

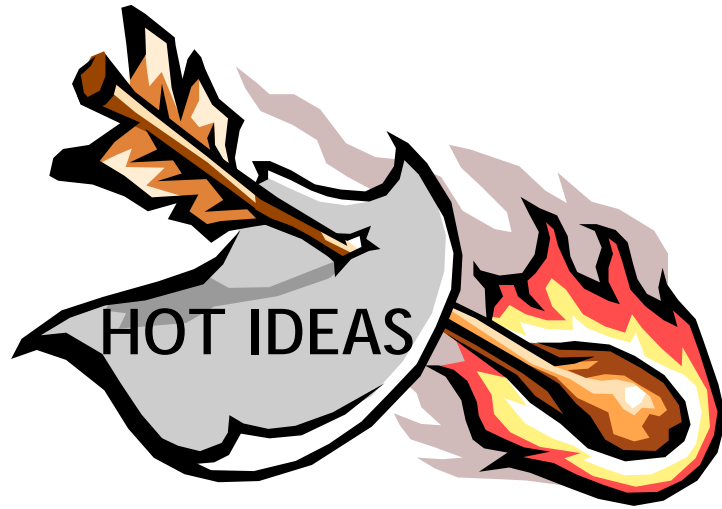


Simple Center Solutions During Guided Reading

Presented by:
Adrienne Roggenbuck



Delta.ETC@gmail.com



Purposes of Centers

- Reinforce _____
- Practice _____ already taught
- Foster ability to work _____
- Promote positive _____ and small group interaction

Engage Students

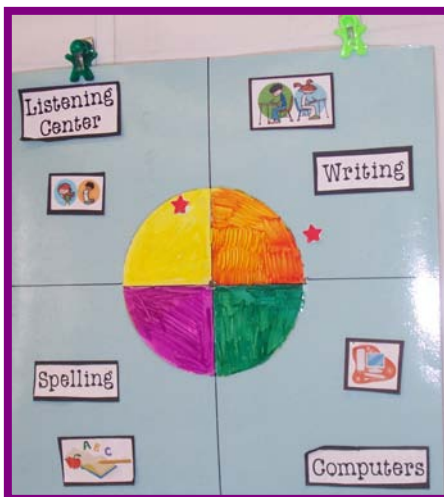
- ⇒ Play a game
- ⇒ Make something
- ⇒ Talk with a partner
- ⇒ Do a puzzle
- ⇒ Assign jobs
- ⇒ Move
- ⇒ Act it out
- ⇒ Do something novel



Management



- ✓ _____ stations one at a time
- ✓ Involve students in _____:
“I Can” statements
- ✓ Model _____ behavior
- ✓ Practice clean up and _____.



Permanent Centers

WRITING:	Prompt Sticks Sticker Books
LISTENING:	Books and Tapes
WORD WORK:	Scrambled Eggs Syllable Puzzles Syllable Game
DRAMA:	Puppet Theater Readers' Theater
OTHERS:	Classroom Library Overhead Big Book Buddy Reading

Tips for Success

- Focus on _____ and purpose
- _____ to your teaching
- Slow down to speed up
- Balance _____ and product
- Less is more/ _____
- Use _____
- Anticipate Problems

Word Bank:

Link
Novelty
Practice
Process
Simplify



The Most Common Mistakes Teachers Make in Launching a New Station and How to Address Them by Debbie Diller

The Mistakes Teachers Make:

- They aren't explicit enough.
- They open too many stations too quickly.
- Assume nothing, model everything! Show kids every step, from how to use the materials to exactly how to put things away. Show them how to work with a partner, how to take turns, how to settle disputes, etc.

The Problems That Emerge:

- Stations are too noisy.
- Kids don't know what to do.
- Practice activities are too hard for some kids.
- Kids interrupt the teacher during his/her small group.
- Teachers give warnings and don't follow through.
- Teachers don't have solid routines established.

The Solutions:

- Teach routines!
- Have a system for dealing with noise. Teach the signal that means "It's too loud in here. Turn down the volume." A bell or hand signal will work well. Practice it until kids understand your signal. Don't wait until things are totally out of control to teach about the noise.
- Create "I Can Lists" with your students so they know what to do at each station. Model well. Have two students model for the rest of the class.
- Choose activities for practice that kids CAN do independently or with just the support of another student. Know your students.
- Teach kids what to do if they need the teacher during small group time. Have them write you a note on a post-it and place it on your table (no talking to the teacher) or have them ask other kids in the classroom. Teach them signals to let you know they're leaving the classroom to go to the bathroom or to get a drink. Encourage independence.

Mini-Lessons That Address These Management Issues:

- How to share materials and/or take turns.
- How to use a quiet voice at work stations.
- How to read the management board.
- How to clean up.
- How to use materials.
- Development of "I Can Lists".
- Development of the "Instead Box" or what else to do when the equipment doesn't work.

Simple CENTER ACTIVITIES Grades 1-3

FLUENCY CENTERS

1. Readers Theatre:

- Small group of students rehearse orally a written selection and present a reading of it to the larger group.

2. Buddy Reading:

- Students work with a buddy and reread a passage to them for general oral fluency practice.

3. Reading to the Animals:

- Students practice reading to a stuffed animal

4. Cut-a-part Stories:

- Use simplistic texts copied on index cards for individuals to practice re-reading.

COMPREHENSION CENTERS

1. Diagram:

- Take ideas or concepts or ideas from two books and compare them using a Venn diagram.
- Use string or hula hoops to construct a Venn diagram on the bulletin boards to use in categorizing and comparing the two concepts or ideas.
- Put sticky notes in the two circles and then put the common responses in the overlapping part of the Venn diagram.

2. Beach Ball:

- Use a beach ball with questions printed on it.
- Toss it around the center (carefully) and have fun answering the questions in either written or oral form.

3. Nonfiction features:

- Students go on a scavenger hunt to find different features of nonfiction texts using book boxes.

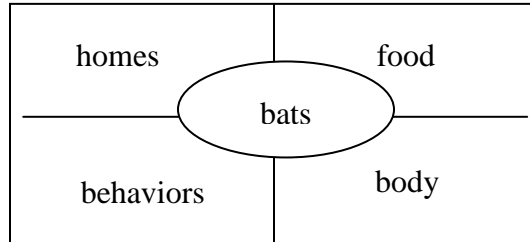
4. Sequencing:

- Students put story events in order.
- List 6 – 10 sentences.
- Glue them to a picture and cut apart into strips.
- Have students put the events in order.

- When they turn the sentences over, it should form the picture. If one of the events is out of order, the picture won't be right.

5. Graphic Organizers (comprehension):

- Read text on a particular topic. Demonstrate learning on graphic organizers.



6. In Their Own Words:

- Comprehension center could include several small paragraphs and the students could summarize what they read in their own words.

7. Unscrambling Text:

- In an envelope, cut several sentences and scramble them.
- Have students arrange the sentences to create a meaningful paragraph.
- This can be used with comic strips as well.

8. Character Cube:

- Decorate a square Kleenex box.
- List the main characters with describing words and affix them to sides of the box.
- You could also cut out pictures of characters from magazines and affix them to sides of the box.
- This could be rolled (like a giant die) and characters could be described based on what side came up.

READING CORNER CENTERS

1. Book Review:

- Feature an author for the month, week, etc.
- Accountability list of all books read by author.
- Write a review or recommendation of a book you have read.
- Do you think others would like the book?
- Why or why not?

2. Response to Reading:

- Writing in response to text.

WORD WORK CENTERS

1. Word Connections:

- Blends are written on cards and endings on other cards.
- Students make words by matching blends to word endings.
- These are recorded on a list.

2. Word Walk:

- Give students a certain skill/spelling rule to find examples of while walking around the room (example “ch” words).
- Children walk around the room and find and write words on paper or white boards.

3. Word Envelopes:

- Three labeled envelopes are needed per person.
- The labels are persons, places, and things.
- Each student will also need one manila envelope.
- As students read a passage, short story, fiction or non-fiction passage, they write a word on a note card and sort them into each envelope.
- This becomes a source of writing and reading later.

4. Be A Mind Reader:

- One partner gives word wall word clues and the other figures it out. Use individual white boards for this activity.

5. Word Family Work:

- Using one word family, have students brainstorm as many word family words as they can.
- Write 1 to 5 sentences using as many of the words as possible; silly sentences are allowed.

6. Word Sorts:

- Using some familiar and new vocabulary terms, have students do two-way or three-way closed sorts (may vary with open sorts).
- Cut or have students cut out words.
- Students will sort words in a pocket chart and record on a worksheet.

Example:

Two-Way Sort	

- Provide glue stick, scissors (optional) and worksheets.

7. Magnets and Words:

- Put magnetic letters on the side of a file cabinet.
- Students spell out sight words.
- One student reads words, a second student spells word.

LISTENING CENTERS

1. Book on Tape: Ask students to react with:

- Comparison/summary.
- Art project to visualize what was heard.
- Develop a character study.
- Use cloze sentences to fill in the vocabulary.
- Have microphone at the listening center so students can tape portions of the book and then play it back.

2. Buddy or Granny Reads:

- Invite a grandparent in to hear a story.

3. Graphic Organizer:

- Listen to a tape and fill out graphic organizer on selection.

WRITING CENTERS

1. Noise Words

- Students brainstorm a list of “noise” words like “creak”, “buzz” or “sizzle”.
- Students choose 3 words and write them in a short story.

2. Sticker Story:

- Students will choose 3 – 5 stickers from the basket.
- Students write a story inserting stickers where they fit.
- The cat ate an apple while climbing a rainbow.

3. Letters:

- Write a letter to the author or a character in a book.

4. Postcards:

- Write a postcard with a recommendation for the book on one side and a picture on the other side
- Post it on a bulletin board

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