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

Think About:
- Materials to Add
- Ideas to Enrich
- Standards to Address
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.