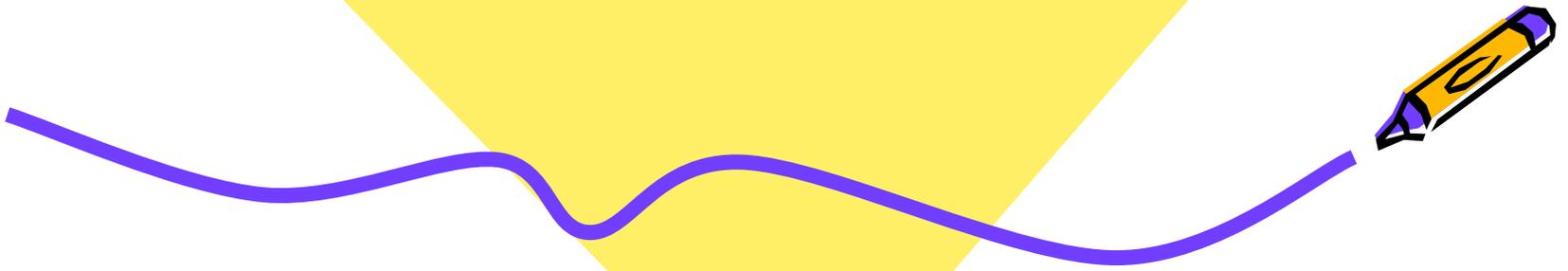


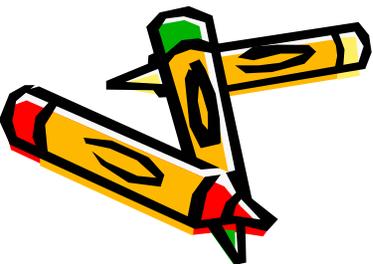
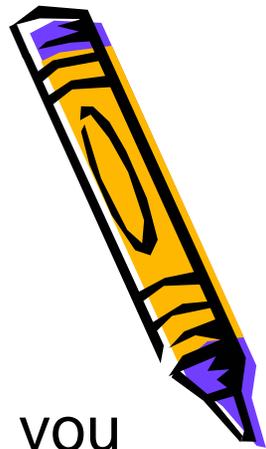
Literacy Learning in Centers:
A Kindergarten Workshop

New Jersey ELAS Workshop



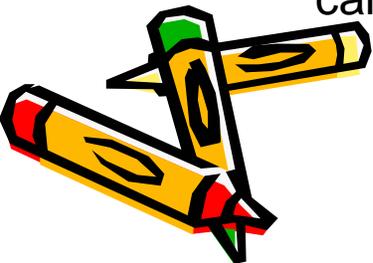
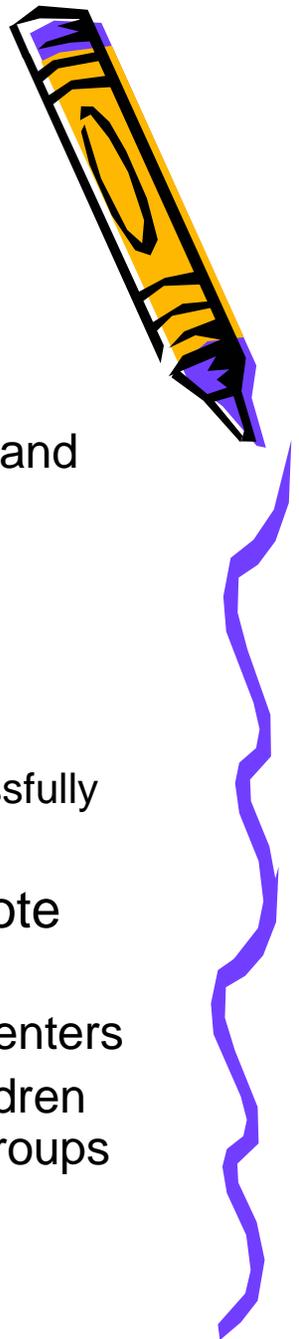
Arrival Activity

- Select a prop from the prop table and take it with you to your table.
- Use the prop as a metaphor to finish this sentence.
- To me, my role as teacher in the classroom is like your prop because your explanation.



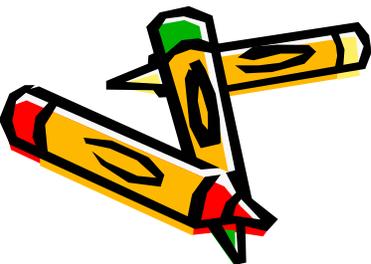
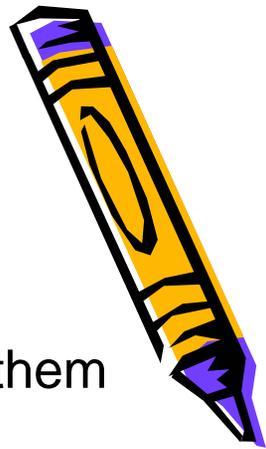
Literacy Learning in Kindergarten Centers

- Why are centers important for young children?
 - Center based learning responds to how young children think and learn.
 - Offer purposeful, hands-on, active learning
 - Engage children in thinking and problem solving
 - Allow for decision-making and choice
 - Are open-ended and responsive to different levels of learners
 - Allow children to work independently, collaboratively and successfully
- Use learning centers and literacy focused centers to promote literacy learning
 - Include a portion of each day for children to chose learning centers
 - Use focused literacy centers during literacy block so that children can work independently while the teacher works with small groups



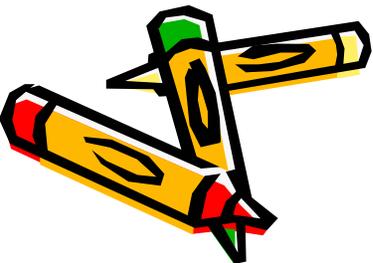
Tips for Successful Centers

- At the beginning of the year have fewer centers and keep them simple until children learn the routines.
- Establish predictable times on the schedule for centers so that children can anticipate when and for how long they can work.
- Teach children predictable routines for working in centers.
- Use morning circle time or meeting to teach routines.
- Think carefully about the materials you include in centers.
- Teach children proper care and use of materials.
- Teach children procedures for getting, cleaning up and storing materials.
- Label materials in storage bins with pictures and words so that they are easy for children to get from shelves and return.



Tips for Successful Centers

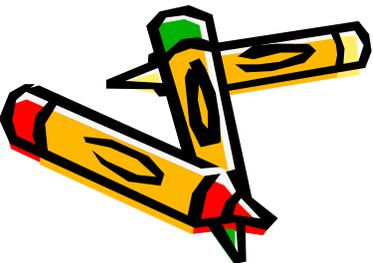
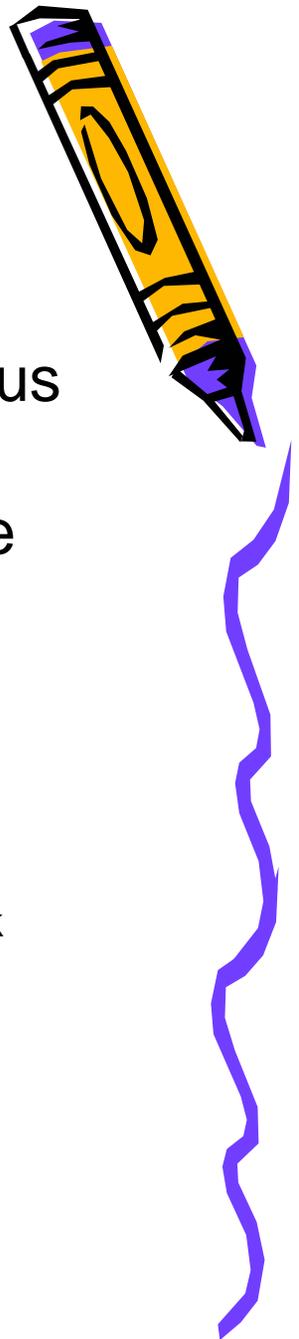
- Establish a clear system for making choices and moving through centers and teach it to children.
- Use planning board or choice chart for children to make choices of centers.
- Establish procedures for children and teachers to keep track of children's choices.
- Vary the materials in centers to keep children interested.
- Observe children at work; if a center is not working well, talk with children and encourage them to help determine changes.
- Ensure that there is room in each center for 3 – 5 children (depending on the center).
- Use a centers checklist or other record keeping method so that you can keep track of where children go.



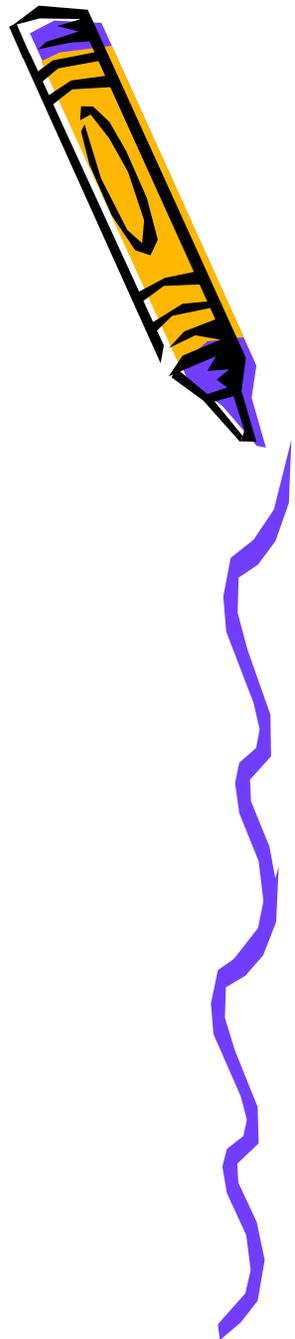
Extending Literacy Centers

Directions for Activity

- Collaborate with others at your table.
- Choose 1 center from the previous activity to focus on first.
- Identify 2 – 3 ways you could extend or adapt the activity.
- Keep in mind:
 - The standards addressed by the activity
 - Decisions and choices children can make
 - Different levels of learners
 - Demonstrating the activity to children so that they can work independently
- If you have time, reflect on a second center.



Enriching Learning Centers



WRITING CENTER

LISTENING CENTER

LIBRARY

ART CENTER

DRAMATIC PLAY

BLOCKS

SCIENCE AREA

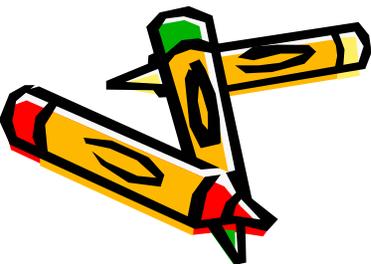
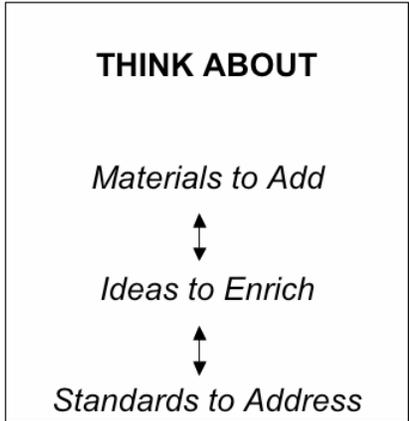
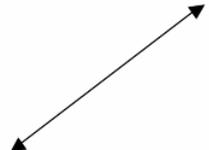
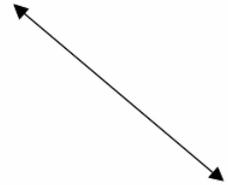
MATH AREA

MUSIC

COMPUTER

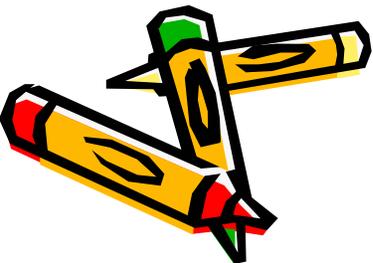
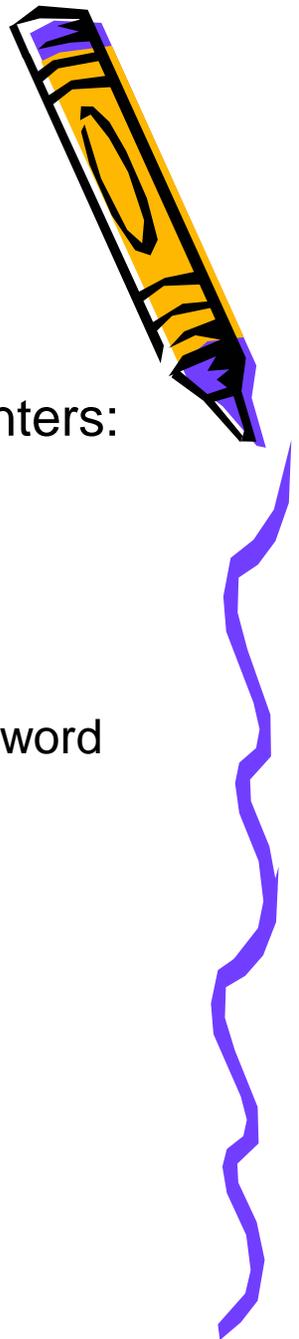
OUTDOOR PLAY

WORKBENCH



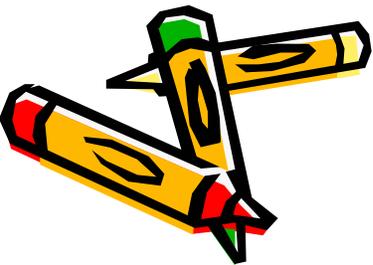
Extending Read Alouds to Centers

- Some ways read alouds can extend to literacy-focused centers:
 - Listening to the story on tape in the listening center
 - Using flannel pieces and a flannel board to retell the story
 - Drawing and writing about a favorite part of the story
 - Using puppets to dramatize part of the story
 - Using magnetic letters to recreate the interesting vocabulary word in story
 - Sequencing activities related to beginning, middle and end
 - Reread the book with a partner



Extending Read Alouds to Centers

- Read alouds can extend into learning centers:
 - Making a mural of the characters and setting of book in the art center
 - Making puppets in the art center
 - Creating the story setting in dramatic play and dramatizing parts of the story
 - Creating the story setting in the block area
 - Exploring a concept from a book in the math or science center
 - Making recipe from a book in the cooking center
 - Going outdoors for a walk to do or see something like what happened in the story
 - Making patterns in the math center based on the patterns in the book



Directions

- Choose a read aloud with your group.
- Read the story.
- Talk about ways to extend the book into centers.
- Come up with an idea to extend the book to a literacy center.
- Develop a way to extend the book into a learning center.
- Identify materials, ideas for extending, and standards addressed.
- Keep in mind the characteristics of effective centers.
- Record your ideas on a chart.

