a day...



Rotation Number	Ms. Propst	Centers	Seat-work	Computer
1	Green	Blue	Yellow	Red
2	Blue	Yellow	Red	Green
3	Yellow	Red	Green	Blue
4	Red	Green	Blue	Yellow

10/01/2008





CREATING GROUPS

- group by need/skill
- group by interest
- group by learning styles
- group randomly

(# drawn, colored cards, puzzle pieces, etc.)

- self-selected grouping
(students select their own groups)
- flexible grouping
(change groups as needed for any/all of the above)

Group	Rotate 1	Rotate 2	Rotate 3	Rotate 4
1-Red	1	2	3	4
2-Green	2	3	4	1
3-Blue	3	4	1	2
4-Purple	4	1	2	3

Centers

1-Lab

2-Video and Group Discussion

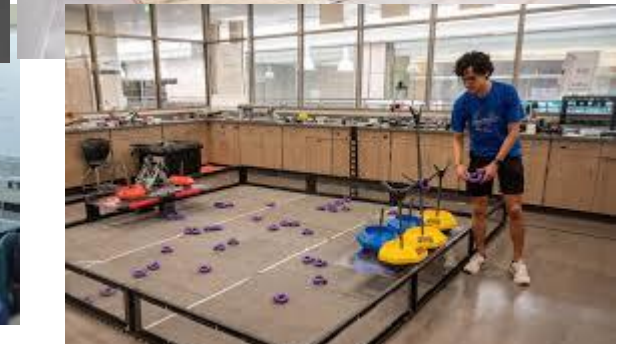
3-Research

4- Teacher Center



Centers can look like these.....Need to plan for them.

Centers that are Planned



The brain needs movement and novelty-Emotions help students remember. If they are excited about something, they will remember it more.

<https://ditchthattextbook.com/station-rotation/> **5 min**

Task Five Please watch this video. Scroll down to it and play the video

- Station Rotation. The Station Rotation model allows students to rotate through stations on a fixed schedule, where at least one of the stations is an online learning station. ...
 - Lab Rotation. ...
 - Individual Rotation. ...
 - Flipped Classroom. ...
 - Flex. ...
 - A La Carte. ...
 - Enriched Virtual.

Answer these ????

1. Could you use any of this video in your classroom?
2. What parts could you try?
3. In the video, Caitlin did something that all of us should be doing to set up new centers. Can you tell me what she did before making a center?

Time and Management

- **The clock should not run your classroom. 42 min class (12 min teacher time and 30 Min Center time with 2 centers)**

Linda Holliman Quote

- **Find blocks of time throughout the week for center work.**
- **Make centers easy to get out and put away**
- **Use the space in your classroom thoughtfully**
- **Manage centers with accountability and some freedom**

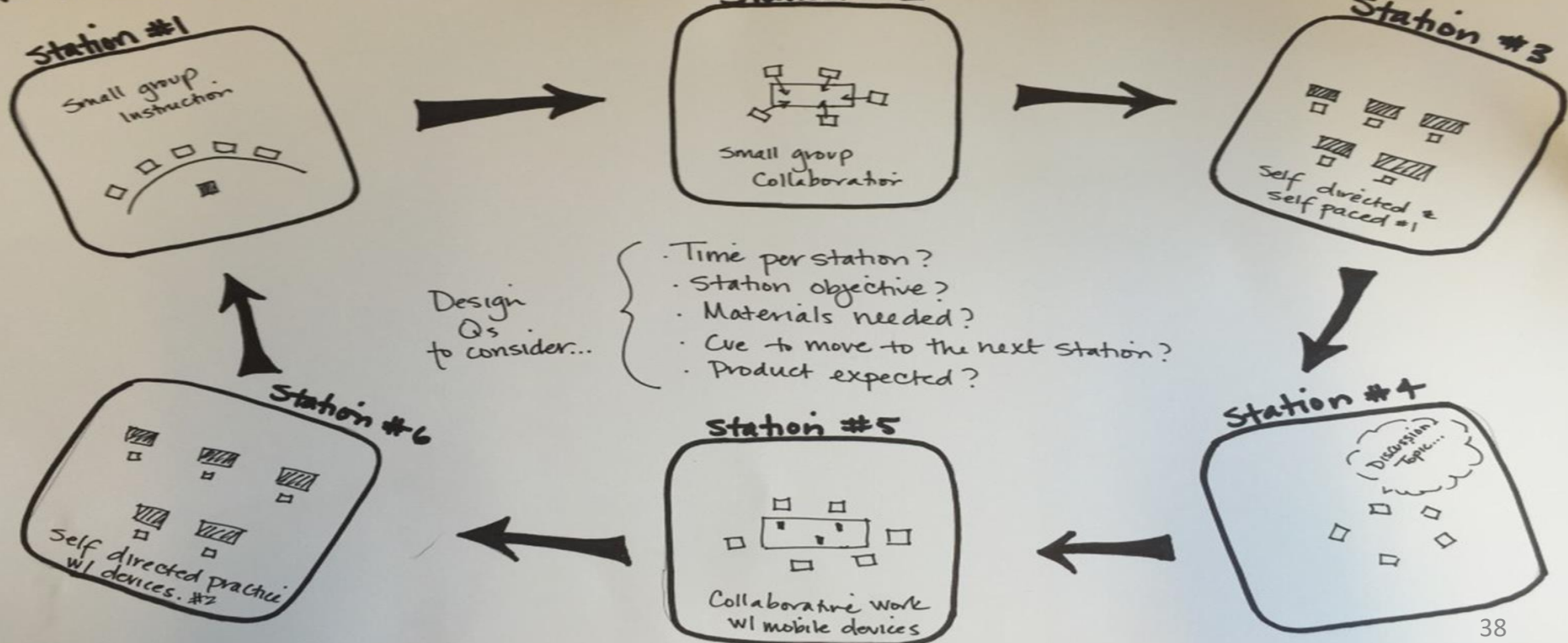


I find it's helpful to sketch out my stations on paper and ask myself the following questions:

- What is the objective of each station? Will students produce something?
- How much time do students need in each station? How long will they have to transition between stations?
- What materials do they need in each station? How many devices are needed for the online learning stations? Do they need any special programs, apps, or software?
- What will be the cue for them to transition to the next station?

Will directions be frontloaded, provided in written form at each station, or presented via mini-video tutorial at each station? [Catlin Tucker](#) | [July 20, 2015](#) | [91](#)

90 Minute Block Class



Task Six

- <https://ditchthattextbook.com/station-rotation/> click on this site. It is full of great ideas.
- Go through the entire site. Write down areas you would like to look at further.
- Is there any that you think would be a good fit for your classroom? Tell me about it, please.

More MS and HS Below-Ideas for ELA

Snapchat the Main Point –

•**Description:** After reading a text together, students work in teams to summarize the author's main point using nothing but a quick sketch and 80 or fewer characters.

•**Skills:** Students work together on reading goals (identifying a central idea, summarization, citing evidence), speaking & listening goals (conversation, reasoning, citing evidence, presenting information), and writing goals (task/purpose/audience, production, planning, revising and editing).

•This activity can be used in the following center(s): Reading Together, Writer's Craft, Speaking & Listening, and Teacher-Led

Defragging Sentence Fragments

Description: In this activity, students match up two sentence fragments to create one complete sentence about the course content.

Skills: Students practice recognizing the difference between sentence fragments and complete sentences. They then craft complete sentences to express clear ideas about content.

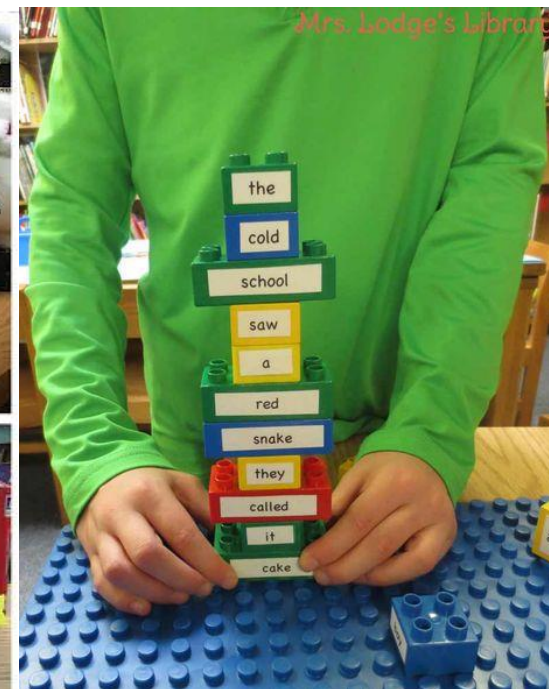
This activity can be used in the following center(s): Grammar and Writer's Craft



K-3 Centers

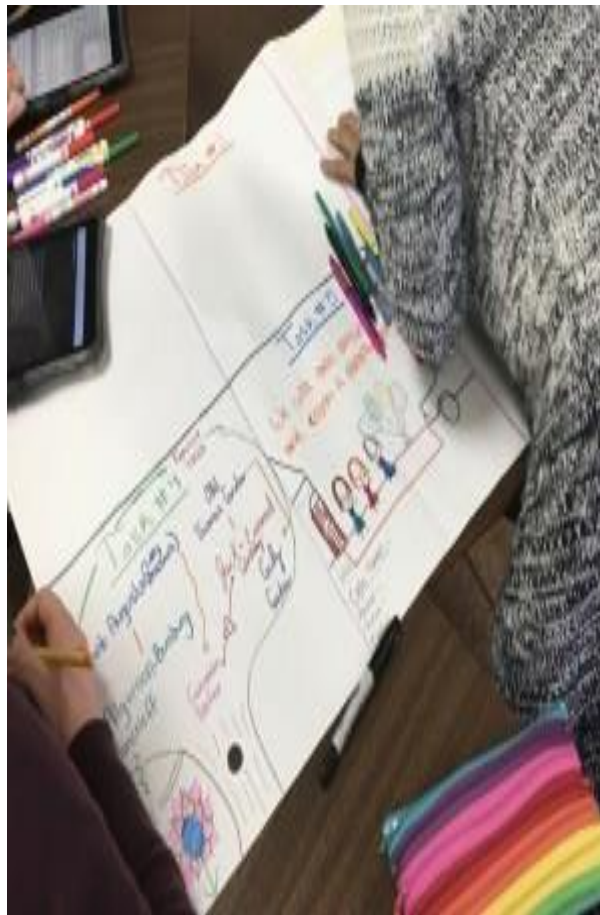
DISGUISE A GINGERBREAD MAN

Library Contest



Center for Depicting Literary Concepts David Rickert has some wonderful ideas to use. Please look at his site.

<https://davidrickert.com/blog/>



Name _____ Date _____

LITERATURE ACTIVITY CHOICE BOARD

Novel _____

Instructions: For each chapter choose one of the following activities. Please choose a different activity for each chapter.

Vocabulary: Pick 7 words from the reading passage that you were unfamiliar with. Look up these words in the dictionary, and write their definitions. Then write a sentence using each word. (Use "Novel Vocabulary Worksheet") HS: LI	Artist: Draw or paint a picture of one of the scenes in the chapter or one of the main characters. On an index card, write a 3 sentence explanation of the scene or a 3 sentence description of the character. HS: V	Alphabet Soup: Use the "Novel Alphabet Soup" worksheet and fill in at least 12 words or phrases about the book in the appropriate letter box. HS: LI, LO
Ch. _____	Ch. _____	Ch. _____
Collage: Use magazines to cut out at least 7 pictures that remind you of the book. Paste them onto a piece of construction paper. Label each picture. HS: V, K	Grammar: Take a copied page from the book and color code the following things: Nouns (blue), verbs (red), adjectives (yellow), and adverbs (green). HS: V, LI	Poem: Write a poem (at least 12 lines long) describing either a character in the story or a scene in the chapter. HS: LI
Ch. _____	Ch. _____	Ch. _____
Prediction: Write one paragraph (6-7 sentences) telling what you think will happen in the next chapter. HS: LI	Character Match Up: Use the "Character Match Up" worksheet to compare and contrast two of the main characters in the book. HS: LO	Comic Strip: Draw and color at least 6 frames of a comic strip showing a scene in the chapter. Make sure to include "dialogue bubbles" so that the reader can follow along with the action. HS: V
Ch. _____	Ch. _____	Ch. _____

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Review Question Station –It gets kids up and thinking. MS/HS

Do you need one more station or can't think of anything to do for one of these categories?

You can always double up on one of them, a station with simple review questions.

- **To make it fun, put them on index cards face down on a table. Then have them pick three of them. Tell them they are not allowed to pick cards other than the first three they chose.**
- **If you get a group that's too task oriented and subdivide the labor., that is find, as long as that is what the directions say. Generally, they will be collaborating on the tasks. Make sure that students know going in that they should work together.**

You can put numbers on the back of the index cards and they roll a dice and pick that card. On the other side are vocabulary words that they need to review in math, science, etc.,. They will have to give a student friendly definition of the word. They get a point for every word that they define correctly by consensus of the group at the center.



Annotating Station and Analyze a Passage Station MS /HS

This would be with a passage that is short enough to put on a handout for them to annotate so they don't have to open their books.

- **Have them looking for the use of specific literary devices or analyzing tone.**
- With a speech determine what **The speaker is trying to accomplish or have them looking for examples of ethos, pathos, and logos in those speeches.**
- At other times, it might be **a passage from the novel you are reading or a part of a content piece in science, math, history, that is still worthy of study.**
 - Vocabulary
 - Experimental Data
 - Timelines
 - Story Problem

- A station that gets them **opening their books.**
- **You can point them to a specific passage to analyze** – something that would be too long to give them as a handout.
- Have them **annotate the passage and summarize what they read.**
- This is also a great time to look at **theme**: pick a passage or have the students demonstrate how that passage illustrates the theme of _____ in the novel or play.



Other Station Ideas

We don't allow students to express themselves creatively enough anymore, so a creative activity is a must.

- They might write a **summary of the novel or play as a limerick.**
- Have them create a **gingerbread man for a character in the novel:**
 - They **create a recipe** for the character that **includes character traits instead of sugar and flour**, complete with a recipe for how to make it.
- Have them **create diary entries** of pioneers crossing the US.
- Have them come up with **ads for chapters they read in any content.**
- **Create a symbol of the last problem you had in a content area** and tell how it will help you the next time you **approach that problem again.**

A station with a video.

- **Watching a film clip of a play that you've read.**
 - Do you see personification, theme, tone, metaphors, creative word choice, alliteration, flashbacks, etc.,.?
- Have the group **discuss different of a main idea of a content** they are studying.
- You also might find a video that **provides good context** that they can **perform for the class.**

Magazines and Newspaper Centers for grades 5-12

TASK SEVEN

Magazine Center

Magazines are currently being used with the entire class during reading workshop to support the reading of current informational text.

Students enjoy looking through the magazine and perusing the stories, but prefer to have the ability to select the articles that they would like to read and be held accountable for.

- Placing the magazines as a center activity is a win/win.
- Students will be able to select an activity based upon article interest and a skill (determined by me) that needs to be reinforced.
- Scholastic magazines makes it really easy to differentiate by student levels; those who need more or less support with their [teacher's guide](#) and online resources.
- For older students, articles by Kelley Gallagher could be the reading selection for High School. <http://www.kellygallagher.org/article-of-the-week>
- David Stuart for Middle School articles. <https://davestuartjr.com/resources/article-of-the-week-aow/>

Look at the articles of Gallagher and Stuart. How could you use these in a station for your content area? Choose one and describe how it could be used.



TASK Eight Resources to Start

First two hyperlinks for K-3 teachers.

The rest are for MS and HS –Need to click at the top on PREk-12 for more ideas

https://www.internet4classrooms.com/links_grades_kinder_garten_12/primary_centers_workstation_classroom_management.htm

<https://www.internet4classrooms.com/arts.htm>

<https://www.internet4classrooms.com/8SocSt.htm>

<https://www.internet4classrooms.com/science.htm>

<https://www.internet4classrooms.com/math.htm>

<https://www.internet4classrooms.com/flang.htm>

<https://www.internet4classrooms.com/health.htm>

<https://www.internet4classrooms.com/lang.htm>

<https://www.internet4classrooms.com/arts.htm>

**Choose one link
and tell me
what you can use
from it for your
students.
Make sure you
click into an area
you are interested
in.**

Workstations and Classroom Design

Areas set up for:

- ❖ Whole group
- ❖ Small group
- ❖ Individual work
- ❖ Material storage
- ❖ Seating arrangement
- ❖ Noise
- ❖ Supplies



www.shutterstock.com • 1536299747



Examples of Workstations

Using what is already in the room in K-5

☐ **WORD WALL**

- ☐ Take a word from the word wall, put each letter of the word on an index card. Place them inside a baggy. Then students will take an index card out until they are all drawn. Then look at the letters and put the letters together to form a word wall word.
- ☐ Place a sticky note by each word they form so they do not repeat words.

Older students- Use the **vocabulary words that are on your content word wall as a center for students** who finish early.

- ☐ They could use the word and **represent it in picture form.**
- ☐ They could **break it apart and give meaning to its parts.**
Biology Bio –Life -olgy-study of
- ☐ They could **interview the word** with several questions:
 - Where did you originate from?
 - What content are you usually found?
 - If I wanted to remember you, (the word), how could I do that?
 - Do you have a synonym?
 - Who are your relatives?

Pattern Word Wall



This is an elementary word wall working with patterns within words. All the words are in an envelope and they place them under the correct Pattern. Take a picture of it to turn into the teacher for feedback.

What's another word for.....
Rescue the tired words.....

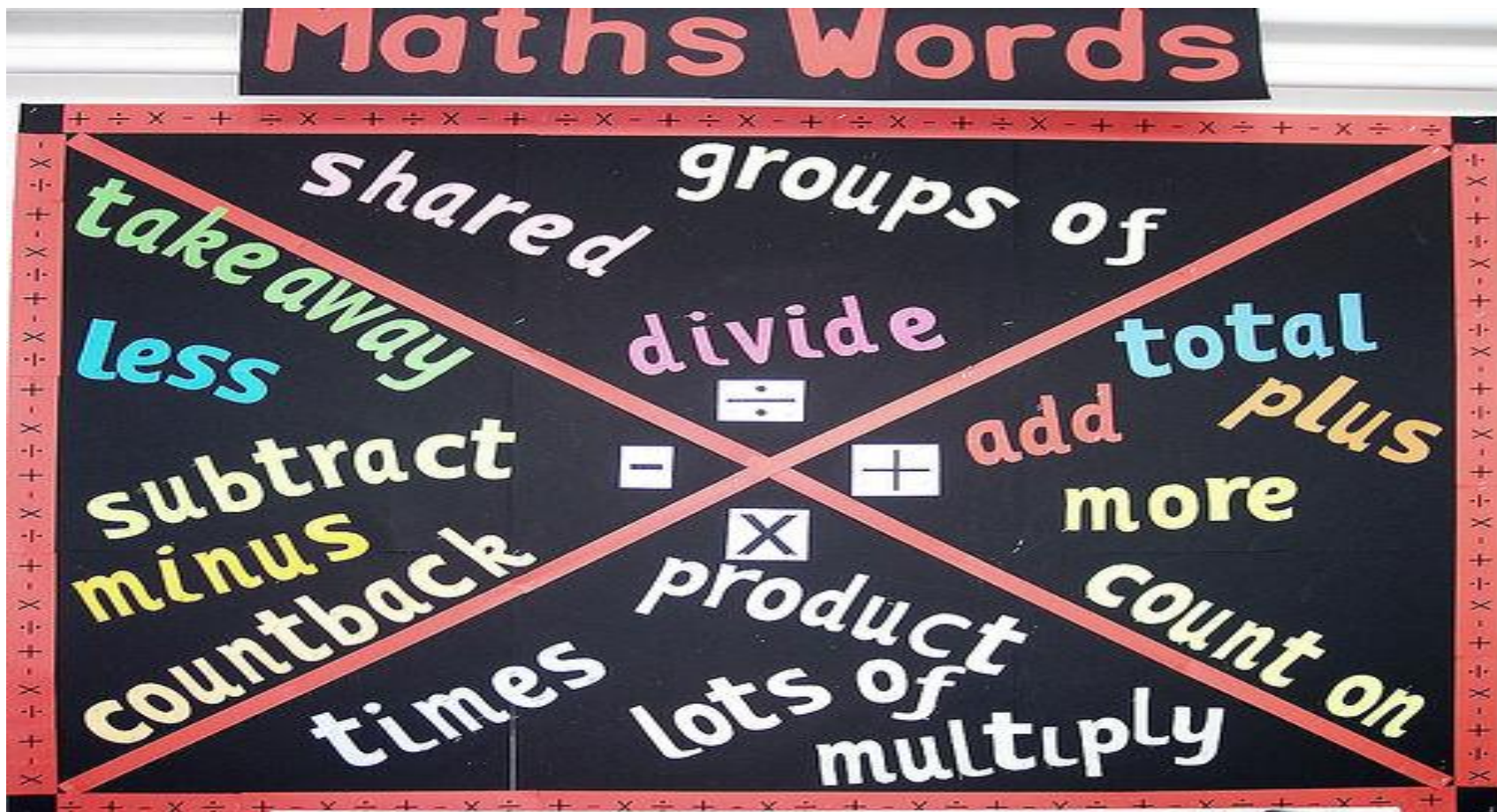


This is a center to find more interesting words to use in their speech and writing. Each one has an opening for the students to make up words or find similes For the word on the opening or the words will be there so they can sort them. Then this center is up for all students to use when they need a better word.

Phonics Word Wall



This has several ideas that could be used for centers. It can't be interactive because it is set up too high. You might have the students copy words or make new words from the phonemes. They could give the homophones, homographs, for the tricky words. Alphabet Arc could be used for telling where certain letters are on the alphabet. The students could pull out a letter and say it is near the beginning or the middle, or the end. They could also practice lower and upper case letters.

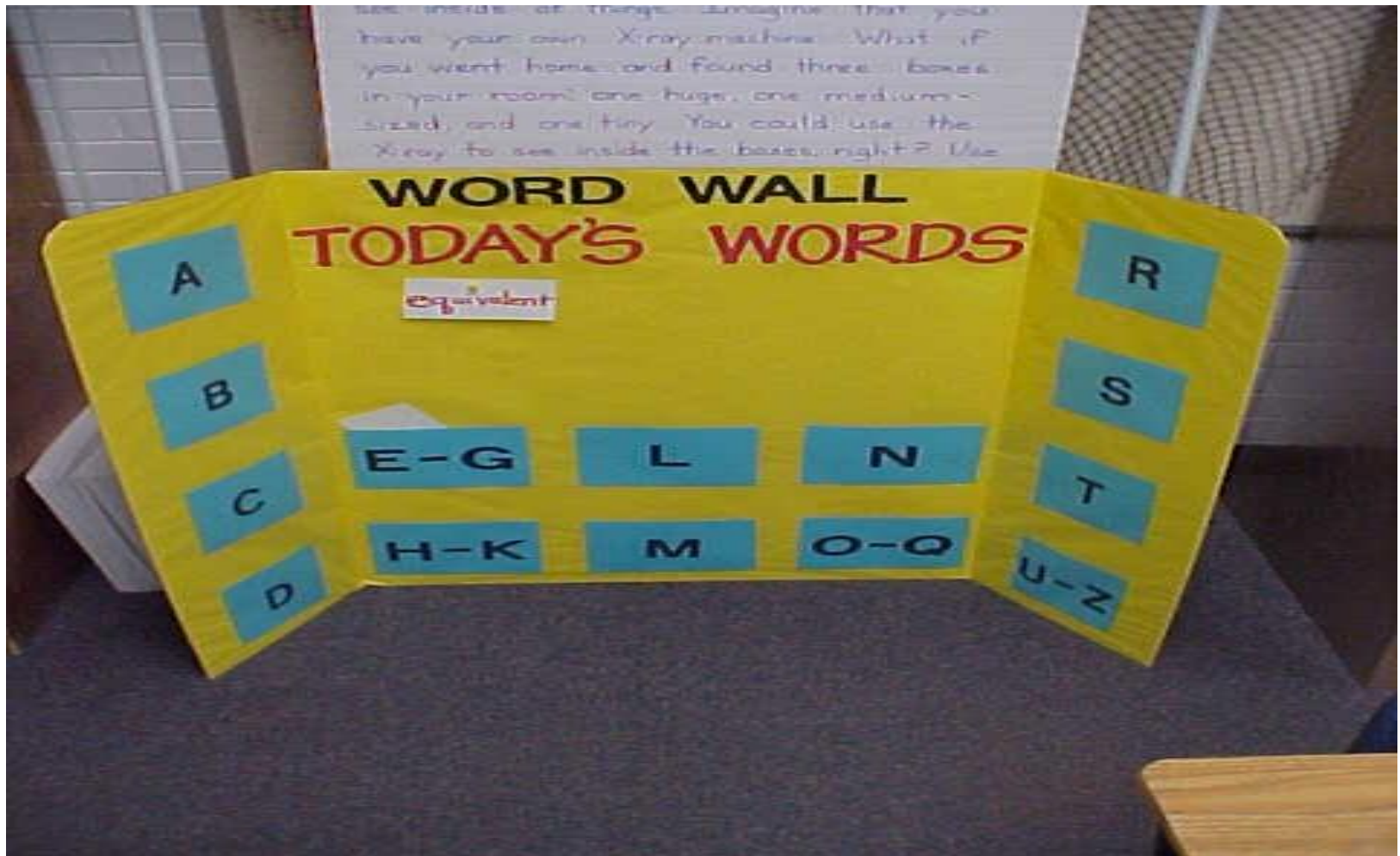


This word wall could be used for writing problems in math. Students could be given some characters and a little story and they have to rewrite it with different words from the word wall or they could find more synonyms for the words and add them to the wall.

PROPERTIES OF MATERIALS

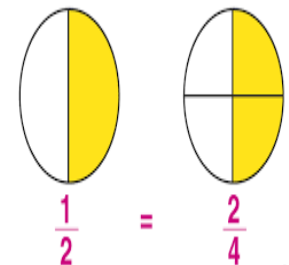


This word wall is structured to show certain properties of materials. Students could add to the wall materials that fit into each category.



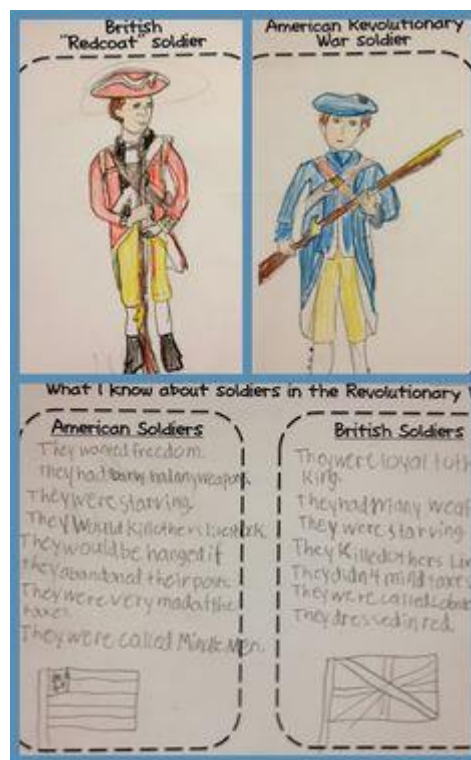
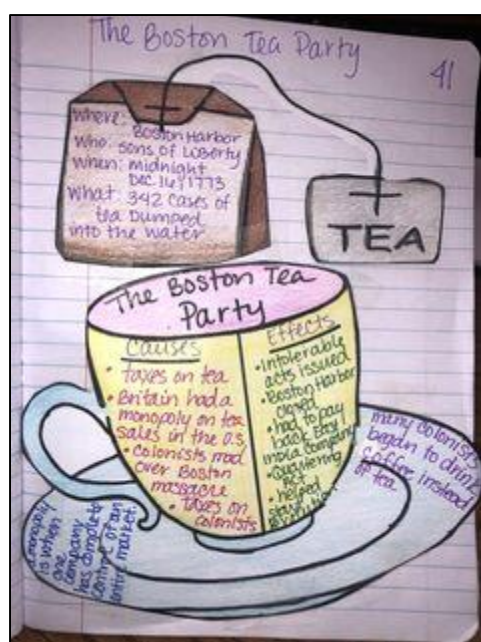
This can be set up on a floor or table for students to use. The wall Could hold lots of words in math. Directions might ask students to pull Five cards from B, D, and T. When they pull the cards, they need to Work with a partner to show what they mean by drawing or a symbol.

EQUIVALENT FRACTIONS





This word wall is polysyllabic words. If these are laminated, students could draw a line to show the syllables and take a picture of them when center time is up. They could also show the affix or root for them and tell the meaning.



SOCIAL STUDIES CENTER IDEAS

Name _____ Date _____

ORGANIZER FOR SUMMARIZING A BIOGRAPHY

SOMEONE
Who is subject of the biography?

FAMOUS FOR
What are the person's main accomplishments?

BUT
What struggles or challenges did the person face?

THEN
How did the person overcome it all?

SO
The person went on to _____

SUMMARY

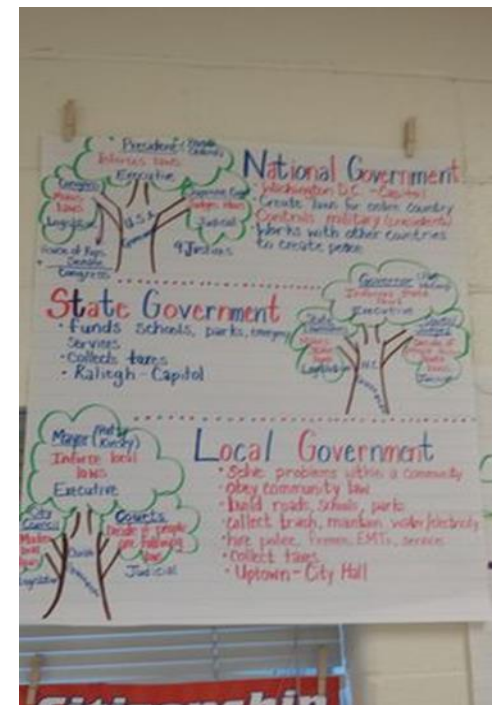
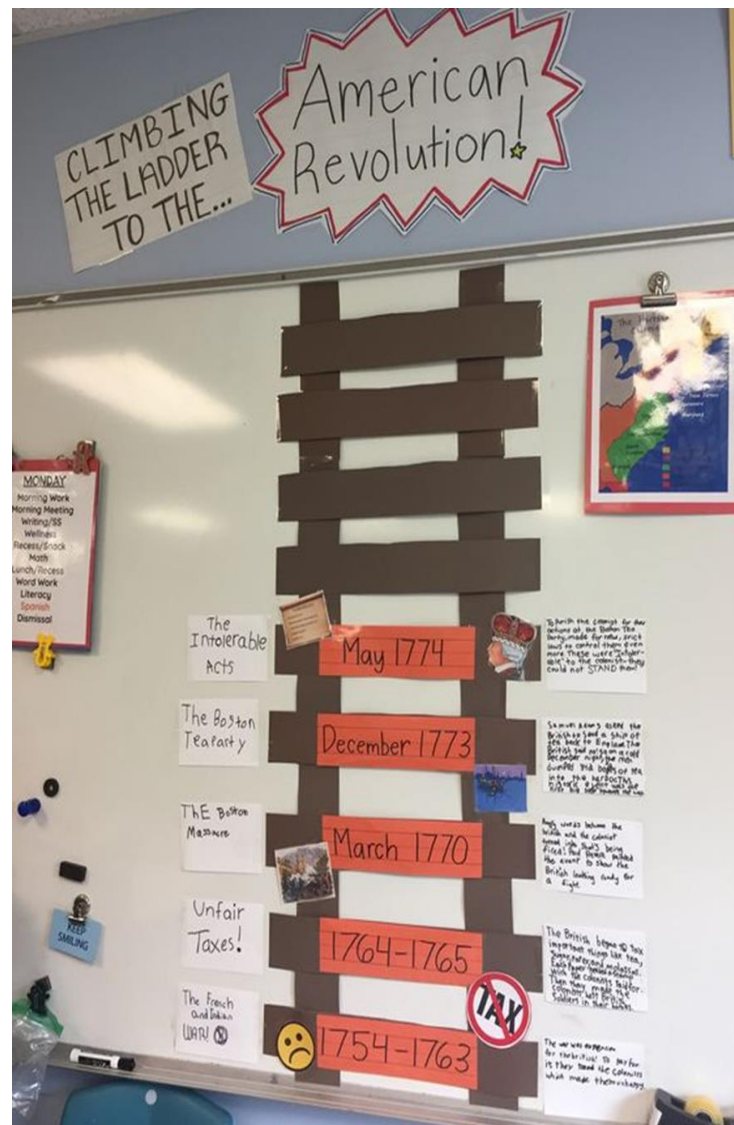


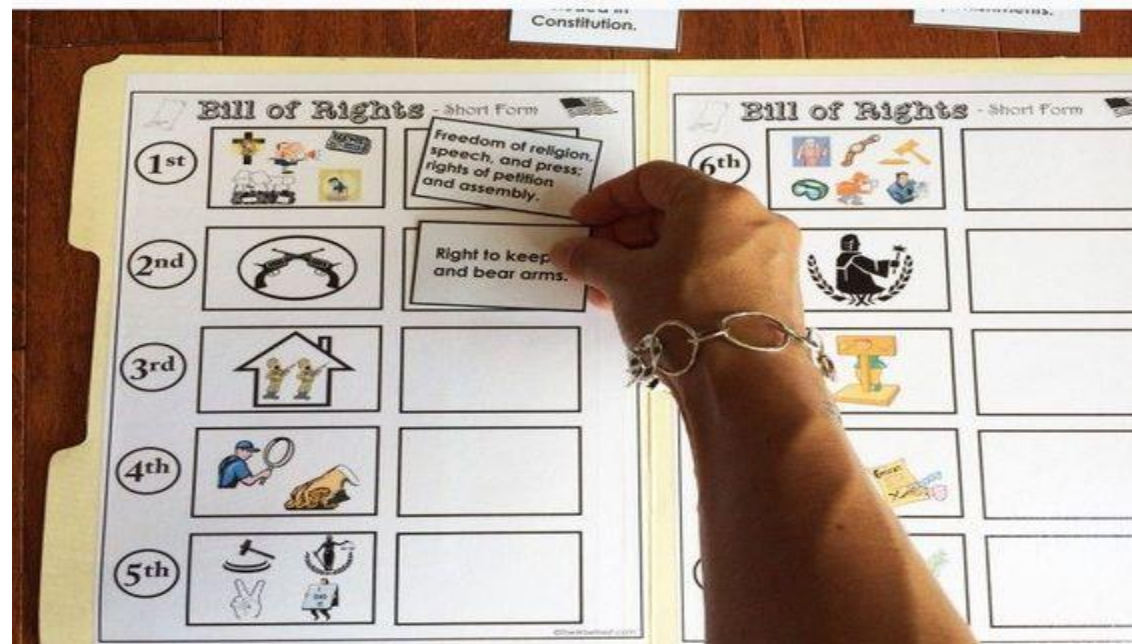
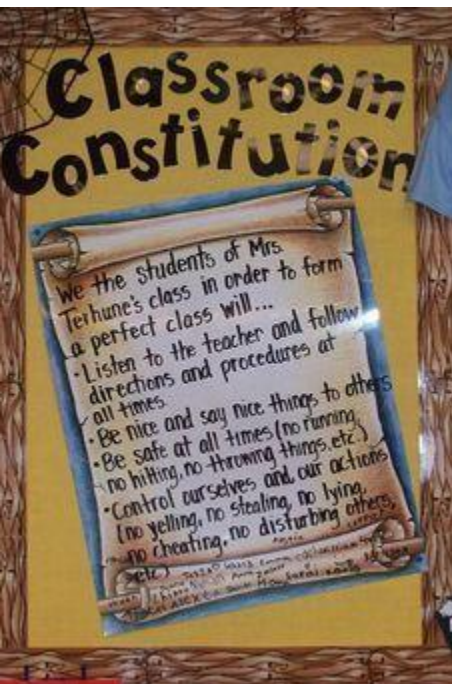
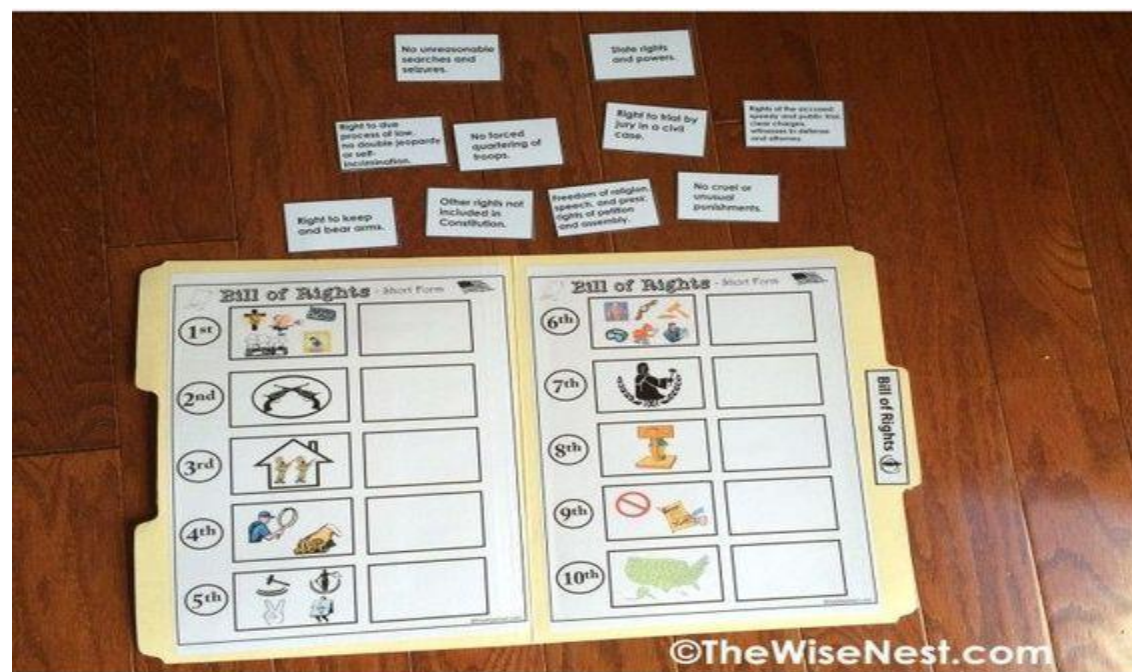
Washington and Lincoln

February 22, 1797. He studied law in Illinois. In 1800 he was	during the Civil War. The Lincoln Memorial honors him.
He was a Revolutionary War general. In 1799 he became the	his home, Mount Vernon, near Washington, D.C.
Abraham Lincoln was born in a log cabin in Kentucky on	elected the sixteenth president of the U.S. He led the nation
George Washington was born in Virginia on February 22, 1732.	first U.S. president and organized the government. People in his visit

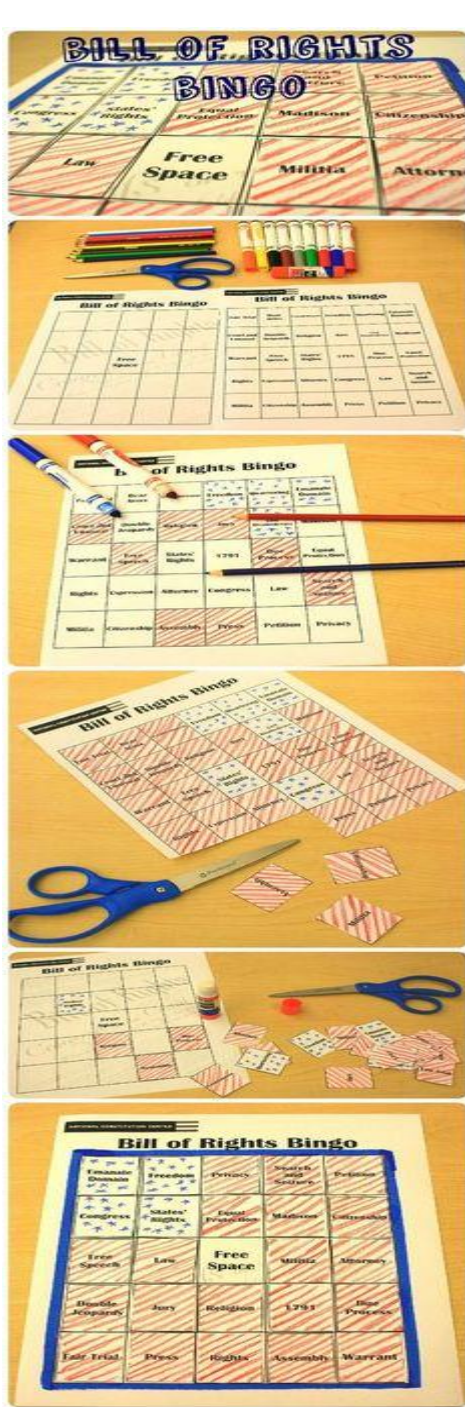
Cut apart the pieces below. Glue them in the correct order to form a paragraph about each famous president.

<p>income</p> <p>People who earn money are called income. The amount of money people earn depends on their job.</p>	<p>budget</p> <p>People must use a budget to help them spend their money wisely. This plan tells what can be spent on what.</p>
<p>opportunity cost</p> <p>Sometimes you have to give up one thing to get another. What you give up is the opportunity cost.</p>	<p>competition</p> <p>When more than one person wants the same thing, there is competition. This happens when you are in a contest.</p>
<p>scarcity</p> <p>SCARCITY is a lack of goods or services. It tells you what things you need more of or what services you need more of. It tells you what you need more of.</p>	









Firsthand vs. Secondhand

Multiple accounts of the same event...

A Firsthand Account
is a **PRIMARY** Source.

A Secondhand Account
is a **SECONDARY** Source.

A description of an event that comes from someone who was there to see or experience it.

- Diaries or Journals
- Interviews
- Autobiographies
- Speeches
- Letters or Emails

May Include...

- Personal Opinions
- Emotions & Feelings
- Very specific Details

A description of an event based on research. Written or told by someone who was NOT there to see the event.

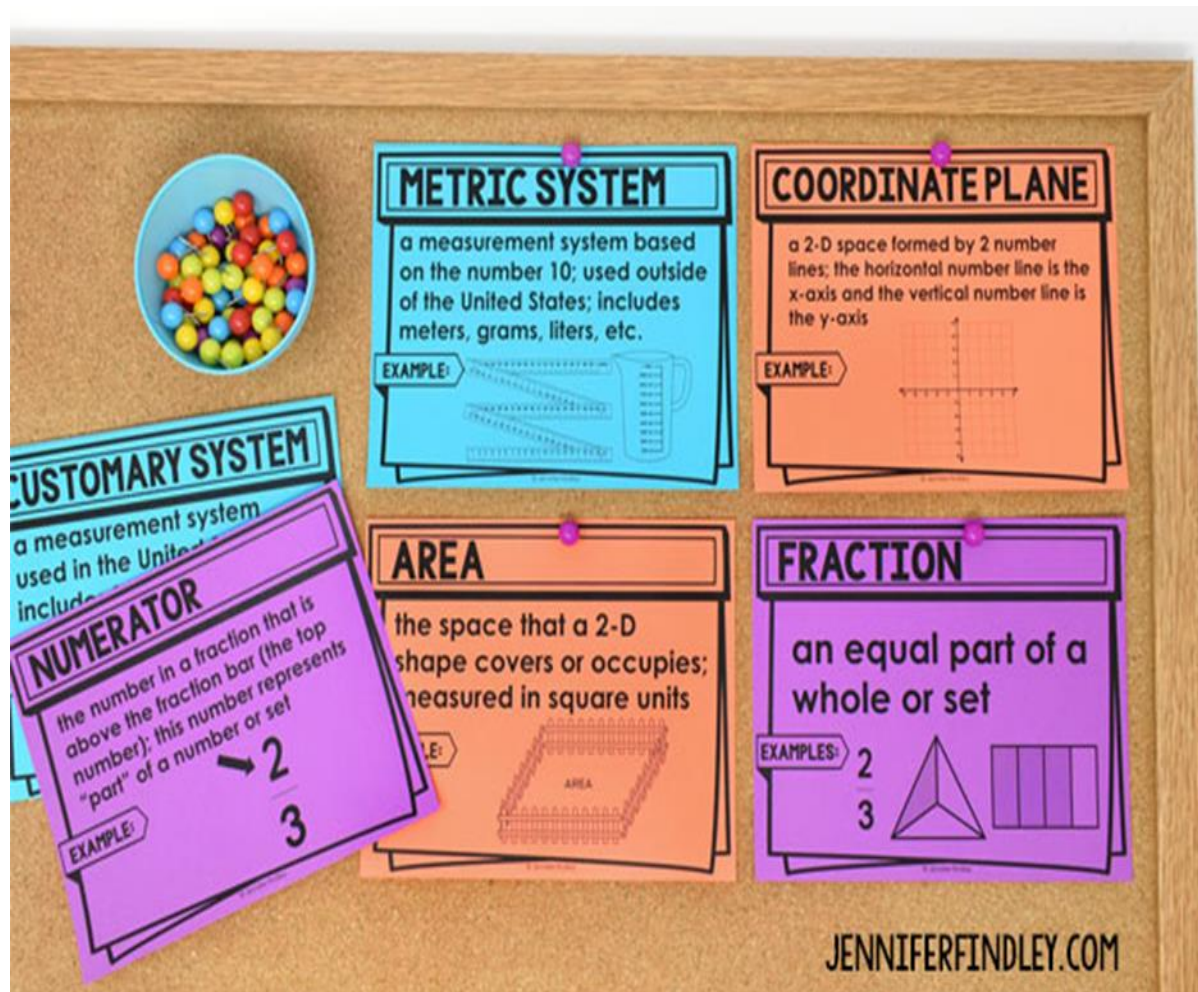
- Encyclopedias
- Textbooks
- Biographies
- Some Newspaper or Magazine Articles

May Include...

- Key facts & information
- Info from several sources

Third Person P.O.V

MATH CENTER IDEAS



JENNIFERFINDLEY.COM





WHAT ARE

BUILD

WHERE THE
MAGIC HAPPENS
TEACHING

MATH CENTERS?

B

BUDDY GAMES



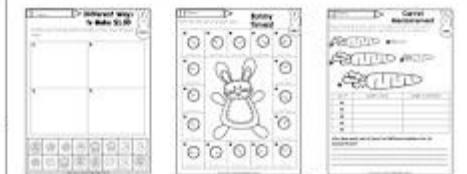
U

USING MANIPULATIVES



I

INDEPENDENT WORK



L

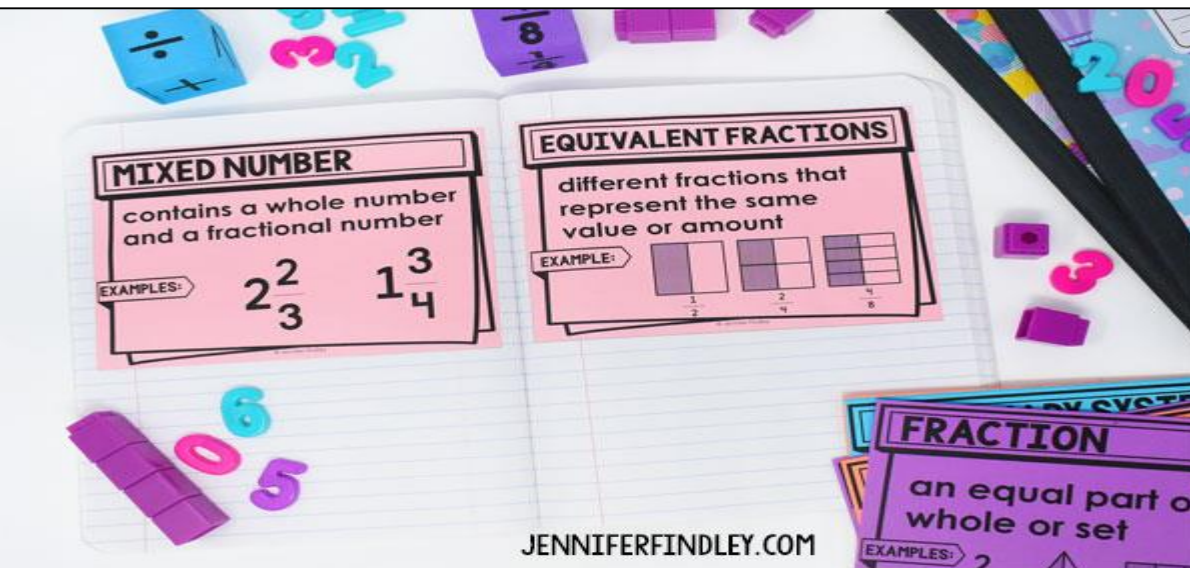
LEARNING ABOUT NUMBERS



D

DOING GAMES





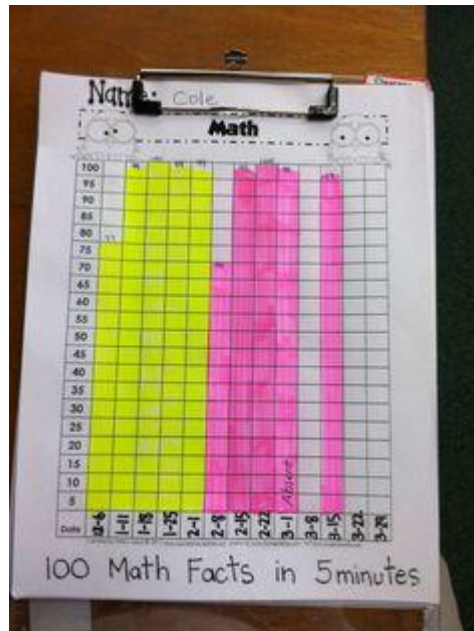


Figure Me Out!

My Age: 13×3

My Shoe Size: $36 \div 4$

My Birth Month: $77 \div 7$

My Birthdate: $46 \div 2$

This is Me:

The number of people in my family: $14 \div 2$

The number of letters in my name: 3×4

The number of pets I own: $18 \div 9$

The number of sports games I've been to: 2×2

3 dogs were at the park. 3 more joined them.
What is the total amount of dogs at the park?

5 dogs were at the park
charles

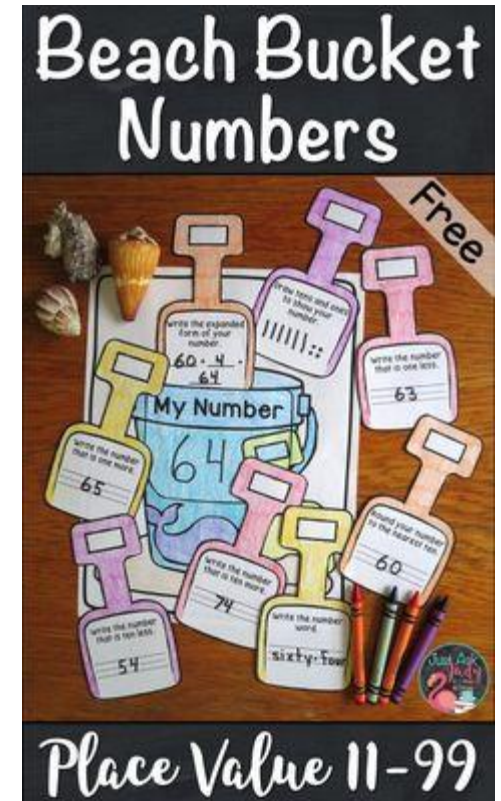
$3 + 3 = 6$

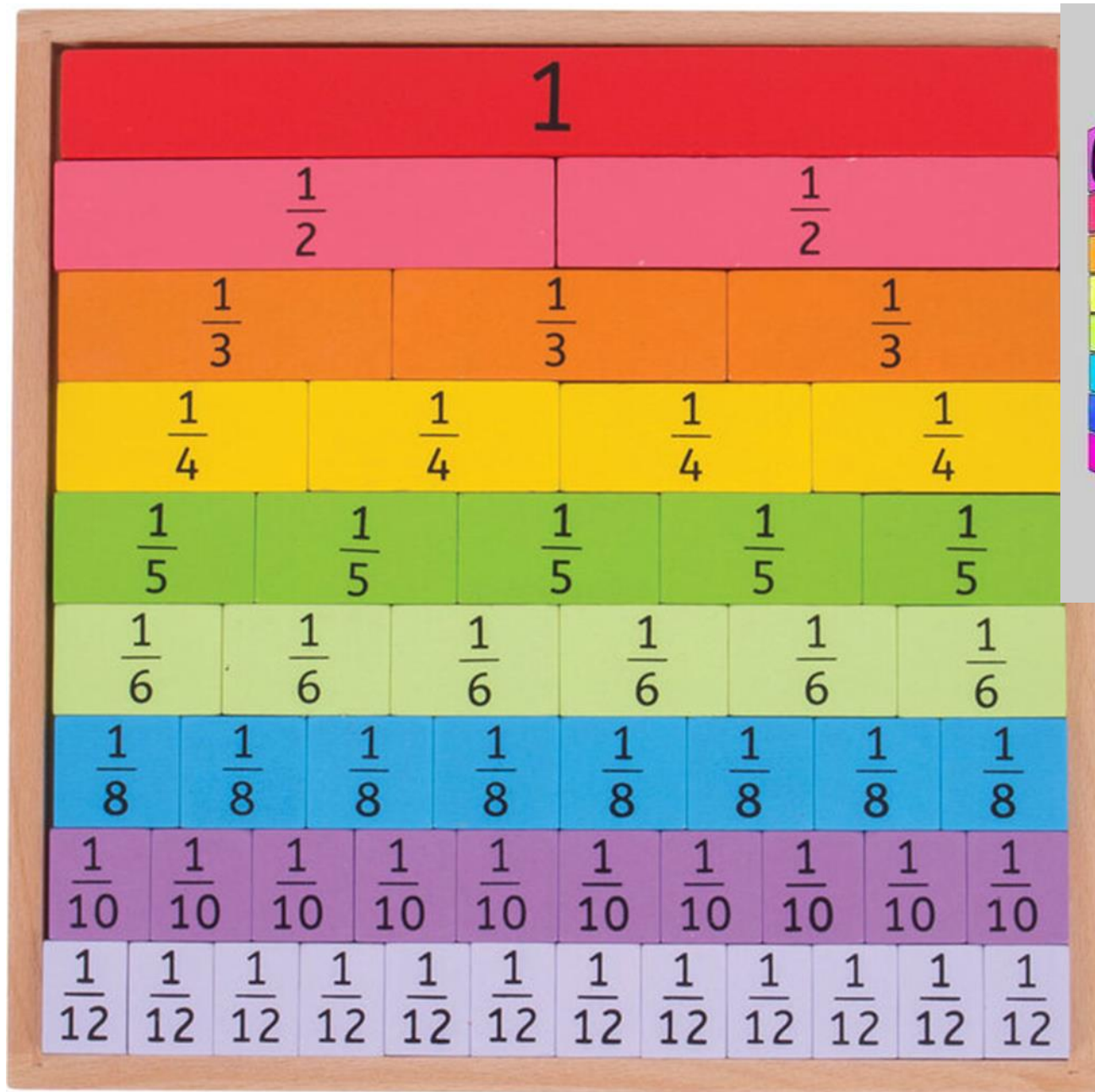
Aida
JAF





INVISIBLE MATH!				
MULTIPLICATION <i>Original</i>	DIVISION <i>Inverse</i>	$3 = \frac{3}{1}$	$10 = 10.0$	$6 = +6$
$a \times b = a \cdot b$ ab $a(b) = a \cdot b$	$a \div b = \frac{a}{b}$ $\frac{a}{b}$ $a(b) = \frac{a}{b}$	There is a denominator of <i>one</i> for every number.	There is a decimal point at the end of every whole number.	There is a positive sign to the left of every number.
$2y = 2 \cdot y$	$-x = -1x$	$7 = 7^1$	$125^0 = 1$	$x = 1x$
There is a multiplication sign between every coefficient and variable.	A negative sign to the left of a variable is the same as negative one times the variable.	Every number has an exponent of one.	Any nonzero number to the zero power equals one.	There is a coefficient of one to the left of every variable.
$100 = 10 \cdot 10$	$-(-9) = -1(-9)$	$\sqrt{8} = \frac{8}{2}$	$\sqrt[3]{8} = \frac{8}{3}$	$\frac{1}{x} = x^{-1}$
A negative sign to the left of a number is the same as negative one times the number.	A negative sign to the left of a number in parentheses is the same as negative one times the number.	Use the <i>dash before</i> property. A negative sign outside the parentheses is the same as negative one times the number inside the parentheses.	Every radical has an index of two. <i>Index</i> is always a different word.	One over a variable is the same as the negative first power.





CAPACITY

1 cup	=	8 fluid ounces
1 pint	=	2 cups
1 quart	=	2 pints
1 quart	=	4 cups
1 gallon	=	4 quarts
1 gallon	=	16 cups
1 gallon	=	128 fluid ounces

INEQUALITIES:

SYMBOLS	GRAPHS
$>$ GREATER THAN	open circle $x > 1$
$<$ LESS THAN	open circle $x < 1$
\geq GREATER THAN OR EQUAL TO	closed circle $x \geq 1$
\leq LESS THAN OR EQUAL TO	closed circle $x \leq 1$

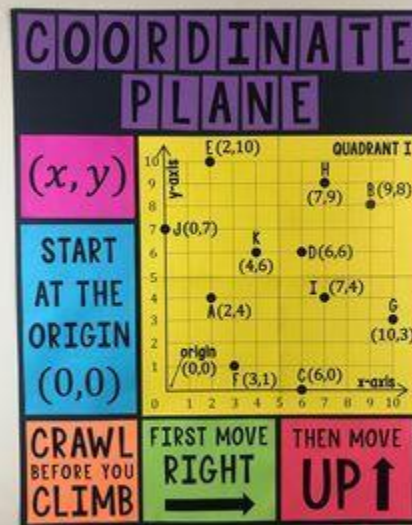
MY MATHS RESOURCES

ROMAN NUMERALS

1	I	30	XXX
2	II	40	XL
3	III	50	L
4	IV	60	LX
5	V	70	LXX
6	VI	80	LXXX
7	VII	90	XC
8	VIII	100	C
9	IX	200	CC
10	X	300	CCC
11	XI	400	CD
12	XII	500	D
13	XIII	600	DC
14	XIV	700	DCC
15	XV	800	DCCC
16	XVI	900	CM
17	XVII	1000	M
18	XVIII	4000	MV
19	XIX	5000	V
20	XX	10000	X

Proper Fraction	Improper Fraction	Mixed Number
$\frac{1}{2}$	$\frac{6}{5}, \frac{3}{3}$	$8\frac{1}{2}$
A fraction with a numerator that is less than the denominator.	A fraction with a numerator that is greater than or equal to the denominator.	A combination of a whole number and a fraction.

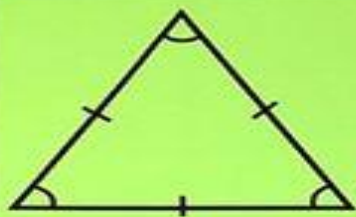
MY MATHS RESOURCES



TYPES OF LINES

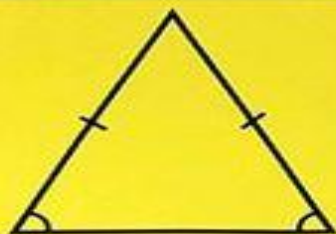
Line	Line Segment	Ray	Parallel	Intersecting	Perpendicular
A set of points extending infinitely in opposite directions.	Has two end points and a measurable length.	A part of a line that has one end point.	Lines that will stay the same distance apart and never cross.	Lines that cross, but do not form a right angle.	Lines that cross to form a right angle.

Equilateral
Triangle



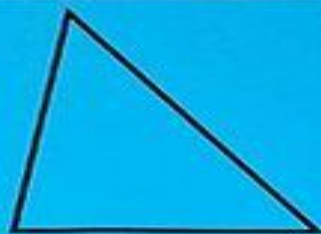
All three
sides have
the same
length.

Isosceles
Triangle



At least two
sides have
the same
length.

Scalene
Triangle



All three
sides have
different
lengths.

Acute
Triangle



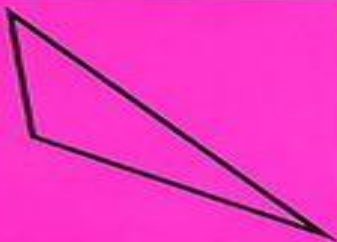
All three
angles
measure
less than 90° .

Right
Triangle




One angle
measures
exactly
 90° .

Obtuse
Triangle



One angle
measures
more than
 90° .

MEAN	MEDIAN	MODE	RANGE	OUTLIER
Average	Middle #	Most Often	Big - Small	Out There
Add all items. Then, divide by the total # of items.	Order #s from least to greatest. Identify the middle # (or the average of the 2 middle #s.)	Identify the number(s) that occur the most often.	Subtract the smallest value from the greatest value.	A value in a set that is very far away from the other values.
EXAMPLE:	EXAMPLE:	EXAMPLE:	EXAMPLE:	EXAMPLE:
3,6,2,8,2,3	1,7,9,3,8,5	2,6,2,9,2,6	1,1,7,6,9,4	1,1,3,11,3,1
$3+6+2+8+2+3 = 24$ $\frac{24}{6} = 4$	1, 3, 5, 7, 8, 9 6 $\frac{5+7}{2} = \frac{12}{2}$	2, 2, 2 6, 6 9 3 times	Largest: 9 Smallest: 1 $9 - 1 = 8$	 Far from other values
Mean: 4	Median: 6	Mode: 2	Range: 8	Outlier: 11

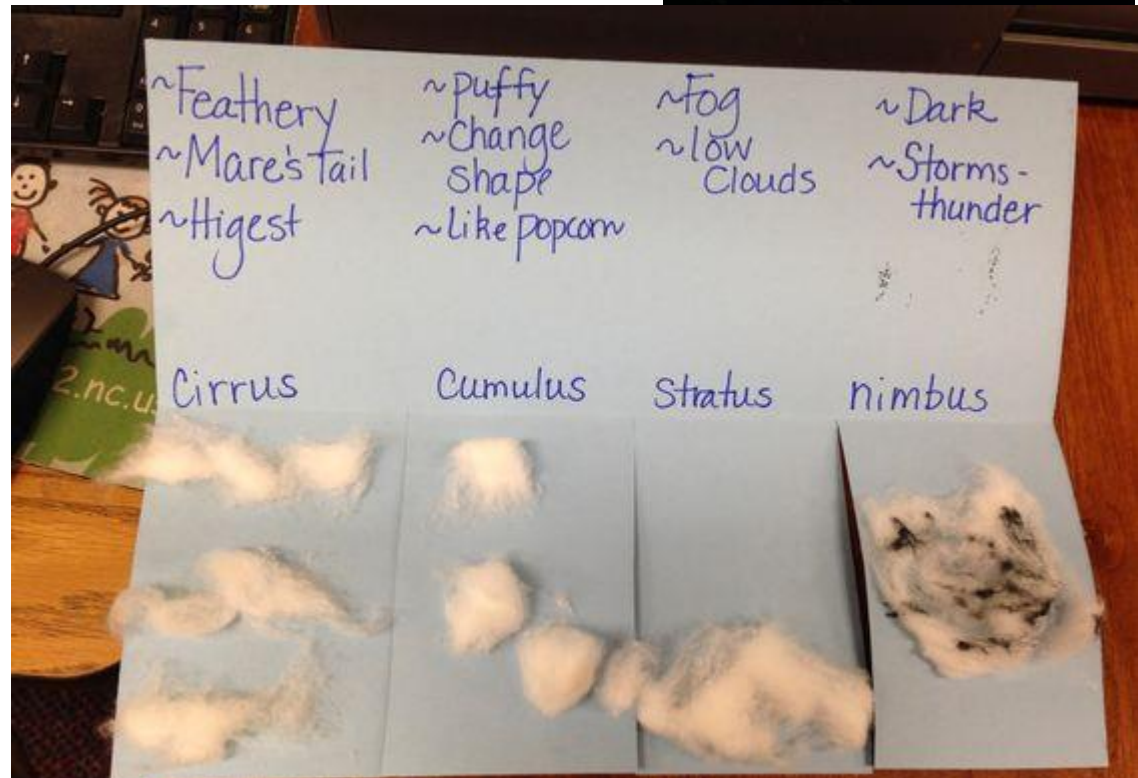
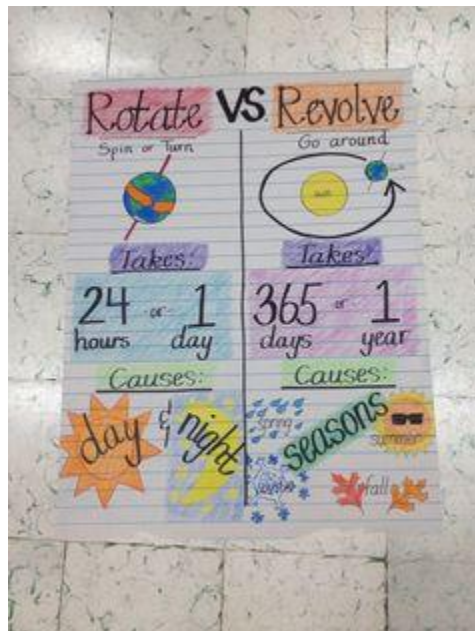
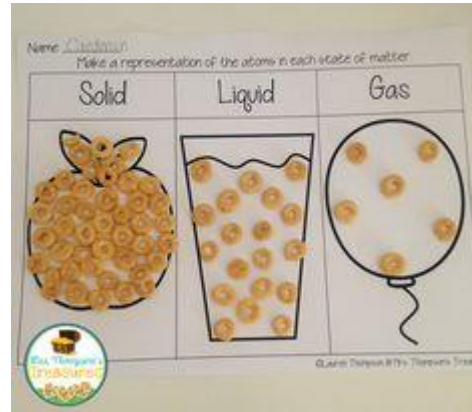


SCIENCE CENTER IDEAS

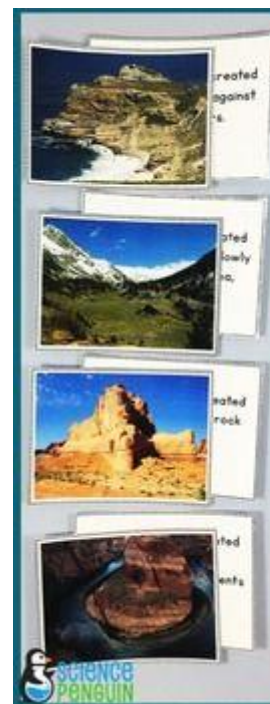
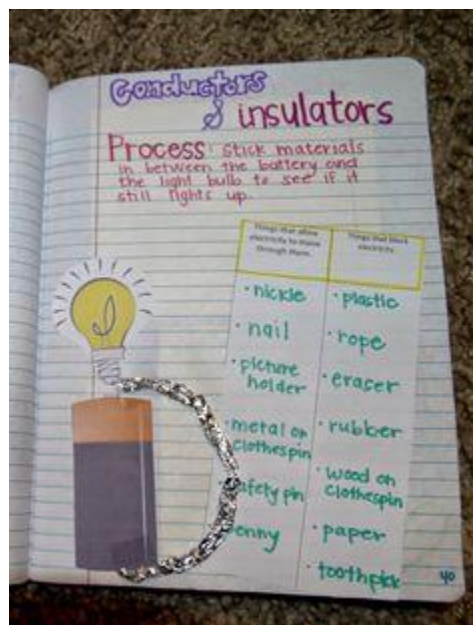
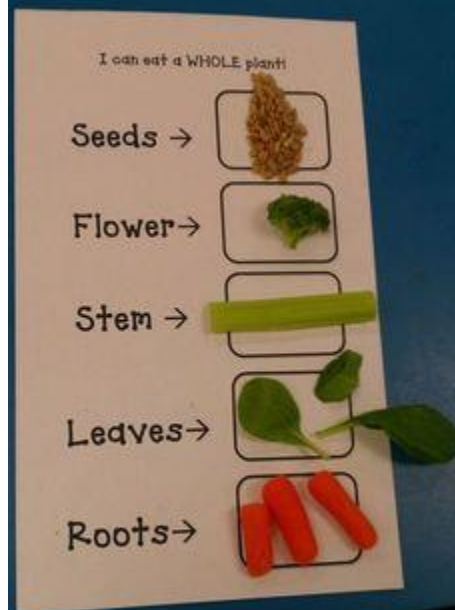


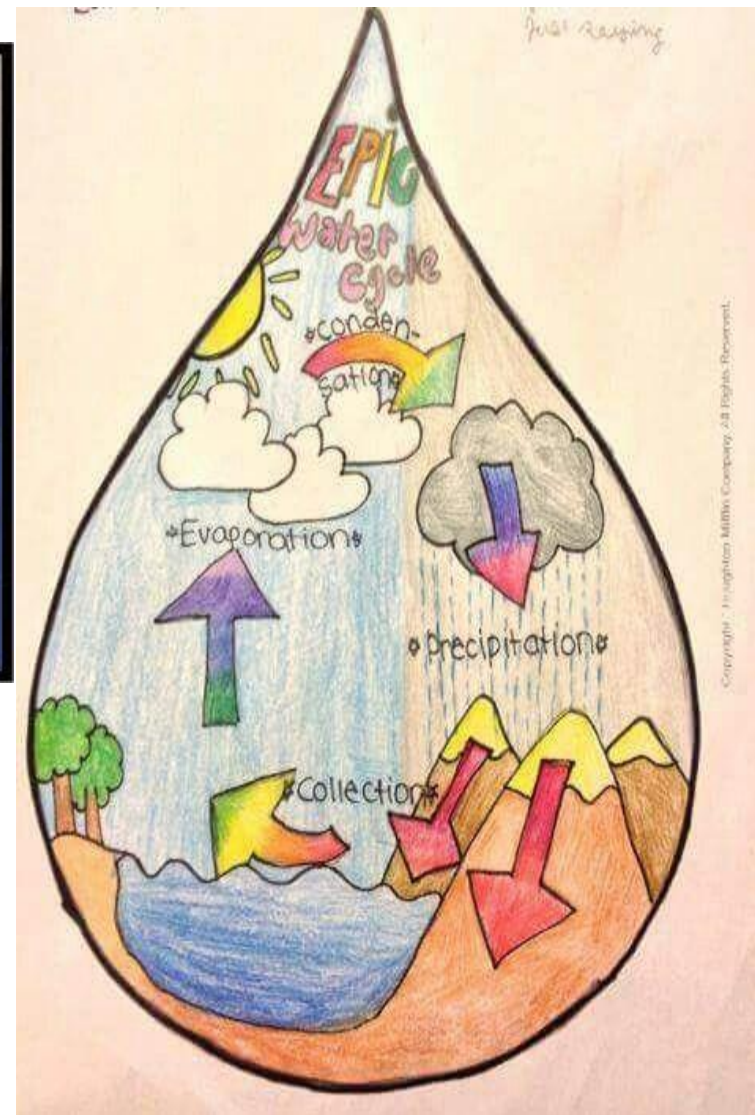
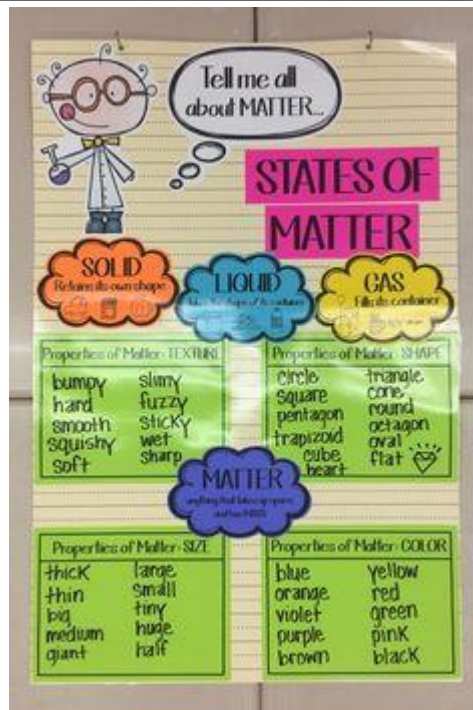
This center could be one where students make up a story about an animal using their chrome books.

Then they can make a mystery about what animal tracks the character in the story was following by putting the tracks in the story. Lots of ideas for this one.









Patterns in Motion

A force is a



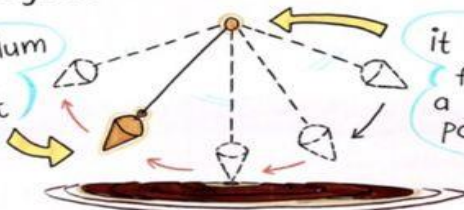
pull or push on an object

Some things have a



in their motion...

A pendulum is a weight



it hangs from a fixed point

FRICITION

is a force that...



...Slows things down.

GRAVITY

is a force that pulls things DOWN to Earth.



Patterns in Motion

whatihavelearnedteaching.com



SIZES 8X10 8.5X11 11X14 16X20

* DIGITAL FILES ONLY

NO PHYSICAL ITEMS WILL BE SHIPPED TO YOU

ELA STATIONS

USE THE READING FOR THAT CONTENT AREA

PHONICS-FIGURING OUT WORDS BY THEIR SOUNDS

FLUENCY-LEVEL OF ACCURACY WHEN READING IN THE TEXTBOOK, ARTICLES, ETC.

VOCABULARY –AFFIXES AND ROOTS

COMPREHENSION STRATEGIES-NOTETAKING STRATEGIES

USING THE IDEAS IN THE NEXT SLIDES TO FIT WITH YOUR CONTENT MATERIAL.



Fluency Workstation

Each child has their own folder with their ORF score. Scores for the mid year:

https://www.aimpa.org/uploaded/pdfs/Hasbrouck-ORF_NATIONAL_NORMS_Full_and_50ile.pdf Chart for K-8

Scores: 50 th percentile
Grade 1 -40 wcpm
Grade 2 -90 wcpm
Grade 3 -110 wcpm

- A graph for them to keep Monday through Friday
- A reading at their independent level that is already counted for them
- A one minute egg timer
- Tape recorder to read into (so the teacher can check once a week on their prosody etc.)
- The teacher then just checks with students once a week and changes out the reading
- If their graphs show growth move to the next level, if not, change out the reading at the same level.



I can read fluently. I use the punctuation to help me know how to read the story, so that it sounds right and makes sense.

PUNCTUATION:

1

I don't pay attention to periods, commas, exclamation points, question marks, and quotation marks when I read. My reading doesn't sound right or make sense.



2

Sometimes I use the punctuation, but I might use it the wrong way.



3

I usually pay attention to the punctuation. I may make a mistake every once in a while.



4

I always pay attention to the punctuation. My reading sounds right and makes sense.



1

My reading sounds boring and doesn't really make sense because I don't read with expression.



2

I am trying to read with expression, but I may read it the wrong way sometimes.



3

I read with expression most of the time. My reading sounds interesting most of the time.



4

I always read with expression so it always sounds interesting and exciting.



Instructional activities aimed at building fluency

- **Paired Reading:** Pair students up. Have them take turns reading the text to each other. One student read a page or paragraph and the other gives feedback. Then the students switch roles. During this activity, the teacher circulates throughout the room, giving feedback as needed. Link some comprehension work to this. At the end of each section of reading, have the students determine the main point(s) of that section or compose a good test question about that part of the material.
- **Repeated Reading:** Students read aloud a portion of text (perhaps a 100-word chunk, or the first couple of paragraphs). The teacher or another student gives feedback, and the student tries it again. This repetition **continues three times** or until the student can read it with 99% accuracy, at more than 100-150 words per minute, and with expression that suggests successful comprehension (White, et al., 2021). This can be **combined with paired reading**. Repeated reading is especially valuable with content materials. Understanding such texts often requires this kind of intensive rereading anyway, so the rereading is appropriate.

<https://www.readingrockets.org/blogs/shanahan-literacy/teaching-oral-reading-fluency-older-students> Good resources

More Fluency Ideas with Teacher Support

- **Pause, Prompt, Praise:** Not all students are great fluency partners. PPP provides some support in this area. Partners and teachers are encouraged to give students some slack if a mistake is made. Let the student read to the end of the clause or sentence and see what they do. Better readers try to fix the mistake. That's the pause. But if a student can't remedy the error (or doesn't notice it), then provide a Prompt. **If the mistake doesn't make sense, then give some feedback about meaning. If the word read doesn't look or sound like the word in the book, then direct the student to look more closely. If the student can't fix the error after one prompt, tell them what the word is.** Finally, for anything done well, provide praise.
- **Recorded Readings:** Students can make progress without much individual feedback. Consider having **students record oral reading for homework.** Have them **read an assigned portion of text** (no more than 5–10 minutes worth). To complete the assignment successfully, the students will likely need to **practice prior to recording.** Teacher can spot check these to check on performance. Again, it is a good idea to **link to some comprehension tasks.**

This is a wonderful fluency center

Chunking:

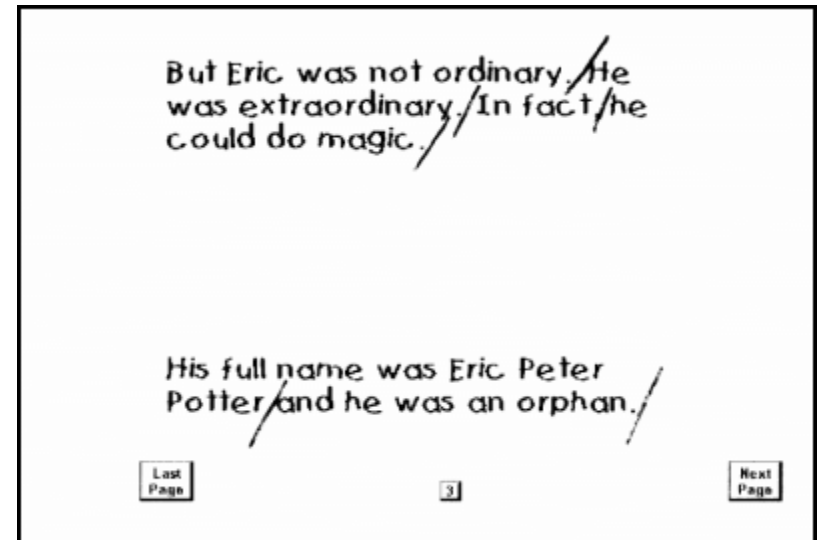
- Studies suggest that chunking can be helpful with older students.

In this,

- the teacher initially provides text with phrasal boundaries marked.
- Students of all ability levels tend to get a boost from this material.
- After they have had some practice reading materials so marked, then give them unmarked texts and have them working in teams or individually to identify phrasal boundaries.

More Fluency Ideas

Being fluent in reading is the key to comprehension.



Reader's Theater Workstation-

Any grade level

This center is not only for fluency, but for comprehension and mastery.

The students will write and perform this on a concept they just learned in science or social studies.

Provide: paper, markers, computer, reference books on the subject or concept, and an example....If you have a drama center with costumes, puppets, or other materials, add them to this center.

Older students can take classics and perform them for younger students. This gives them opportunity to use speaking and listening, writing, and performing standards.

Task Nine –Fluency and its importance

Looking at the previous slides on fluency, why do you think a fluency station might be needed in all classrooms?

What one idea could you use in your classroom that can support fluent reading? All contents need this if you have students with a deficit in fluent reading. Choose one or two and tell me how you will use them in your content area.

Gold Standard PBL

Seven Essential Project
Design Elements



Task Ten

Look at this diagram of PBL. Stations can work like PBL Projects.

Which ones do you feel you need to work on mastering yourself so your students can benefit?

Which ones are missing from a station you design?

Elementary Stations

- <https://www.youtube.com/watch?v=mYhiZah8vgE> 4 min –Lots of ideas here K-3
- <https://www.youtube.com/watch?v=PRY8tcirSD8> 2 min Lit Stations –Linda Holliman K-3
- https://www.youtube.com/watch?v=-8v_0xsSiHo 7 min spelling games for a center K-3
- https://www.youtube.com/watch?v=GXV7F1rmu_mw 9 min Math Stations for Kindergarten
- https://www.youtube.com/watch?v=GXV7F1rmu_mw using rich math vocabulary with Primary
- https://www.youtube.com/watch?v=Pd8_pZ2wHo8 2.28 min GO Bananas-Get up and move for teachers

MS/HS Stations

- <https://www.edutopia.org/blog/learning-centers-in-secondary-classroom-ted-malefyt> HS stations article
- <https://resilienteducator.com/classroom-resources/novelty-lesson-plan-ideas/> MS Stations Interdisciplinary stations
- <https://learninginroom213.com/2019/12/how-to-use-learning-stations-in-a-high-school-classroom/> Prereading stations and more
- <https://iexplorescience.com/how-to-science-stations/> HS Stations
- <https://itsnotrocketscienceclassroom.com/2021/01/ways-to-use-stations/> HS stations
- <https://www.thescienceduo.com/archives/547> HS cool stuff
- <https://ebacademics.com/2018/07/writing-stations-for-reviewing-a.html> MS/HS writing stations
- <https://www.teachhub.com/teaching-strategies/2014/09/differentiated-instruction-strategies-learning-stations/> Differentiation and look at Tiered Assignments

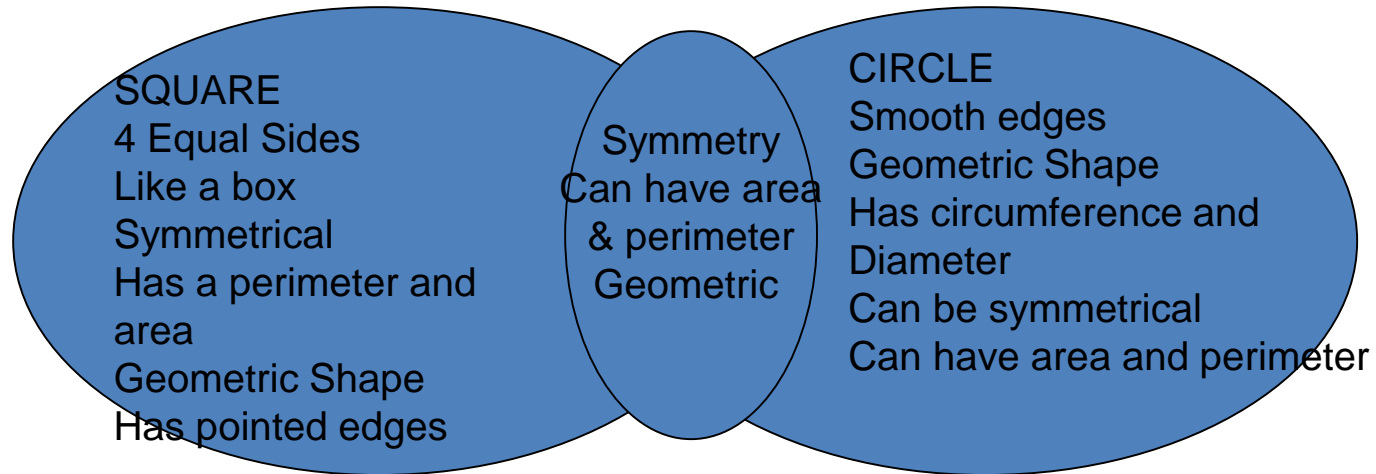
Task Ten

Looking at slide 58 and 59, choose two resources you would like to try in your classroom with your students.

Tell me how you would incorporate these into your lessons.

Compare and Contrast

LABEL WHAT YOU ARE COMPARING
SQUARE TO A CIRCLE



What I learned from the comparison

This can be on a bulletin board all year. Put up the circles with string and Add new things to compare and contrast. Students use sticky notes to Put inside the squares and rectangles.

IAR Writing or SAT Writing Station

IAR tests ask students to complete writing tasks.

- NT Narrative Task
- LAT Literary Analysis Task
- RST Research Simulation Task

Set up centers with IAR like Writing Tasks in each of the types above.

Extended Response Workstation or IAR Prose Constructed Response 2-10th gr.

- Set up for one reading in your content area.
- Set the ER question up like an ER on the IAR
- Even use lined paper like in the test booklet
- Have them infer with text based references
- Have the ER rubric in the center for the students to use
 - IAR Prose Constructed Responses have students respond to more than one content.
 - They must support their writing with evidence from the content.
 - Content could be one text or more and/or: audio, video, poem, graphic, photo, art work, infographic, quote, short article, etc.,.

Rubric for 3rd grade Narrative Task

Example of one grade level: Prose Constructed Response
 Rubric Grade **More grade level rubrics on website slide 30**

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; consistently demonstrates purposeful and controlled organization; uses language to express ideas with clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; demonstrates purposeful and controlled organization; uses language to express ideas with some clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates purposeful organization that sometimes is not controlled; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; demonstrates little or no organization; does not use language to express ideas with clarity.
Writing Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Prose Constructed Responses Gr. 3 Rubrics

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension by providing an accurate explanation/ description/ comparison and by referencing the texts explicitly.	The student response demonstrates comprehension by providing a mostly accurate explanation/ description/ comparison and by referencing the text(s) explicitly.	The student response demonstrates limited comprehension and may reference the text(s) explicitly.	The student response does not demonstrate comprehension of the text(s).
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; consistently demonstrates purposeful and controlled organization; uses language to express ideas with clarity. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; generally demonstrates purposeful and controlled organization; uses language to express ideas with some clarity. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or is a developed, text-based response with little or no awareness of the prompt; demonstrates purposeful organization that sometimes is not controlled; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; demonstrates little or no organization; does not use language to express ideas with clarity.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

Middle School Rubrics 6-8th grades

- <https://education.illinoisstate.edu/downloads/casei/Grade6-11-ELA-LiteracyScoringRubrick-July2015.pdf>
- These will come up if you want to print them or use them in this trainings.
- <https://www.aps.edu/assessment/educator-resources/parcc-ela> Lots of resources for K-8 that you can use throughout the year

If you are working on Folktale genre, set up an IAR type question for students to work on at a center. This is an actual question on the IAR TEST.

3rd Grade LAT Example They read two folktales first on the test. .

Look at the illustrations from the folktales. Write an essay describing how each illustration helps the reader understand the characters' actions in each folktale. Be sure to use evidence from **each** folktale to support your response.



Literary Analysis Task – provides students an opportunity to show their understanding of literature. It asks students to read two literary texts, answer six multiple-choice questions about the texts, and **write an extended response that analyzes key ideas (development of theme, interaction of literary elements, structure's relationship to meaning, effects of point of view, etc.) in the texts.**

4th Gr. Example of IAR Literary Analysis Task

In both “The Rescue of the Tin Woodman” and “Arriving at Emerald City,” Dorothy has interesting adventures that reveal her character. Based on her words and actions in both passages, describe **two** of Dorothy’s qualities. Think about the person that Dorothy is. How do those qualities affect her adventures? Support your response with details from **both** passages.

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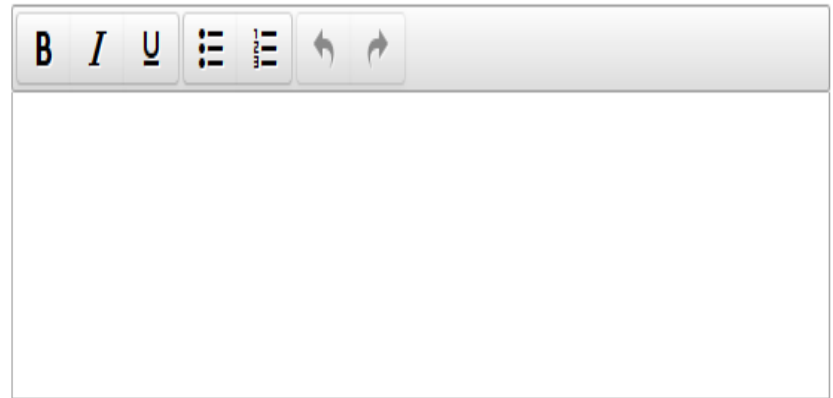
This is an actual 3rd grade task on the IAR test. Set up questions like this. Students read first, then write the answer to the task providing evidence from the reading.

3rd Grade NT Example

Today you will read the story “Camping with the Cousins.” As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent “Camping with the Cousins” by Sue Katharine Jackson from being displayed in this format. Please refer to the August 2001 issue of *Ladybug* magazine, accessible through your local library.

The next day, the family chose to go swimming in the lake. Write a story about the family’s time swimming. Be sure to use what you learned about the narrator and her family in “Camping with the Cousins.”



Narrative Task (NT) may ask students to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.

5th Grade Actual Narrative Task from the IAR Test.

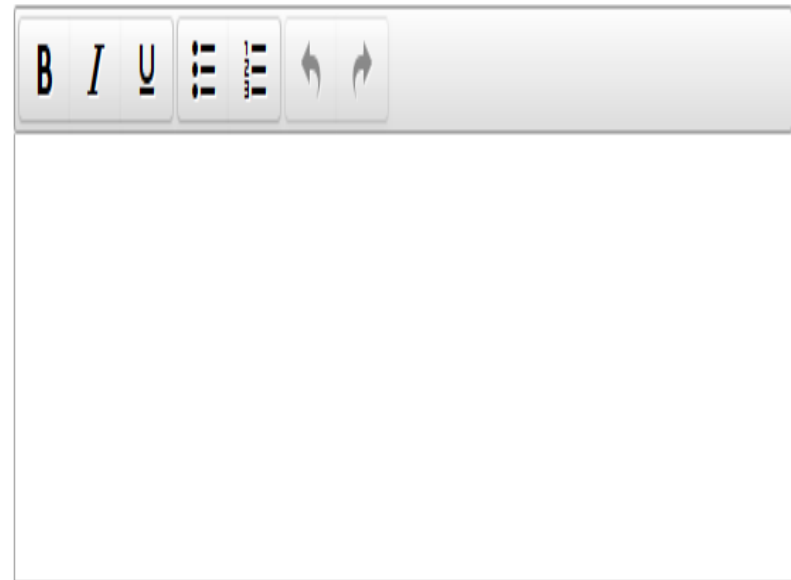
- You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny's point of view.
- Write a **narrative story retelling** the story from the **point of view of Johnny**. Be sure to use **supporting details from the passage**.
- **It will need a red conclusion.**

7th Gr. Actual Narrative Task on the IAR test.

Today you will read a passage from *Believing in Horses*. As you read, pay close attention to the characters and setting as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent the passage from *Believing In Horses* from being displayed in this format. Please refer to *Believing In Horses* by Valerie Ormond, accessible through your local library.

Write a narrative in which you continue the story of *Believing in Horses*. Your narrative should be a believable continuation of the events, and it should clearly reflect the characterization and setting in the passage.




A text editor toolbar with buttons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Undo, and Redo, followed by a large empty text area for writing the narrative.

3rd Grade RST Example

Your friend thinks it is impossible for people and animals to live in the Arctic.

Write a letter to your friend explaining it is possible to live in the Arctic.

Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter.



A text editor toolbar with buttons for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Undo, and Redo, followed by a large empty text area for writing.

Research Simulation Task (RST) asks students to analyze information in several articles or multimedia. The first text is an anchor text to introduce the topic. Students answer a series of questions about the texts. Then they put the information together from the various sources to write an essay that demonstrates their analysis.

8th Gr. Research Simulation Task

Notice that this student must read 3 articles and provide evidence from all three to answer the task.

You have now read **two** articles about the beginning of sound technology and **one** article about modern technology. Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in “Psst . . . Hey, You.” Be sure to use details from all **three** articles to support your answer.

B

I

U

☰

☰



Use Your Content

By setting up questions like the Tasks in the IAR test, students will have a chance to practice with the directions of the task and the follow through in writing to the task.

Try one out in your classroom and see if this might be a better way to assess your students than asking a literal question that has one answer.

Evidence Based Terms

Use the following phrases to provide proof for your answers:








- The author wrote...
- The author stated...
- According to the text...
- The text stated...
- In the text, it said...
- One example from the text is...
- From the reading, I know that...
- Based on what I read...
- On page ____ it said...
- On page ____ I noticed...
- _____ because in the text _____
- For instance...
- For example...

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Anchor charts to support students in providing evidence in their writing.

When You Are PROVIDING EVIDENCE

From a Text, Use These Phrases

-  The text said...
-  I know this because I read...
-  The author said...
-  I read that...
-  The author stated that...
-  It was written that....which means...
-  I learned that....because the text said...
- My opinion is supported because...
- According to the text...
- In the text...
- For instance...
- An example is...
- The illustration shows...
- I know _____ because....
- I feel/think _____ because....

HOW DO YOU KNOW?

Text

For example,

According to the text,

In the text, it said...

On page ____, it said...

From the reading, I know that

The author wrote...

Based on what I read,

For instance,

Math

To find my answer, I...

I know this is the answer because...

First, ____ Next, ____

Then, ____ Finally, ____

Blow me away with your **EVIDENCE!**

Vocabulary

Topic 2

doubles

near doubles

addend

number

Sentence

omez. :

Vidal

Kimberly

Marte

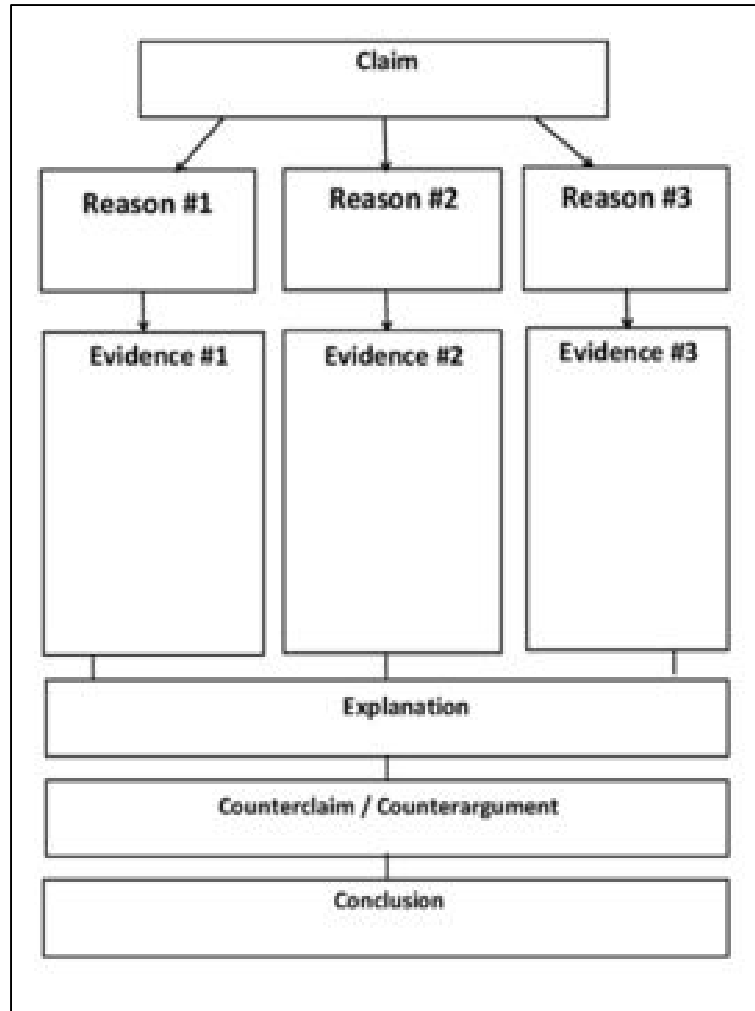
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SAT and YOU

Getting ready for the SAT should start in 4th grade.

1. Begin in 4th grade to hold debates about subjects using the vocabulary of an argument-claims, rebuttals, counterclaim, evidence.
2. 5th grade start writing argument papers about social studies, science, math etc., using the above words in a graphic organizer.

Graphic Organizers Argument Writing



BUILDING AN ARGUMENT

MAIN IDEA
Here's what I think...

Evidence to back up my reasons ↓

1. _____

2. _____

3. _____

PRO

When you weigh all the evidence,
you conclude that...

CON

Strong Finish!

COUNTER ARGUMENTS
You **COULD** argue that...

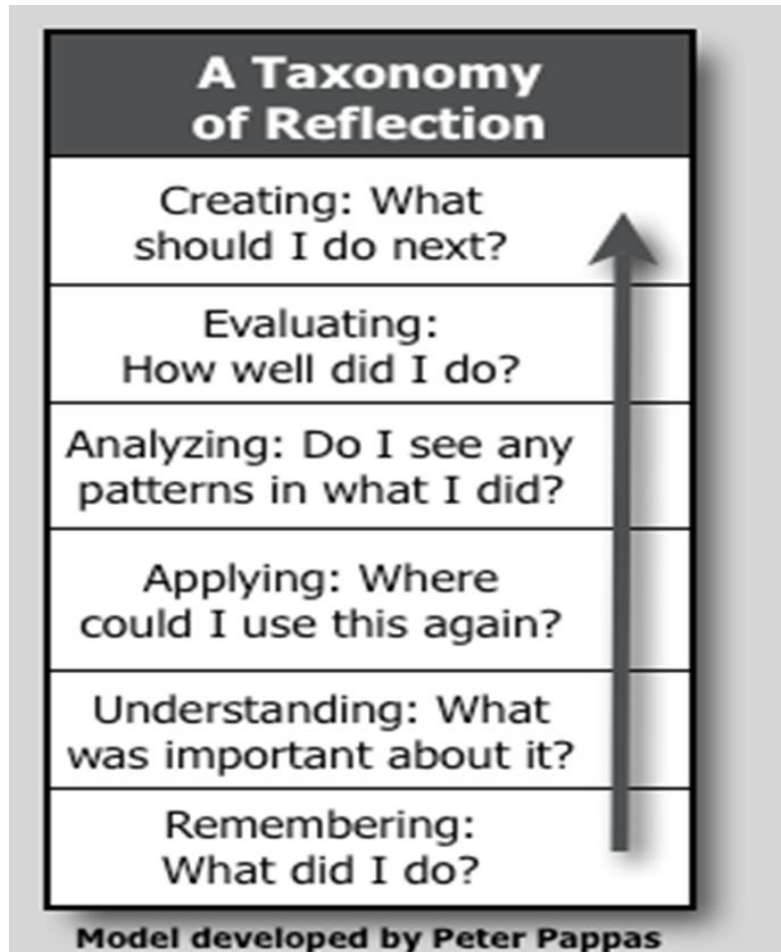
...but here's the **WEAKNESS...**

SAT Example and Link

Having an SAT Writing Sample Station is a great idea. Get more ideas at <https://www.khanacademy.org/test-prep/sat/x0a8c2e5f:untitled-709/x0a8c2e5f:untitled-711/a/unpacking-the-sat-essay-prompt>

- <https://satsuite.collegeboard.org/media/pdf/sat-practice-test-1-essay.pdf> Please highlight this hyperlink and put into your browser to view.
- Write an **argument essay** in which you explain how Jimmy Carter builds an argument to persuade his audience that the Arctic National Wildlife Refuge should not be developed for industry. In your essay, analyze how Carter uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage. Your essay should not explain whether you agree with Carter's claims, but rather explain how Carter builds an argument to persuade his audience

Task Eleven –Reflection



Using Peter Pappas's Taxonomy on Reflection, reflect on this training. Start at the bottom Remembering and go up to Creating and answer the questions on the left.

Thank you for participating. Hopefully, you will try out some ideas and let me know how they work.

Kolb Learning Cycle

