# Learning Stations

















## STATION #1

### **VOCABULARY STATION: Card families**

Distribute 6 cards to each student. Students will have to complete card families joining an adjective, a comparative adjective and a superlative adjective in their hands. They will pass the extra cards they don't need or the tricky cards included in the deck of cards to the person on their right.

They will practise written form of adjectives, comparative adjectives and superlative adjectives.

# STATION #2





SPEAKING STATION: What am I? game

Students will take a card form the deck and, without watching the picture, they'll put it in their head bands. In turns, they will make questions to the other classmates. Finallly, they'll find out who or what they are.

They will practise adjectives and yes-no questions.



isst of the performers are human! There is Leopold "The Strongest Man the World". His father also works in the circus, but Leopold is stronger

ie has bigger arms and bigger legs tool Leopold performs his act every ight for the town's people who come to watch.

Inother performer is Clara. She says she has the longest hair in the world. It's about 4 metres long! She also has a daughter who works in the

Her name is Sue-Ellen. Her hair is a lot shorter, but she wants to grow it as long as her mother's. Sue-Ellen helps look after the animals and she's also learning how to juggle.

The highlights of the circus are the three clowns, Pit, Pot and Pat. They Ill wear long red shoes, but Pat's shoes are the langest and symptoms.

They perform for about twenty minutes and they are always the most popular act with the outlence, especially the children. Many people think PII, Pot and Part are three brothers, but Part is aliaser than the other two - he's their father! He's the oldest clown in the country.

# STATION #3

### READING STATION: Order the text.

Students will put in order some parts of a text cut in several fragments. They will invent a title for the story they obtain at the end. They will add some pictures to their stories (optional).

They will practise reading comprehnesion.

# STATION #4

### WRITING STATION: Spot the differences.

Students will look for some differences between two pictures. Then they will describe one of the pictures writing simple sentences and using adjectives for their descriptions.

They will practise the function describing a picture.









I follow directions the first time I am polite and respectful to others. I do my best and I have a possitive I participate in every group activity.

Literacy identify adjectives, and comparative and superlative adjectives I can make yes-no questions. in order can write a description of a picture.



# SELF EVALUATION

Students will think about the learning station activities and they'll complete the following self- evaluation.

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# **PLANNING**

### AIM:

 This learning station aim to identify the forms and uses of adjectives, comparative adjectives and superlative adjectives, and to use them with different purposes, such as conversations, reading comprehensions and descriptions.

### **STUDENTS:**

- 5th grade Primary Ed. 17 students.
- 3 groups of 4, and one group of 5 students.

### TIME:

- 55 minutes lesson.
- 10 minutes for instructions.
- 10 minutes each station.
- 5 minutes for self-evaluation

### **MATERIALS:**

- Classroomscreen for instructions and timer.
- 4 big tables, with 5 chairs. (common room)
- Photocopies and flashcards for the activities.
- Head bands.
- key posters for each station.
- Self- evaluation photocopy (one for each student)