





# Literacy Centres in the Classroom

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*Literacy Centres in the Classroom promote independence, choice, and fosters a love of literacy. They should be introduced at a rate of one every 2-3 weeks to ensure each is being enjoyed appropriately prior to introducing a new centre. This also gives the class team time to prepare materials and adjust any centres previously introduced. The below activities are examples and can be changed and modified as needed.*

Activity	Why?	Materials	How to
	<p>To develop phonological awareness</p> <p>To develop speaking and listening skills</p> <p>To engage with short-term and working memory activities</p>	<p><i>Nursery rhyme books, other rhyming books (e.g. Dr. Seuss), laminated nursery rhymes with engaging images, laminated rhyming words (matching pairs), laminated copies of rhyming sentences where students can read/quiz each other</i></p>	<ul style="list-style-type: none"> <li>- Set up an engaging, interactive, welcoming <i>Rhyme Time</i> Centre in an area of the classroom.</li> <li>- Laminate rhyming word cards and put them in a bag. Student draws one word, reads it, then they draw another one. If it rhymes they keep the pair and get a point. OR play matching pairs.</li> <li>- Have a "Book of the Week" and</li> <li>- Print and laminate images from rhyming stories (or the Book of the Week). Children sequence them and re-tell the story.</li> </ul>
<p><b>Handwriting Heaven</b></p> 	<p>To develop independent handwriting skills</p> <p>To use various writing utensils</p> <p>To improve handwriting skills and letter formation</p>	<p><i>Various colours and sizes of pencils, pens, felt tips; various types of paper, marker boards, chalk boards, coloured paper, handwriting paper, photocopies of letter formation paper/fine motor skills tracing paper, Handwriting Without Tears practice books, folder for student work</i></p>	<ul style="list-style-type: none"> <li>- Photocopy various handwriting development books/printouts/sheets</li> <li>- Set up chalk-boards, marker-boards, materials to write on, including sensory-like materials (magnetic boards, sandpaper)</li> <li>- Students have a folder to choose handwriting target letters/shapes/patterns</li> </ul>

## Creative Writing Station



Develops independence and student engagement in writing for pleasure

Encourages use of imagination and pretend in writing

*Variety of paper types with and without lines, coloured pens/pencils, fuzzy pens, crayons, card stock for cards and postcards, pictures for postcards, envelopes to post letters, boxes for different types of paper*

- Students can write a story on different headed/bordered paper that matches the border, or write anything they want to on the different types of paper
- Postcards- students choose images of places and stick them on the back of cardstock. They cut out the photo so it looks like a postcard and write on the back of it to a friend. They pretend they were in a location and write a friend/family member.
- Greeting cards- students choose a card to make for someone

## Speedy Sight Words



Develop and improve sight word reading skills

Improve speed of reading key words

Develop automaticity skills and fluency

*First 100 Sight Words display in class- with each phase in a different colour (Phases 2-5)*

*Metronome*

*A 'wand' to point to words with metronome beat*

*Timer*

*Something for students to record their time*

- On a 'Sight Word Wall' (First 100 Words, or Next 200), have students read along with a clicking metronome.
- Choose a speed on the metronome to read the words (e.g. 50 bpm- beats per minute).
- Students pair up and read sight words on the walls, challenging each other to read as many of the red words, blue words, and black words as they can error free.
- Students can use a metronome or clap on a beat to determine their own pace. Students record or remember their own score each trial
- Race-Yourself-Reading- students time how long it takes them to read their target phase. They record their time. See if they can beat their time.





## Invent-a-Story



- Develop confidence and imagination
- Develop speaking and listening skills

*Timer, magazine images, pictures, photos, newspaper cut-outs, bucket or bag to put images in*

- Students close eyes and pull out a picture from the bucket
- Start the timer for 5-minutes
- Students work individually or in pairs to think up a story to tell about the image they have selected
- Take turns and tell the story to their peers
- Audience asks questions about the storyteller's story (characters, ideas, plot, etc)
- CHALLENGE: tell a story using 2 or 3 very different images, linking them together to form a story

<p><b>Word Work</b></p> 	<p>Supports spelling, writing, and exploring the use of various materials for writing</p>	<p><i>paper, sponges, q-tips, various types of pencils/pens, whiteboards, blackboards, chalk, glue</i></p>	<ul style="list-style-type: none"> <li>- Students make words by writing with different pencils, magic markers, sponges, etc...</li> <li>- They can also trace and/or write words on a dry erase board having to do with their weekly Rigby Star book.</li> <li>- Students can write their name and other words with glue and then stick objects to the glue to decorate their name.</li> </ul>
<p><b>Silly Sentences</b></p> 	<p>To develop vocabulary skills and grammar</p>	<p><i>Bag or bucket (for silly words), laminated silly words, paper, pencils/pens, thesaurus, dictionary</i></p>	<ul style="list-style-type: none"> <li>- Students put together silly or regular sentences using cut outs of words.</li> </ul>
<p><b>Hollywood Reading</b></p> 	<p>To develop reading fluency and comprehension</p> <p>To read with more expression</p>	<p><i>Book at student's independent/instructional level, a recording device with playback ability</i></p>	<ul style="list-style-type: none"> <li>- Students make audio recording of their partners reading 1-3 sentences (depending on reading ability)</li> <li>- Pause the recording</li> <li>- One student model how to read with even more expression</li> <li>- Student copies their classmate using a great deal of expression</li> <li>- Play both recordings out loud and back to back. Ask students which reading sounded more "exciting" to listen to</li> </ul>
<p><b>Listening Station</b></p> 	<p>To listen to stories</p> <p>To develop speaking skills</p> <p>To develop comprehension</p>	<p><i>Audio books, internet stories, headphones, comprehension questions</i></p> <p><i>Many audio stories with text are available at <a href="http://www.storynory.com">www.storynory.com</a></i></p>	<ul style="list-style-type: none"> <li>- Student listens to a story</li> <li>- Answers comprehension questions when finished</li> </ul>

## Big Books & Joint Reading



To develop fluency skills through choral reading

*Big books, audio player (MP3, CD, etc)*

- To read aloud with another peer or adult, or with an audio story
- Sit with a buddy and read a big book together, looking and discussing pictures in the story, what the characters might be thinking. Make up a story using the pictures in the book.

## Literacy Games



To develop phonics, vocabulary, and grammar

*Various literacy board games, phonics cards, images,*

- Practice literacy skills in 'fun' group games, memory games focus on practicing short term and working memory skill

## Read Around the Room



To develop vocabulary and creative thinking skills

To practice speaking and listening

*Reading wand, words around the classroom, something to write and record with (paper, pen, pencil, marker board)*

- Use the class reading wand and read words around the classroom with a buddy or individually.
- Form sentences with words from different walls