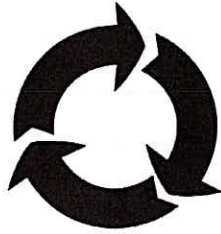


An Introduction to Station-Rotation Learning: Structured, Dynamic & Differentiated Instruction

ATT Professional Development Day
February 17, 2025 / 19 Shevat 5785

Presented by: Eliah Orevi-Greenberg, M.Ed., LBS-I
REACH Special Education Consultant



1

Why are you here?

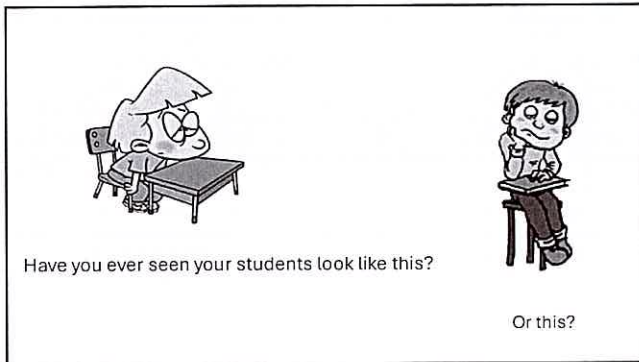
Quick Poll...

2

Why are we here? What do we hope to gain?

- Acquire new skills- I want to learn something new to enhance my teaching
- Intrigued- Station-rotations sounded interesting
- Required- I have to be here today, so I picked the least painful topic
- Engagement- I want to improve my students' engagement
- Other

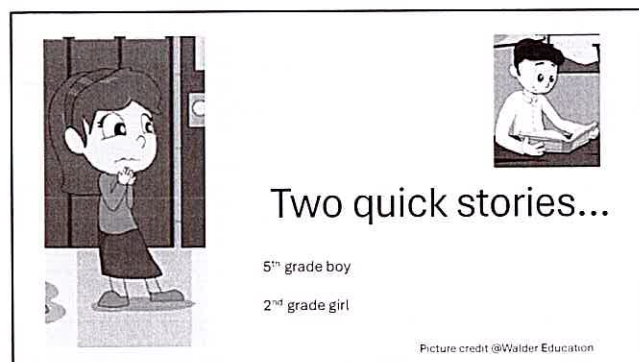
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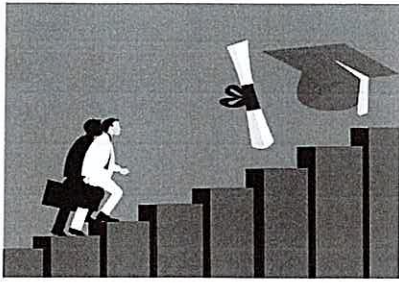
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5



6



How can we increase engagement, reduce the probability of challenging behaviors & increase instructional time?

7

Meet Station-Rotation Learning...

8

Have you ever wanted to...

- Increase your child's engagement in class?
- Give more individual attention to each student?
- Reach every student – even the ones who learn “differently”?
- All in the same amount of time as the current classroom schedule!



How? Through Station-Rotation Learning!

Create flexible learning groups using a variety of learning modalities.



9

Goals of Today's Presentation

By the end of the presentation, you will have more understanding of the:

- Structure and components of Station-Rotation learning
- Benefits of S-R learning
- Materials and tools of S-R learning
- Experience station-rotations

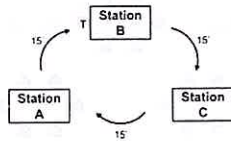


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What is Station-Rotation Learning?

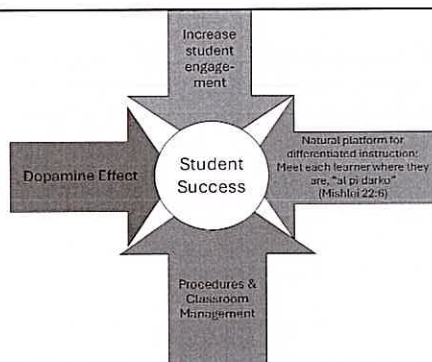
- A series of stations or learning activities the students rotate through.
- Typical stations include:
 - Mini lesson with teacher
 - Creative-Collaborative
 - Independent Work
 - (Technology)

Station Rotations



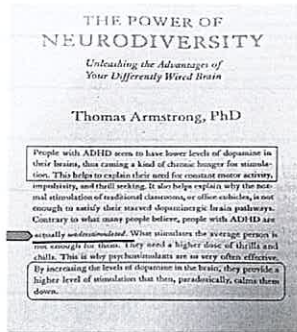
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Benefits of Station-Rotation Learning



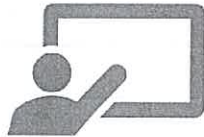
12

The Dopamine Effect



13

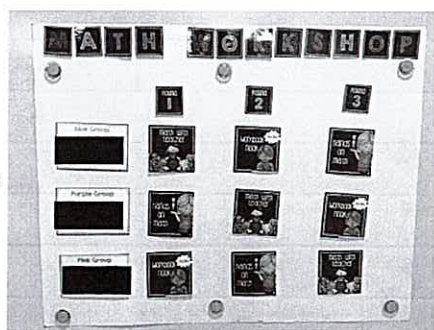
Visuals to support
differentiation, increase
student engagement,
and promote classroom
management



14

Visuals:

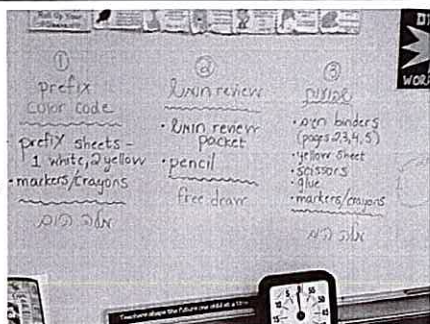
A Key Component:
Math example



Credit Mrs. S. Abrams, ACHDS

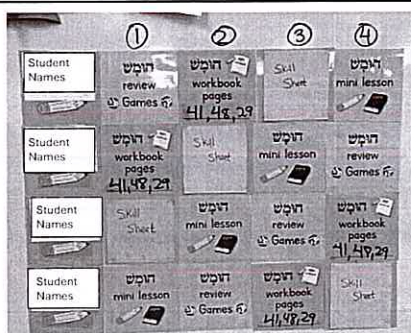
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A Key Component: Low tech Kodesh example



Credit Mrs. Biola ACHDS

A Key Component: Chumash example



Credit Mrs. F. Schwartz, ACHDS.

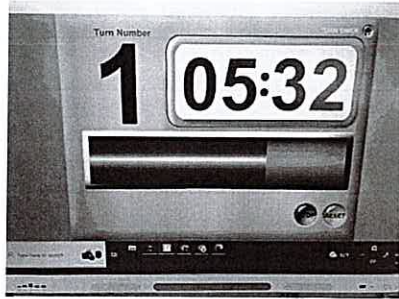
A Key Component: Visual Components



Credit Mrs. F. Schwartz, ACHDS

Visuals:

A Key Component:
Various timer options
(SmartBoard)



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Ideas for Stations

Chumash Key Words

Credit Mrs. F. Schwartz, ACHDS



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Ideas for Stations

Chumash Worksheet

Credit Mrs. F. Schwartz, ACHDS

Sefer Shemot - Chapter 1 - Words - List 1

Draw it	Transliterate it	Write it	Say it	See it
These	ayin	אֵין	ayin	אֵין
gave birth	yalad	יָלַד	yalad	יָלַד
man	ish	יֵשׁ	ish	יֵשׁ
good/righteous man	tzadik	צַדִּיק	tzadik	צַדִּיק
was	hayah	הָיָה	hayah	הָיָה
generation	dor	דּוֹר	dor	דּוֹר

21

Ideas for Stations

Station Material Organization

Credit Mrs. F. Schwartz, ACI IDS



22

Coming up...More about differentiated learning and teaching procedures

But first...

23

Let's see Station- Rotations in action!



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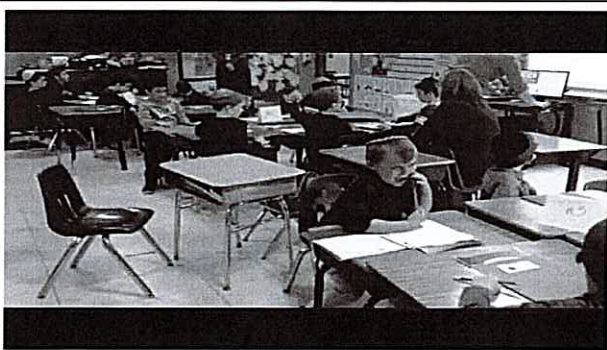
Moving desks

25

https://drive.google.com/file/d/0B6Mba3cPZz_GTVJYT2tFcVBaN2c/view?usp=sharing&resourcekey=0-3fzZcesaF17u-iPw247uXg

Rabbi Katz's Pre1A =)

26



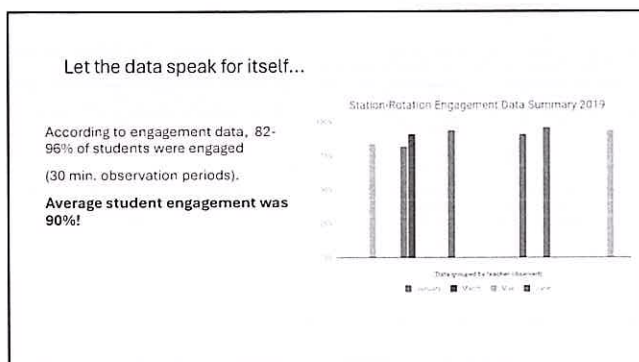
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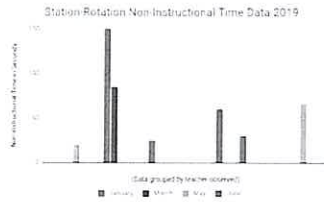


30

Let the data speak for itself...

According to non-instructional time data, average non-instructional time was 73 seconds (~1 minute, 13 seconds). **Non-instructional time rarely went past 100 seconds.**

(30 min. observation periods).



31

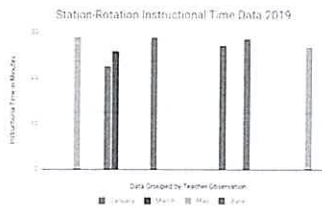
Let the data speak for itself...

According to instructional time data, average instructional time was 26.8 minutes.

Classes participating in Station-Rotation learning at this Day School were engaged in learning for about 27 out of 30 minutes!

That is 90% instructional time with about 90% engagement!

(30 min. observation periods).



32

Back to...differentiated learning & teaching procedures


33

Blended Learning Lesson Plan Phase One	
Name _____ Grade _____ Subject _____ Date _____	
1) Learning Objective(s) <i>Upon completion of the lesson, what will your students know (or be able to do) that they didn't know (or couldn't do) before?</i> Students will be able to...	2) The Stations Time for Each Station: _____ minutes Using the format of "Brief Lesson Plans" (BLP), describe what the students will learn and do at each station. (Remember: Content, Process, Product) <i>[Mini-Lesson may not have a "Product"]</i> Mini-Lesson BLP Materials Needed: Other Notes: A _____ Independent Work BLP

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Sample Lesson Plan 2nd Grade- Language Arts		MONDAY	TUESDAY	WEDNESDAY	THURSDAY
	Mini-lesson with Teacher: Word Work (Tier 1: Spelling Tier II: phonics)	Tier 1: Spelling list 1 Tier II: intro: ee	Review & Vocab Mini lesson	Tier 1: Spelling list 2 Tier II: intro: oa	Review & Vocab Mini lesson
	Guided Reading with teacher: Comprehension	Make predictions -Walk through of story	Make predictions -Read list 2 pages of story	Make predictions -Finish story	Make predictions -Answer comprehension questions
	Independent Practice 1:	Word work	Vocab	Word work	Vocab
	Independent Practice 2: (technology ex. RazKids)	Fluency	Comprehension	Fluency	Comprehension
	(or instead of independent Practice 2) Creative Collaborative	Fluency		Fluency	

35

<p>Getting Started</p> <div style="text-align: center;">  </div> <div style="background-color: #cccccc; padding: 5px; margin: 10px 0;"> First Two Procedures: </div> <ul style="list-style-type: none"> • <i>Teacher Signal for Attention & Quiet</i> • <i>Student Signals – for question or bathroom</i>

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Steps of Introducing Station- Rotations

- 1.4 class = independent work
- 1.5 class = creative-illustrative work
- 1.6 class = discussion

[illegible]

Interactive Modeling to Teach Procedures (7 Steps)

1. Procedure:
2. 1) Describe a positive behavior you will model.
3. 2) Model the behavior.
4. 3) Ask students what they noticed.
5. 4) Ask students what they noticed about how...?
6. 5) If necessary – follow-up with more specific questions to prompt the students to list the important elements.
7. 6) Ask students volunteers to model the same behavior.
8. 7) Ask students to help describe the class what to do when Morgan gives the signal?
9. 8) Ask students what they noticed.
10. 9) Have the class practice.
11. 10) Provide feedback.

-
-
-
-
-
-






Interactive Modeling to Teach Procedures

Procedure _____ Transition to learning _____

1. Describe a situation between you and model.
I have money that I've earned at the classroom and now I'm a merchant to have a cash investment. So, today we are going to answer how we transition to learning. Recall all of the you will receive learning, so you can find out what you're doing. Then when the time gets off, we'll all get your idea. Recall all of your learning 2 minutes later. So, we'll get your model out of your seat and take it home.
2. Model the behavior
I'm going to show you what I'm doing. Then you will do the same what I'm doing. (all)
3. Ask questions about their solution
What did you notice? Did what I heard of 2 minutes learning?
What did you notice? Did what I heard of 2 minutes learning?
What did you notice? Did what I heard of the way?
4. If necessary, follow-up with more specific questions to prompt the students to tell the required elements.
What's going to be the middle of a sign?
5. Ask students questions to model the same behavior
What's going to be the middle of a sign? (all)
6. Ask students to compare to show us the model they're transition to learning.
What's going to be the middle of a sign? (all)
7. Ask students what they noticed
What did you notice about the _____? (all)
8. Have the class practice
So, now we are going to practice as a class and then we'll get you what I noticed.
So, now we are going to practice as a class and then we'll get you what I noticed.

7. Providing Results and

The 5 Critical Procedures

-  Teacher Signal for Attention & Quiet
-  Student Signals – for question or bathroom
-  How to Move Desks Into and out of Stations
-  Before the Timer (what students should do if they finish their work before the timer goes off)
-  How to Move to Another Station

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Steps of Introducing Station-Rotations

- Introducing Station Rotations
Over Course of 7-10 days
- The key is to change only one major variable at a time
- Each of the steps below should be modeled once. The general steps are 1-10, and the steps that followed the new routine. Once the class has achieved mastery, then move on to the next step.
- Step #1**
- a. 2 Time Procedures
 - b. Attention signal
 - c. Self-report
 - d. 2 Types of independent work (regular seating)
- Step #2**
- a. Station Rotation Learning
 - b. Model at Stations, different types of activities at each station, timer
 - c. Time Procedures
 - d. Self-report
 - e. Moving desks (vertical of stations)
 - f. Student questions when teacher is busy
 - g. Showing a work before the timer goes off
- Goal of Step #2**
- Class at Stations, no Rotation, 100% Timer, when timer independent work, 0 after timer, 100% of independent work
- Step #3**
- a. Time Procedures + moving to another station
 - b. Goal of Step #3
 - c. Learning Rotation
 - d. Class independent work
 - e. Class self-report
- Goal of Step #3**
- 1. Station, 100% Rotation
 - 2. Class independent work 0
 - 3. Class self-report 0
 - 4. Class self-report
- Step #4**
- Goal of Step #4**
- 1. Station, 100% Rotation
 - 2. Class independent work 0
 - 3. Class self-report 0
 - 4. Class self-report
- Step #5**
- Goal of Step #5**
- 1. Station, 100% Rotation
 - 2. Class independent work 0
 - 3. Class self-report 0
 - 4. Class self-report

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Modeling, Interactive Modeling

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Interactive Modeling to Teach Procedures (7 Steps)

Procedure:










- 1) Describe a positive behavior you will model.
- 2) Model the behavior.
- 3) Ask students what they noticed.
 - What did you notice about how I...?
 - (If necessary - follow up with more specific questions to prompt the students to list the important elements.)
- 4) Ask student volunteers to model the same behavior.
 - Who would like to help show the class what to do when Marsh gives the signal?
- 5) Ask students what they noticed.
- 6) Have the class practice.
- 7) Provide feedback.

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Let's try it!










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Station Rotation Chart

	Rotation 1	Rotation 2	Rotation 3
Group 1	Blended Learning Lesson Plan with Teacher 	Activity Exploration (Kodesh or English Studies) 	Collaborative Center (Differentiating our teacher station) 
Group 2	Collaborative Center (Differentiating our teacher station) 	Blended Learning Lesson Plan with Teacher 	Activity Exploration (Kodesh or English Studies) 
Group 3	Activity Exploration (Kodesh or English Studies) 	Collaborative Center (Differentiating our teacher station) 	Blended Learning Lesson Plan with Teacher 

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Station Rotation Chart

	Rotation 1	Rotation 2	Rotation 3
Group 1	Blended Learning Lesson Plan with Teacher 	Activity Exploration (Kodish or English Studies) 	Collaborative Center (Differentiating our teacher station) 
Group 2	Collaborative Center (Differentiating our teacher station) 	Blended Learning Lesson Plan with Teacher 	Activity Exploration (Kodish or English Studies) 
Group 3	Activity Exploration (Kodish or English Studies) 	Collaborative Center (Differentiating our teacher station) 	Blended Learning Lesson Plan with Teacher 

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






00 : 06 : 20



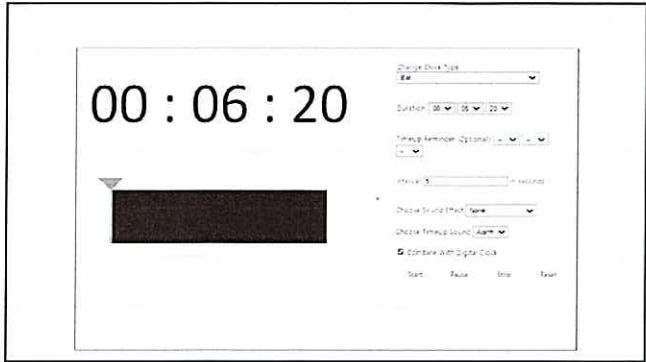
Change Clock Type
 Duration: 00 : 06 : 20
 Timely Reminder (Optional)
 Interval: 5 min
 Choose Sound Effect: None
 Choose Alarm Sound: Alarm
☒ Combine With Digital Clock
 Start Pause Stop Reset

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Station Rotation Chart

	Rotation 1	Rotation 2	Rotation 3
Group 1	Blended Learning Lesson Plan with Teacher 	Activity Exploration (Kodish or English Studies) 	Collaborative Center (Differentiating our teacher station) 
Group 2	Collaborative Center (Differentiating our teacher station) 	Blended Learning Lesson Plan with Teacher 	Activity Exploration (Kodish or English Studies) 
Group 3	Activity Exploration (Kodish or English Studies) 	Collaborative Center (Differentiating our teacher station) 	Blended Learning Lesson Plan with Teacher 

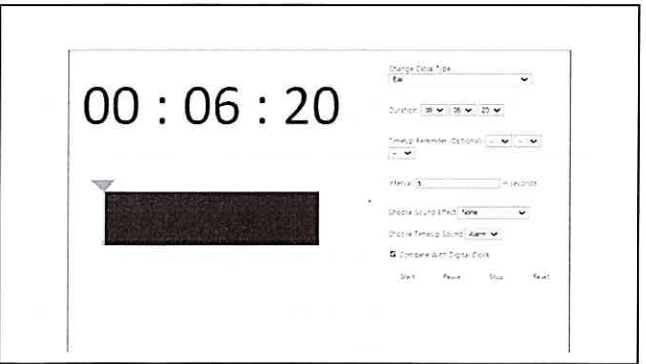
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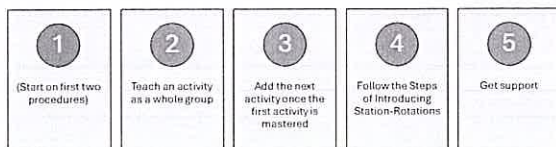
Station Rotation Chart			
	Rotation 1	Rotation 2	Rotation 3
Group 1	Blended Learning Lesson Plan with Teacher	Activity Exploration (Kodesh or English Studies)	Collaborative Center (Differentiating our teacher station)
Group 2	Collaborative Center (Differentiating our teacher station)	Blended Learning Lesson Plan with Teacher	Activity Exploration (Kodesh or English Studies)
Group 3	Activity Exploration (Kodesh or English Studies)	Collaborative Center (Differentiating our teacher station)	Blended Learning Lesson Plan with Teacher

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Next Steps



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Want more information?

*Ellah Greenberg
(Intervention Teachers)
egreenberg@reachchicago.org

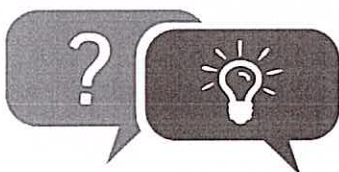
*Rabbi A. Moller
(Classroom Teachers/Rebbeim)
amoller@att.org

*Walder Teacher Center
(Station Activities & Lesson Plans)

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Question & Answer

Thank you!



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Introducing Station-Rotations

Five Critical Procedures

The key is to change only one major variable at a time.

Each of the "steps" below should be repeated over the course of many days – until the class has mastered the new routines. Only once the class has achieved mastery, then move on to the next step.

Step #1

- a) 2 New Procedures
 - i. attention/quiet
 - ii. bathroom
- b) 2 Types of Independent Work (regular seating)

Step #2

- a) Explain Station Rotation Learning
desks in stations, different types of activities at each station, timer
- b) 3 New Procedures
 - i. moving desks into/out of stations
 - ii. student questions (when teacher is busy)
 - iii. finishing activity before the timer goes off
- c) GOAL of Step #2:
Sitting in Stations, No Rotation, With Timer
whole class – independent work A
after timer, switch to independent work B

Step #3

- a) New Procedure – moving to another station
- b) GOAL of Step #3:
2 Stations, 1 Rotation
½ class - independent work
½ class – mini-lesson

Step #4

- GOAL of Step #4:
3 Stations, 2 Rotations
1/3 class - independent work A
1/3 class - independent work B
1/3 class - mini-lesson

Step #5

- GOAL of Step #5:
3 - 4 Stations, 3 Rotations
1/4 class - independent work A
1/4 class - independent work B
1/4 class – creative-collaborative work
1/4 class - mini-lesson

Whenever introducing a new type of station (ie a new type of independent work or a creative-collaborative activity), always introduce it in a full-class setting first, before using it in stations. Only once students have mastered the activity as a full-class (including the activity's behavioral expectations), then use it as a station.

Blended Learning Lesson Plan

Phase One

Name _____

Grade _____ Subject _____

Date _____

1) Learning Objective(s)

Upon completion of the lesson, what will your students know (or be able to do) that they didn't know (or couldn't do) before?

Students will be able to...

2) The Stations

Time for Each Station: _____ minutes

Using the format of "Brief Lesson Plans" (BLP), describe what the students will learn and do at each station. *(Remember: Content, Process, Product)*
[Mini-Lesson may not have a "Product".]

Mini-Lesson

BLP:

Materials Needed:

Other Notes:

A

Independent Work

BLP:

Materials Needed:

Other Notes:

3) Assessment(s)

What is/are the student product(s) that will demonstrate learning? Will there be a pre-assessment and/or post-assessment?

Creative-Collaborative Work

BLP:

Materials Needed:

Other Notes:

4th Station (optional) *[independent, creative-collaborative, technology]*

BLP:

Materials Needed:

Other Notes:

4) Procedures

What procedures need to be in place for this lesson to be successful?

Teaching Procedures with Interactive Modeling

Procedure: _____

1) Describe a positive behavior you will model.

2) Model the behavior.

3) Ask students what they noticed.

What did you notice about how I...?

(If necessary – follow-up with more specific questions to prompt the students to list the important elements.)

4) Ask student volunteers to model the same behavior.

Who would like to help show the class what to do when Morah gives the signal?

5) Ask students what they noticed.

6) Have the class practice.

7) Provide feedback.

Brief Lesson Plans

Brief Lesson Plans are two or three sentences which describe what the students will learn and do. They include the content, the process and the product of the lesson.

Note: For older students this can be a format for giving an assignment

Content + Process + Product = the learning experience

Content: What are students learning about?

Process: What level of thinking is required?

Product: How will the results of learning be represented and assessed?

For Example: Have students classify the *4 seasons* by *weather, activities, and plant life*. Present the information in **a chart**

Content = 4 seasons, weather, activities, and plant life

Process = Classify (analysis level of challenge- Bloom)

Product = a chart

Brief Lesson Plan Examples

Key

Content is italicized
Process words are underlined.
Products are boldface

Social Studies

- List three characteristics of *slavery in ancient Greece, ancient Rome and the United States*. Present your information on a **poster board**
- Compare and Contrast *slavery in ancient Greece and Rome to slavery in the United States*. Present your information in **an essay**.
- State the components of *slavery in ancient Greece and Rome and slavery in the United States*. Present your information on **a chart**

Science

- Name the characteristics of *spring*. Draw a **picture** showing each characteristic.
- Write a poem about *spring* including three *characteristics*.
- Have students classify the *4 seasons* by *weather, activities, and plant life*. Present the information in **a chart**.
- Construct a map of an *ecosystem* showing the interrelationship of plants, animals, and habitats.

Language Arts

- Write a script and role play a **scene** from a *fable*
- Use a **chart** to analyze the realistic and fanciful parts of a *science fiction story*
- Use a **chart** to list three realistic parts of a *science fictions story*.

Math

- Calculate the *various cookie ingredient combinations for several kinds of cookies* using butterscotch chips, chocolate chips, and walnuts and using vanilla or chocolate cookie dough. **Chart** the possible combinations.
- Given a picture of cookies made up of *various cookie ingredient combinations* have students categorize the different ingredients in a **chart**.