

MODULE 4: THE FOUNDATIONS OF LITERACY CENTRES 3-6

Getting Started with Literacy Centres

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

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What are the Key Aspects of Literacy Centres?

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

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Next Steps

Reflect on any literacy centres you have tried. Did you have 'Good Days' and 'Bad Days'?

- What worked? Why?
- What didn't work? Why?



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Ideas for Literacy Centres

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Getting Started with Fluent Readers...

- Older students may be capable of reading independently while the teacher takes a small group for guided reading
- The independent reading time needs to be built up and students need to be able to sustain quiet reading for 30 minutes

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However...Book Collections Work Too...

Joke Books Collection	Easy Novels Collection [i.e. Aussie Bites, Solo, Billie B Brown...]
Picture Books Collection	Magic Books Collection
History and Social Sciences Collection [H.A.S.S.]	Graphic Novels Collection
Fact Books [i.e. Guinness Book of Records, Ripley's Believe it	Seek and Find Collection [i.e. Where's Wally, I Spy...]

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And there's more...

Audio Centre	Computer Centre [I wonder...?]
iPad Centre	Barrier Games
Readers Theatre	Options Box
Editing Centre	Note Taking Centre
Word Work Centre	Questioning Centre
Summarising Centre	Visualising Centre
Making Connections	Topic Talks

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Next Steps

- Go to the library with your class
- Take 4 or 5 baskets or boxes to put the books in
- Invite each student to borrow one or two books in each of the categories discussed

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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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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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Next Steps

- What new literacy centre could you introduce to your class?
- Plan out the steps you would need to follow
- List the resources you need



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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
watch.

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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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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
Fluent Readers

Literacy

Buddy Reading

Julian Edward Sofia Brett Stephanie

Audio Centre

Tom Alvin Muhammad Alice Martha Abigail Ollie

Joke Books

Trevor Alf Alix Wolfgang Federico

Groups

Readers Theatre

Bernadette Barry Colie Nicole Sally

Picture Books

Ralph Christy Barbara Noel Kaleb

Guided Reading

Abel Mary-Jo Jesus Matilda

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Task Management Board

- A visual reminder of activities and grouping for literacy centres
- These may be done using the data projector or hard copy
- TMB is important for all year levels

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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:

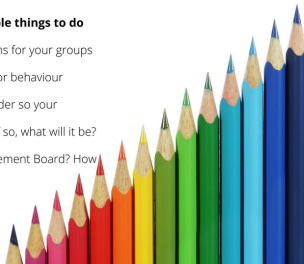


- Training
- Gradual release of responsibility
- Expectations and consequences
- Consistency
- Visual prompts
- Realistic timelines
- Task Management Board
- Grouping
- Review time
- Assessment

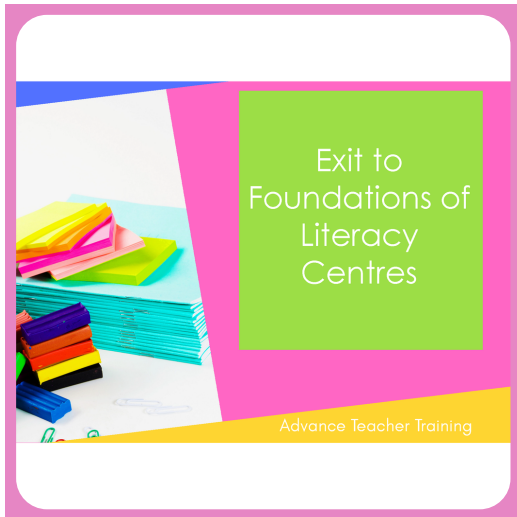
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Next Steps - Some possible things to do

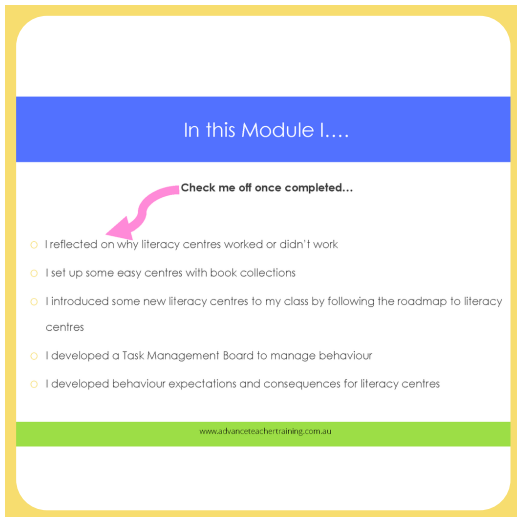
- Plan behaviour expectations for your groups
- Plan consequences for poor behaviour
- Will you use a visual reminder so your students don't interrupt? If so, what will it be?
- Will you use a Task Management Board? How will it work?



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