

# K-2 MODULE 4 DOWNLOADS

## Getting Started with Literacy Centres

Margaret Menner

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### What are Literacy Centres?

- Reading activities or games that students can work on in a small group or independently

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### Why use Literacy Centres?

- To allow students to work independently in groups while the teacher takes a small group
- To consolidate reading
- To ensure teacher 'have a life' beyond literacy centres

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## What are the Key Aspects of Literacy Centres?

Good Day	Bad Day
<ul style="list-style-type: none"> <li>Familiar literacy activities</li> </ul>	<ul style="list-style-type: none"> <li>New activities that haven't been taught</li> </ul>
<ul style="list-style-type: none"> <li>Opportunities for reinforcing, extending and applying skills</li> </ul>	<ul style="list-style-type: none"> <li>New skills that haven't been consolidated</li> </ul>
<ul style="list-style-type: none"> <li>Inclusive of all learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Too easy or too hard</li> </ul>
<ul style="list-style-type: none"> <li>Strategies so students can manage themselves</li> </ul>	<ul style="list-style-type: none"> <li>Students constantly interrupting the teacher</li> </ul>
<ul style="list-style-type: none"> <li>Students trained to be highly social and collaborative</li> </ul>	<ul style="list-style-type: none"> <li>Loud yelling and arguing</li> </ul>

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## What are the Key Aspects of Literacy Centres?

Good Day	Bad Day
<ul style="list-style-type: none"> <li>Balanced in literacy areas</li> </ul>	<ul style="list-style-type: none"> <li>Similar activities in each centre</li> </ul>
<ul style="list-style-type: none"> <li>Meaningful – Students see purpose in what they are doing</li> </ul>	<ul style="list-style-type: none"> <li>Students don't engage because they don't see the point of the activity</li> </ul>
<ul style="list-style-type: none"> <li>Lot's of reading...</li> </ul>	<ul style="list-style-type: none"> <li>Lot's of writing...</li> </ul>
<ul style="list-style-type: none"> <li>Fun!</li> </ul>	<ul style="list-style-type: none"> <li>Boring worksheets</li> </ul>

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### Things to do:

- What is the major purpose of literacy centres?
  - .....
  - List 3 things that you think are important in setting up literacy centres
1. ....
  2. ....
  3. ....

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# Literacy Centres K-2

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## Getting Started with Beginner Readers...

- Younger students need reading activities and games at their ability if they are to work independently

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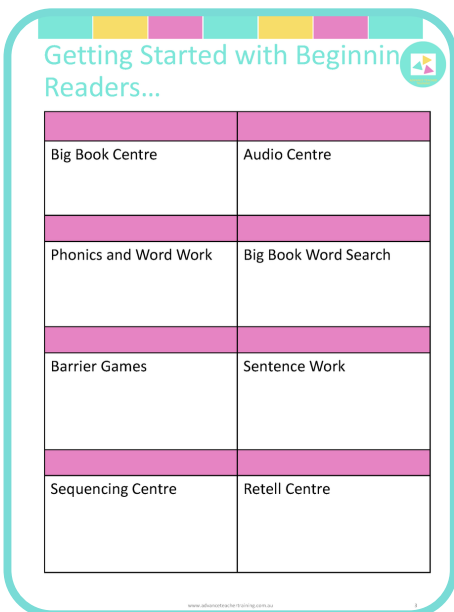
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## Getting Started with Beginning Readers...

Big Book Centre	Audio Centre
Phonics and Word Work	Big Book Word Search
Barrier Games	Sentence Work
Sequencing Centre	Retell Centre

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## Getting Started with Beginning Readers...

Buddy Reading	Computer Centre
iPad Centre	Picture Book Centre
Book Series [i.e. Dr Zeuss, Grug, alphabet books]	Non-fiction Book Collection
Play Centre: Oral Language [i.e. Home corner, school corner...]	Book Making Centre

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## Step by Step Guide to Literacy Centres

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### Fishbowl Modelling

*Just because you've told children how to do something doesn't mean they've got it...*

- Sit students in a circle on the floor
- The teacher demonstrates with one child while the others watch
- The teacher demonstrates with another child while the others watch
- The child now shows the teacher
- Another child shows the teacher

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We lifted Rosie up.  
 She looked at the lion.  
 It walked up and down,  
 up and down,  
 looking at us.

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### Whole Class Modelling

*Just because you've shown children how to do something doesn't mean they've got it...*

- If possible try this with the whole class. This could be done with:
  - Whole class bingo
  - Whole class barrier games
  - Whole class sequencing

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### Partner Work

*Just because children have tried something doesn't mean they've got it...*

- Have the whole class work on the same activity  
 i.e. Barrier games  
 [try to have more able partnered with less able]  
 [there can be a variety of Barrier games]
- The teacher would wander around, supervise, observe and note who needs extra support with this activity
- The teacher might then take a small group the next day and teach them more about the activity while the rest of the class work with a partner

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## Small Group Work



*Just because children have tried something doesn't mean they've got it...but by golly they'll get it soon...*

- Small groups of around 6 or less students
  - Mixed ability groups
  - Whole class doing activity i.e. Barrier Games  
but within small groups with a partner
- [It's always partner work, even within a small group, if possible]

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## Literacy Centres



*Just because children have tried something, many times, doesn't mean they've got it...but by golly they'll get it soon...*

- Small groups of around 6 or less students
- Mixed ability groups
- A variety of activities
- Teacher wandering, observing, supervising and assessing

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## Literacy Centres: What, Why & How



- Small group literacy activities
- To free the teacher to take a guided reading group [or small literacy group]
- Small steps – training, training & training

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**Things to do:**

- Think about and plan the introduction of a new activity
- Introduce the new activity to your class through the fishbowl method

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# Managing Behaviour in Literacy Centres

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## Literacy Centres

- Consolidation, not new learning
- Inclusive of all learning
- Students self manage
- Social skills
- Meaningful activities
- Variety of activities

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## Gradual Release of Responsibility: Vygotsky



Training, Training and more Training...  
*Scaffolding*

I  
do.....  
.....you watch.

I  
do.....  
.....you help.

You  
do.....I  
help.

You  
do.....I

www.kheducation.com

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## Behaviour Management: Expectations

Clear and consistent expectations of behaviour:

- quiet movement to centres
- begin quickly
- leader collects equipment
- leader returns equipment
- on task behaviour
- acceptable voice levels
- steps if unsure what to do
- taking turns
- listening to each other
- acceptable setting and packing up

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## Behaviour Management: Consequences

What are the consequences for unacceptable behaviour?

*[There is no one way of managing behaviour but you need to have a strategy for your class]*

- One warning and time out
- Time out for three minutes
- Read quietly at your desk
- Withdrawal from literacy centres for one

week

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## Consequences

And you need to be consistent in your response to poor behaviour...



Think of the Mars Bar...

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### Prompts for not interrupting...



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### Prompts for not interrupting...



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## Prompts for not interrupting...



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## Realistic Timelines...

- It takes time...
  - for students...
- and
- for teachers



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## Task Management Board. Beginner Readers



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## Task Management Board

- Names are written separately
- Position centrally so all can see
- Use icons
- Use a manager/leader tag

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## Grouping for Literacy Centres

Learning centre groups are often formed on non-ability

- The groups are mixed abilities with student with various behaviour management needs combined
- The groups can be ability occasionally dependent on a particular learning need
- The students for guided reading just miss the learning centre when it is their turn for guided reading

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## Review Time

- Group leader reports to whole class
- Students in groups share new learnings or what they have discovered

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## Assessment

- Self correctable
- Informal or formal assessment during review time
- Assess the guided reading group

Do we assess every child during independent reading...?

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## Summary:

- Training
- Gradual release of responsibility
- Expectations and consequences
- Consistency
- Visual prompts
- Realistic timelines
- Task Management Board
- Grouping
- Review time
- Assessment

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## Things to do:

- Plan consequences for poor behaviour
- Plan what behaviour expectations you have for your groups
- Plan if you will use a visual reminder so students don't interrupt your guided reading
- Plan your timeline
- Make a Task Management Board

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# Barrier Games

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**What are Barrier Games?** 

- Barrier games are simple procedures based on giving and receiving instructions

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**What are Barrier Games?** 

**Barrier Games can be:**

Simple sequences or pattern making:

- Students describe the successive items in an array or sequence such as bead threading, patterning or a clothes-line



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## What are Barrier Games?



### Barrier Games can be:

#### Matching pairs:

- Students take turns describing objects or pictures until all pictures are matched i.e. 'guess who'



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### Barrier Games can be:

#### Assembly:

- Students assemble pictures or objects from a choice of parts and the partner copies from verbal instructions i.e. 'tangrams'



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### Barrier Games can be:

#### Construction:

- Students describe steps in building a construction and the partner copies i.e. blocks, Lego techniques



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**Barrier Games can be:**

Location:

Students choose and place items in relation to each other on a picture board



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**Barrier Games can be:**

Grids:

Students describe the position of a marker using grid co-ordinates



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**Barrier Games can be:**

Route finding:

Students describe how to get from one point on a map to another location. The partner follows instructions and draws the route on the corresponding map



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## Why Use Barrier Games?



- Assist children in giving explicit instructions
- Assist children in learning to monitor information and follow instructions
- Assists children in asking questions to clarify information
- Assist children to develop a descriptive vocabulary

[www.abdoon.com/learning-centre](http://www.abdoon.com/learning-centre)

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## How Do We Use Barrier Games?



- During literacy centres
- Small groups of no more than 6
- Partner work
- Introduce Barrier Games following the steps mentioned in the earlier video
- If there are uneven numbers in a group one child becomes the observer
- Useful for all primary students
- Also useful for husbands who need help finding stuff!

[www.abdoon.com/learning-centre](http://www.abdoon.com/learning-centre)

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## What, Why & How of Barrier Games

### What:

- procedures based on giving and receiving instructions

### Why:

- assists children [and husbands] to follow and give instructions
- assists with descriptive language and clarifying questions

### How

- as a literacy centre

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**Things to do:**

- Plan a Barrier Game that would work for your class
- Use the Fishbowl Model to introduce Barrier Games to your class

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# Comprehension Literacy Centres

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## Purposeful Literacy Centres



- Ensure your literacy centres are purposeful
- Ensure your students know the purpose of the literacy centre
- Ensure there is lots of reading

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## What's the Purpose?



- Survival



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## The Purpose of Comprehension Activities



Readers learn to activate prior knowledge and information to make meaning from the text

- Key Word Competition

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## The Purpose of Comprehension Activities



○Making connections assists readers to concentrate more attentively on the text

- Questioning assists in keeping readers engaged and clarifies understanding

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## Questioning



### The Question Game

'Learning Centres To Support Guided Reading'  
Margaret & Roy Menner

- You and your partner choose the same text to read
- Decide how much you can read in the time
- As you are reading try to think of two tricky questions your partner might not know the answer to
- Write each question on a sticky note and stick it on the page where the question occurred
- When you have both finished play the question game
- You get a point for each correct answer
- If you ask a question that you can't answer yourself your partner will get two points
- The person with the most points is the winner of the game

[www.uk-reading.com/reading.htm](http://www.uk-reading.com/reading.htm)

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## The Purpose of Comprehension Activities



- Summarizing assists readers in locating key ideas that are central to the meaning of the text
- Vocabulary activities help readers extract meaning as they read when they come to unfamiliar words
- Fluency activities help readers with comprehension and speed

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## The Purpose of Comprehension Activities



- Visualising assists readers to notice the pictures that form in their head as they are reading

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## Visualising



Picture This

'More Learning Centres to Support Guided Reading'  
Margaret & Roy Menner

- Work with a partner
- Read a fiction text without illustrations
- You may read it independently or together
- You may choose to play the game for each chapter
- As you read try to visualise what you are reading and think about how you could draw that
- Now one player quickly draws and the other person tries to quickly guess – this can be timed
- The guess must be the exact part of the text the partner is drawing about
- Points can be scored for correct guesses
- Try this 2 or 3 times and then read some more
- Rinse and repeat

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## Online Read Aloud Sites



- Storybox – Australian site – Paid subscription
- Storyline Online – USA site, read by actors, free
- Just Books Read Aloud – USA site, over 700 books, free
- Pink Penguin – USA site, good quality books, read by a child actor, selling other stuff
- Storytime Station – USA site

*\*some of these sites have adverts*

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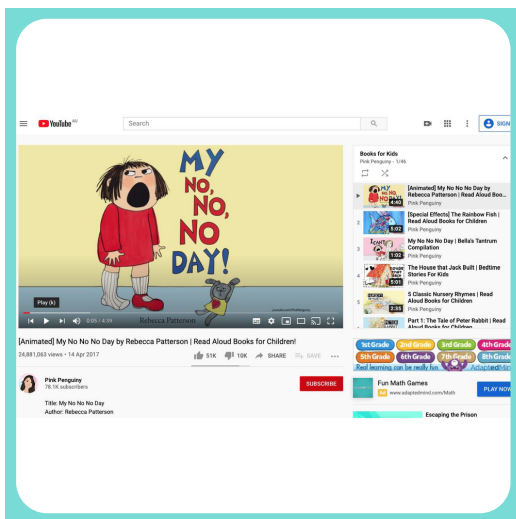
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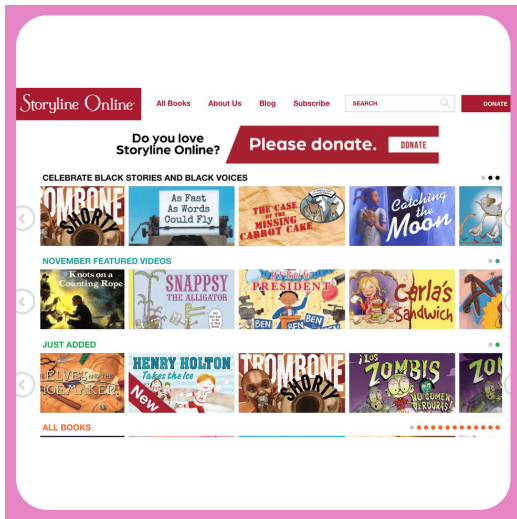
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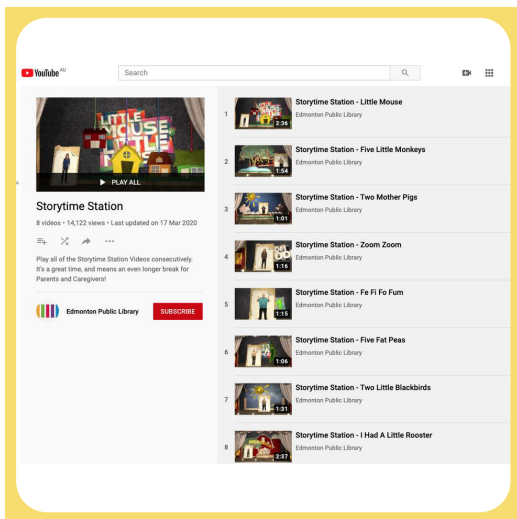
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What next? 

- Try playing the visualising game with any year level  

[just don't show the illustrations]
- Think about the purpose of your literacy centres
- Think about areas your students need more support with
- Can you develop a literacy centres to 'fill that gap'

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**Exit**  
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**In The Foundation Module I...**  
*Check me off once completed!* 

- Learnt about the Task Management Board and made one for my class
- Developed literacy centre groups based on non-ability
- Clarified my ideas on assessment during literacy centres
- Planned consequences for students who misbehave in literacy centres
- Started looking at my existing centres and grouped them into categories
- Explored some of the suggested literacy centres such as Barrier Games, and comprehension centres

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