

## Station Rotation in the Secondary English Classroom

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<div><b>Station ONE</b> Independent/Collaborative Tech/No Tech:</div> <div>Directions: 1. 2. 3.</div>
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I began my teaching career as a fourth grade teacher, and, like many elementary teachers, station rotation was a part of my daily instruction. My readers' workshop block often began with read-aloud or shared reading and then evolved into rotating guided reading groups while other students independently practiced their reading, writing, and language skills. However, when I moved into teaching middle and high school English, I noticed that some of my colleagues were hesitant to use stations with older students and preferred a whole group approach.

Although it can seem daunting, stations can be highly effective in the secondary English classroom! A major benefit of this teaching model is that teachers can hear thinking from all students, especially those who tend to be quieter in whole group settings. This past fall, I used a station rotation model with both honors and merit ninth grade students with great success.

A challenge in implementing stations with my English 9 honors class was that the class was large (35 students) and there was only one of me. I ended up creating six stations so I could meet with a small enough group of students where I felt like I could hear their individual ideas. Each station was 15 minutes long and we completed the rotation over two class days (four stations the first day and two the second).

We completed this rotation at the beginning of October as students were practicing skills for their first benchmark, preparing for their second novel, *12 Angry Men*, and practicing their weekly grammar. Station 1 was a teacher-led station in which we determined the theme of a short poem together using a strategy I had taught them in a whole-group mini-lesson. Station 2 had students practicing that same skill collaboratively in a small group with a short story. Stations 3 and 4 were prepwork for their upcoming novel on paper, and stations 5 and 6 were grammar practice on Schoology. Students outside of the teacher-led station could not ask me questions while I was meeting with my group, but I was able to complete a quick walk-about near the end of each round in order to answer any questions students might have. They also had extra time on the second day to complete any work they did not finish during their allotted fifteen minutes.


STATION 1 Read "I, Too" and Analyze	STATION 2 Read "Where I'm From" and Analyze	STATION 3 12 Angry Men Character Chart	STATION 4 12 Angry Men Vocabulary	STATION 5 Word Endings Parts 3 & 4 (Schoology)	STATION 6 Word Endings Part 5 (Schoology)
			Round 1		
Group 1: Max, Mags, Davi, Connor, Shai, Abby			#1		
Group 2: Simon, Lilly, Delilah, Nick, Dominic N., Martin			#2		
Group 3: Ian, Q, Kennedy, Iris, Lawrence, Rory			#3		
Group 4: Makayla, Maiyah, Carl, Annalyse, Dominick R., Renee			#4		
Group 5: Makaila, Lyn, Mia, Bella, Cash, Drew			#5		
Group 6: Isa, Joseph, Florian, Luke, Ethan			#6		




My English 9 merit class had different challenges and goals for their station rotation. This class had fewer students than my honors class (about 30) and I also had a co-teacher and SEIA. Unlike the station rotation for my honors class, all of these stations were focused on our class novel, *The Hunger Games*. Station 1 was a teacher-led station focusing on character traits and station 2 was another teacher-led station focusing on theme development. Stations 3 and 4 were independent stations where students studied their vocabulary words virtually and read the next assigned section of *The Hunger Games*. I asked my SEIA to circulate around the room to make sure students were on task while my co-teacher and I led stations 1 and 2.

STATION 1 Character Traits (McElwee)	STATION 2 Theme Development (Stanfield)	STATION 3 Study Vocab Words	STATION 4 Read Independently	
	Round 1	Round 2	Round 3	Round 4
Group 1: Kalib, Jancy, David, Krystal, Atlas, Lexi K.	#1	#2	#3	#4
Group 2: Hayden, Rashel, Noel, Katelyn, Gavin, Cameron	#4	#1	#2	#3
Group 3: Rahniya, Jullian, Darius, Noah, Nohelia, Wyatt	#3	#4	#1	#2
Group 4: Jon-Isaac, Jonny, Shane, Riley, Christian, Oscar	#2	#3	#4	#1

Both the students and I enjoyed the stations. As I mentioned above, I felt like I was able to hear from *every* student rather than just from those who volunteered often. In teacher-led groups, I was able to tailor instruction more specifically to student needs: for those who struggled, I could provide support, and for those who demonstrated mastery, I could challenge with probing questions. I was also able to notice which students struggled with theme development so I could follow up with them before we took our benchmark.



## Station FOUR



Independent Tech/Paper: 12 Angry Men Vocab

**Directions:**

1. Review the vocabulary slides linked into Schoology. Jot down the words and draw an image/icon to go with each word
2. If you finish early, read p. 9-17 of *Twelve Angry Men*

Along the way, I learned some tips for making stations go smoothly. First, it is helpful to review the station directions before beginning stations. I include the directions in my daily slides, and I also print them out (using a color printer, if possible!) so they are available for students to review at their station. Second, including icons, such as a book or chromebook, can help students know how to complete their task. Third, providing a mix of independent, collaborative, tech, and no-tech stations keeps students interested, especially if there are stations that must be completed over multiple days. Finally, letting students know what they can do if they finish early can reduce off-task behavior around the room.

I hope you feel encouraged to try station rotation in your classroom, especially if you are a secondary teacher! Feel free to use these templates for a [4 station rotation](#) or a [6 station rotation](#). Happy planning!