

# CENTER ROTATION CHART EDITABLE

A weekly rotation chart, a multi-week cycle planner that rotates stations on its own, editable station cards, a materials checklist, a groups roster, a coverage tracker, and copies for a sub, a family and a binder. Fillable PDF.

**CHART Weekly Rotation Chart**

Days down, stations across. Every cell is the group assigned that day, built from the starting station on page 6, one station higher each day.

| ROOM / TEACHER | WEEK OF   | EFFECTIVE |           |           |
|----------------|-----------|-----------|-----------|-----------|
| DAY            | STATION 1 | STATION 2 | STATION 3 | STATION 4 |
| Monday         |           |           |           |           |
| Tuesday        |           |           |           |           |
| Wednesday      |           |           |           |           |
| Thursday       |           |           |           |           |
| Friday         |           |           |           |           |

**How to read this chart**  
A cell holds the group assigned to that station that day. Read down a station column: four different groups. Read across a day row: four different stations, so no two groups double-book one station. Monday's row starts from the cycle planner (page 6); every day after it is one station number higher, wrapping from 4 back to 1.

**Changes this week, and why**  
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\_\_\_\_\_  
\_\_\_\_\_

**PLANNER Multi-Week Rotation Cycle Planner**

Write the starting station for each group once a week, because the school week is five days and there are four stations, the pattern moves forward on its own.

| CASE MANAGER / ROOM | STATIONS THIS CYCLE | GROUPS THIS CYCLE |                   |                   |       |
|---------------------|---------------------|-------------------|-------------------|-------------------|-------|
| WEEK OF (DATE)      | GROUP A STARTS AT   | GROUP B STARTS AT | GROUP C STARTS AT | GROUP D STARTS AT | NOTES |
|                     |                     |                   |                   |                   |       |
|                     |                     |                   |                   |                   |       |
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**STATIONS Station Cards and Labels**

Four editable cards: name the station, name who runs it, and say in a few words what a student does there. Post the page, or print one card at a time.

| ROOM / TEACHER                                             | WEEK OF | EFFECTIVE |
|------------------------------------------------------------|---------|-----------|
| <b>STATION 1</b><br>STATION NAME (EDIT TO MATCH THIS ROOM) |         |           |
| ADULT WHO RUNS IT, OR "INDEPENDENT"                        |         |           |
| WHAT A STUDENT DOES HERE, IN A FEW WORDS                   |         |           |
| NOISE LEVEL (QUIET, TALKING, OR EITHER)                    |         |           |
| CHOICE OR EXTENSION WHEN FINISHED EARLY                    |         |           |
| HOW MANY STUDENTS FIT HERE AT ONCE                         |         |           |
| <b>STATION 2</b><br>STATION NAME (EDIT TO MATCH THIS ROOM) |         |           |
| ADULT WHO RUNS IT, OR "INDEPENDENT"                        |         |           |
| WHAT A STUDENT DOES HERE, IN A FEW WORDS                   |         |           |
| NOISE LEVEL (QUIET, TALKING, OR EITHER)                    |         |           |
| CHOICE OR EXTENSION WHEN FINISHED EARLY                    |         |           |
| HOW MANY STUDENTS FIT HERE AT ONCE                         |         |           |
| <b>STATION 3</b><br>STATION NAME (EDIT TO MATCH THIS ROOM) |         |           |
| ADULT WHO RUNS IT, OR "INDEPENDENT"                        |         |           |
| WHAT A STUDENT DOES HERE, IN A FEW WORDS                   |         |           |
| NOISE LEVEL (QUIET, TALKING, OR EITHER)                    |         |           |
| <b>STATION 4</b><br>STATION NAME (EDIT TO MATCH THIS ROOM) |         |           |
| ADULT WHO RUNS IT, OR "INDEPENDENT"                        |         |           |
| WHAT A STUDENT DOES HERE, IN A FEW WORDS                   |         |           |
| NOISE LEVEL (QUIET, TALKING, OR EITHER)                    |         |           |

**GROUPS Student Groups Roster**

Group down, the students in each one across. Initials on any copy that leaves the room; page 5 is where the group goes each day.

| TEACHER / ROOM | WEEK OF             | TOTAL STUDENTS      |                            |
|----------------|---------------------|---------------------|----------------------------|
| GROUP          | STUDENTS (INITIALS) | CURRENT SKILL FOCUS | STATION THIS WEEK (PAGE 5) |
| Group A        |                     |                     |                            |
| Group B        |                     |                     |                            |
| Group C        |                     |                     |                            |
| Group D        |                     |                     |                            |
| Group E        |                     |                     |                            |
| Group F        |                     |                     |                            |
| Group G        |                     |                     |                            |

**GROUPS Rotation Coverage Tracker**

The roll-up: read across a group's row and see whether every station has been covered this cycle, or whether page 6 needs a fix before the next one.

| ROOM / TEACHER | CYCLE (WEEKS)    | UPDATED          |                  |                  |                   |
|----------------|------------------|------------------|------------------|------------------|-------------------|
| GROUP          | STATION 1 (DATE) | STATION 2 (DATE) | STATION 3 (DATE) | STATION 4 (DATE) | ALL 4 THIS CYCLE? |
| Group A        |                  |                  |                  |                  |                   |
| Group B        |                  |                  |                  |                  |                   |
| Group C        |                  |                  |                  |                  |                   |
| Group D        |                  |                  |                  |                  |                   |
| Group E        |                  |                  |                  |                  |                   |
| Group F        |                  |                  |                  |                  |                   |
| Group G        |                  |                  |                  |                  |                   |
| Group H        |                  |                  |                  |                  |                   |

**EXAMPLE Room 9, Four Stations, Four Groups, Two Weeks, Filled In**

Every group, station and date here is invented. The chart below is built from the planner above it, and the station each group starts at moves forward by one every week.

**Cycle planner (page 6), weeks 1-2 — Room 9, Four invented groups of three students, initials only**

| WEEK OF | GROUP A STARTS AT | GROUP B STARTS AT | GROUP C STARTS AT | GROUP D STARTS AT |
|---------|-------------------|-------------------|-------------------|-------------------|
| Week 1  | 1                 | 2                 | 3                 | 4                 |
| Week 2  | 2                 | 3                 | 4                 | 1                 |

Group A starts Station 1 in Week 1 and Station 2 in Week 2 — one station higher, because the planner's number for every group moves up by one each week.

**Weekly rotation chart (page 5), built from the planner above**

| DAY | STATION 1 | STATION 2 | STATION 3 | STATION 4 | DAY | STATION 1 | STATION 2 | STATION 3 | STATION 4 |
|-----|-----------|-----------|-----------|-----------|-----|-----------|-----------|-----------|-----------|
| Mon | A         | B         | C         | D         | Mon | D         | A         | B         | C         |
| Tue | D         | A         | B         | C         | Tue | C         | D         | A         | B         |
| Wed | C         | D         | A         | B         | Wed | B         | C         | D         | A         |
| Thu | B         | C         | D         | A         | Thu | A         | B         | C         | D         |
| Fri | A         | B         | C         | D         | Fri | D         | A         | B         | C         |

Read down any day: four different groups, never two in the same station. Read across any group's Monday-Thursday: all four stations, once each. Friday repeats Monday as the review round, and Week 2's Monday is one station ahead of Week 1's for every group — the automatic part of the cycle, confirmed by the two tables above.

**Rotation coverage tracker (page 13), Week 1 — every group, every station, once**

| GROUP   | STATION 1 | STATION 2 | STATION 3 | STATION 4 | ALL 4 THIS CYCLE? |
|---------|-----------|-----------|-----------|-----------|-------------------|
| Group A | Mon       | Tue       | Wed       | Thu       | Yes               |

Four stations, four groups, one chart that keeps itself honest from week to week. The order below is the order that works: groups, then stations, then the chart.

| SITUATION                                           | BUILD IT FROM                                 | THEN ADD                                                | COPY FOR OTHER HANDS                 |
|-----------------------------------------------------|-----------------------------------------------|---------------------------------------------------------|--------------------------------------|
| Same four stations, every day this week             | Student groups roster (10), station cards (7) | Weekly rotation chart (5)                               | Sub and visitor quick reference (11) |
| Stations keep rotating over several weeks           | Multi-week rotation cycle planner (6)         | Weekly rotation chart (5), filled once per week from it | Rotation coverage tracker (13)       |
| A sub, para or visitor is covering the block today  | Substitute and visitor quick reference (11)   | Station cards (7), materials checklist (8)              | Weekly rotation chart (5)            |
| Telling a family or a new team member about centers | Family and team communication page (14)       | Student groups roster (10)                              | Station cards (7)                    |

### The order: groups first, then stations, then the chart

- 1 Groups first (page 10): who is in Group A, B, C and D, and the skill each is focusing on this week.
- 2 Stations next (page 7): name each station once and say what happens there; the materials checklist (8) and the setup page (9) come from this list.
- 3 The starting station (page 6): write which station each group starts at for the week.
- 4 The daily chart (page 5): built from that starting station, one station number higher each day, wrapping from 4 back to 1.
- 5 Copies last (pages 11, 13 and 14): the sub copy, the coverage tracker and the family update all read from the chart, never the other way around.

### What this file is not

Not a curriculum and not a statement of which skill a group should be working on: the skill in every cell is yours to write, the same way an IEP decides a student's own minutes elsewhere. Not a bell schedule: specials, lunch and recess are your building's fixed points, not a page here. Whether a rotation change needs anyone's sign-off is your district's rule; the family and team page (14) leaves a line for it.

### When each page gets touched

| WHEN                      | WHAT                                                                                                                                   |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Before the cycle starts   | Groups (10) and stations (7) first, then the starting station for each group (6), then the daily chart (5), then the copies (8, 9, 11) |
| The day something changes | A new student, an absent adult, a closed station: the chart for that day (5), then the sub copy (11) if it is a day you are out        |
| Every Friday              | Read the coverage tracker (13) against the chart (5); any group missing a station gets fixed on next week's row of the planner (6)     |

# Weekly Rotation Chart

Days down, stations across. Every cell is the group assigned that day, built from the starting station on page 6, one station higher each day.

ROOM / TEACHER

WEEK OF

EFFECTIVE

| DAY       | STATION 1 | STATION 2 | STATION 3 | STATION 4 |
|-----------|-----------|-----------|-----------|-----------|
| Monday    |           |           |           |           |
| Tuesday   |           |           |           |           |
| Wednesday |           |           |           |           |
| Thursday  |           |           |           |           |
| Friday    |           |           |           |           |

## How to read this chart

A cell holds the group assigned to that station that day. Read down a station column: four different groups. Read across a day row: four different stations, so no two groups double-book one station. Monday's row starts from the cycle planner (page 6); every day after it is one station number higher, wrapping from 4 back to 1.

## Changes this week, and why

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## Station name key for this week (matches page 7)

| STATION   | NAME |
|-----------|------|
| Station 1 |      |
| Station 2 |      |
| Station 3 |      |
| Station 4 |      |

# PLANNER Multi-Week Rotation Cycle Planner

Write the starting station for each group once a week; because the school week is five days and there are four stations, the pattern moves forward on its own.

CASE MANAGER / ROOM

STATIONS THIS CYCLE

GROUPS THIS CYCLE

| WEEK OF (DATE) | GROUP A<br>STARTS AT | GROUP B<br>STARTS AT | GROUP C<br>STARTS AT | GROUP D<br>STARTS AT | NOTES |
|----------------|----------------------|----------------------|----------------------|----------------------|-------|
|                |                      |                      |                      |                      |       |
|                |                      |                      |                      |                      |       |
|                |                      |                      |                      |                      |       |
|                |                      |                      |                      |                      |       |
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|                |                      |                      |                      |                      |       |
|                |                      |                      |                      |                      |       |
|                |                      |                      |                      |                      |       |

**How the week builds itself from one number**

Write only the starting station for each group’s Monday. The daily chart (page 5) moves every group one station higher each day, wrapping 4 back to 1. Because a school week runs five days and there are only four stations, next Monday’s starting station is automatically one higher than this Monday’s — add 1 to last week’s number (wrap 4 to 1) as a fast check before you write this week’s row.

**If a group should skip a station this cycle (new student, an absence, a station closed for repair), write it here and adjust next week’s row to match**

Four editable cards: name the station, name who runs it, and say in a few words what a student does there. Post the page, or print one card at a time.

ROOM / TEACHER

WEEK OF

EFFECTIVE

**STATION 1**

STATION NAME (EDIT TO MATCH THIS ROOM)

ADULT WHO RUNS IT, OR "INDEPENDENT"

WHAT A STUDENT DOES HERE, IN A FEW WORDS

NOISE LEVEL (QUIET, TALKING, OR EITHER)

CHOICE OR EXTENSION WHEN FINISHED EARLY

HOW MANY STUDENTS FIT HERE AT ONCE

**STATION 2**

STATION NAME (EDIT TO MATCH THIS ROOM)

ADULT WHO RUNS IT, OR "INDEPENDENT"

WHAT A STUDENT DOES HERE, IN A FEW WORDS

NOISE LEVEL (QUIET, TALKING, OR EITHER)

CHOICE OR EXTENSION WHEN FINISHED EARLY

HOW MANY STUDENTS FIT HERE AT ONCE

**STATION 3**

STATION NAME (EDIT TO MATCH THIS ROOM)

ADULT WHO RUNS IT, OR "INDEPENDENT"

WHAT A STUDENT DOES HERE, IN A FEW WORDS

NOISE LEVEL (QUIET, TALKING, OR EITHER)

CHOICE OR EXTENSION WHEN FINISHED EARLY

HOW MANY STUDENTS FIT HERE AT ONCE

**STATION 4**

STATION NAME (EDIT TO MATCH THIS ROOM)

ADULT WHO RUNS IT, OR "INDEPENDENT"

WHAT A STUDENT DOES HERE, IN A FEW WORDS

NOISE LEVEL (QUIET, TALKING, OR EITHER)

CHOICE OR EXTENSION WHEN FINISHED EARLY

HOW MANY STUDENTS FIT HERE AT ONCE

Tape this page up as a wall reference once the names are typed in, or print one card per station. The materials checklist (page 8) and the setup page (9) use the same four station numbers.

# Student Groups Roster

Groups down, the students in each one across. Initials on any copy that leaves the room; page 5 is where the group goes each day.

TEACHER / ROOM

WEEK OF

TOTAL STUDENTS

| GROUP   | STUDENTS (INITIALS) | CURRENT SKILL FOCUS | STATION THIS WEEK (PAGE 5) |
|---------|---------------------|---------------------|----------------------------|
| Group A |                     |                     |                            |
| Group B |                     |                     |                            |
| Group C |                     |                     |                            |
| Group D |                     |                     |                            |
| Group E |                     |                     |                            |
| Group F |                     |                     |                            |
| Group G |                     |                     |                            |
| Group H |                     |                     |                            |

## One line per group, initials only

"J.P., R.S., T.M." is a cell. This roster holds one classroom's own groups for the rotation only; it is not a record of any student's plan or progress. A room with fewer than eight groups leaves the rest blank.

## Groups that changed this week, and why

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# GROUPS Rotation Coverage Tracker

The roll-up: read across a group’s row and see whether every station has been covered this cycle, or whether page 6 needs a fix before the next one.

| ROOM / TEACHER |                  | CYCLE (WEEKS)    |                  |                  | UPDATED           |
|----------------|------------------|------------------|------------------|------------------|-------------------|
| GROUP          | STATION 1 (DATE) | STATION 2 (DATE) | STATION 3 (DATE) | STATION 4 (DATE) | ALL 4 THIS CYCLE? |
| Group A        |                  |                  |                  |                  |                   |
| Group B        |                  |                  |                  |                  |                   |
| Group C        |                  |                  |                  |                  |                   |
| Group D        |                  |                  |                  |                  |                   |
| Group E        |                  |                  |                  |                  |                   |
| Group F        |                  |                  |                  |                  |                   |
| Group G        |                  |                  |                  |                  |                   |
| Group H        |                  |                  |                  |                  |                   |

**Read across a row**  
 A date in all four station columns means that group has had every station this cycle. A blank cell after the cycle is supposed to end means that group has not had that station yet — fix it on the cycle planner (page 6) before the next cycle starts.

**Cycles completed this term, and the fix for any gap found above**

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**EXAMPLE**

## Room 9, Four Stations, Four Groups, Two Weeks, Filled In

Every group, station and date here is invented. The chart below is built from the planner above it, and the station each group starts at moves forward by one every week.

### Cycle planner (page 6), weeks 1–2 — Room 9, Four invented groups of three students, initials only

| WEEK OF | GROUP A STARTS AT | GROUP B STARTS AT | GROUP C STARTS AT | GROUP D STARTS AT |
|---------|-------------------|-------------------|-------------------|-------------------|
| Week 1  | 1                 | 2                 | 3                 | 4                 |
| Week 2  | 2                 | 3                 | 4                 | 1                 |

Group A starts Station 1 in Week 1 and Station 2 in Week 2 — one station higher, because the planner's number for every group moves up by one each week.

### Weekly rotation chart (page 5), built from the planner above

| DAY | STATION 1 | STATION 2 | STATION 3 | STATION 4 | DAY | STATION 1 | STATION 2 | STATION 3 | STATION 4 |
|-----|-----------|-----------|-----------|-----------|-----|-----------|-----------|-----------|-----------|
| Mon | A         | B         | C         | D         | Mon | D         | A         | B         | C         |
| Tue | D         | A         | B         | C         | Tue | C         | D         | A         | B         |
| Wed | C         | D         | A         | B         | Wed | B         | C         | D         | A         |
| Thu | B         | C         | D         | A         | Thu | A         | B         | C         | D         |
| Fri | A         | B         | C         | D         | Fri | D         | A         | B         | C         |

Read down any day: four different groups, never two in the same station. Read across any group's Monday–Thursday: all four stations, once each. Friday repeats Monday as the review round, and Week 2's Monday is one station ahead of Week 1's for every group — the automatic part of the cycle, confirmed by the two tables above.

### Rotation coverage tracker (page 13), Week 1 — every group, every station, once

| GROUP   | STATION 1 | STATION 2 | STATION 3 | STATION 4 | ALL 4 THIS CYCLE? |
|---------|-----------|-----------|-----------|-----------|-------------------|
| Group A | Mon       | Tue       | Wed       | Thu       | Yes               |
| Group B | Thu       | Mon       | Tue       | Wed       | Yes               |
| Group C | Wed       | Thu       | Mon       | Tue       | Yes               |
| Group D | Tue       | Wed       | Thu       | Mon       | Yes               |

Every row reads “Yes” because Monday–Thursday already covers all four stations for every group, read straight off the chart above — a gap here is what the planner (page 6) is for.

This is four stations and four groups because that is the easiest size to check by hand; the same planner, chart and tracker work for five, six, or any number of stations and groups a room actually runs — the cycle planner (page 6) just carries more columns, and the chart and the tracker follow the same two rules no matter how many of each there are.