

BACK TO SCHOOL PROFESSIONAL DEVELOPMENT

# *literacy centers*



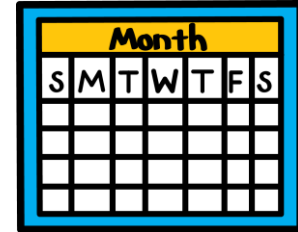
*with Tara West of Little Minds at Work*





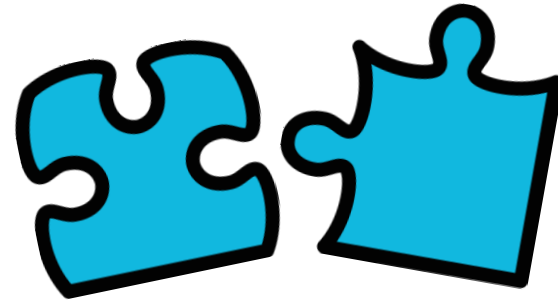
1.

THE FIRST "MONTH"



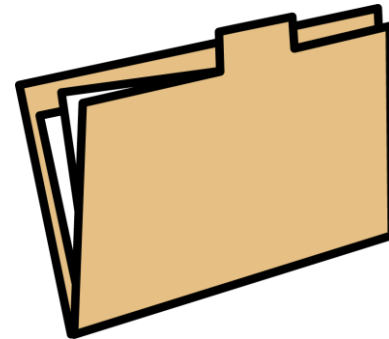
2.

ACTIVITIES



3.

ORGANIZATION





# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## Let's Think!



PRE SESSION THOUGHTS: What does your current literacy center block look like? Are there areas you're wanting to improve?

## Stop & Write!



What is your mission for the literacy center block? What about your students?

## Stop & Write!



S:  
N:  
A:  
P:  
S:

## Stop & Think!



What are your thoughts about the first week of literacy centers?

## Stop & Think!



What are your thoughts about the second week of literacy centers?

## Stop & Think!



What are your thoughts about the third week of literacy centers?

## Stop & Think!



What are your thoughts about the fourth week of literacy centers?

## Stop & List!



Classroom management ideas:

## Stop & Plan!

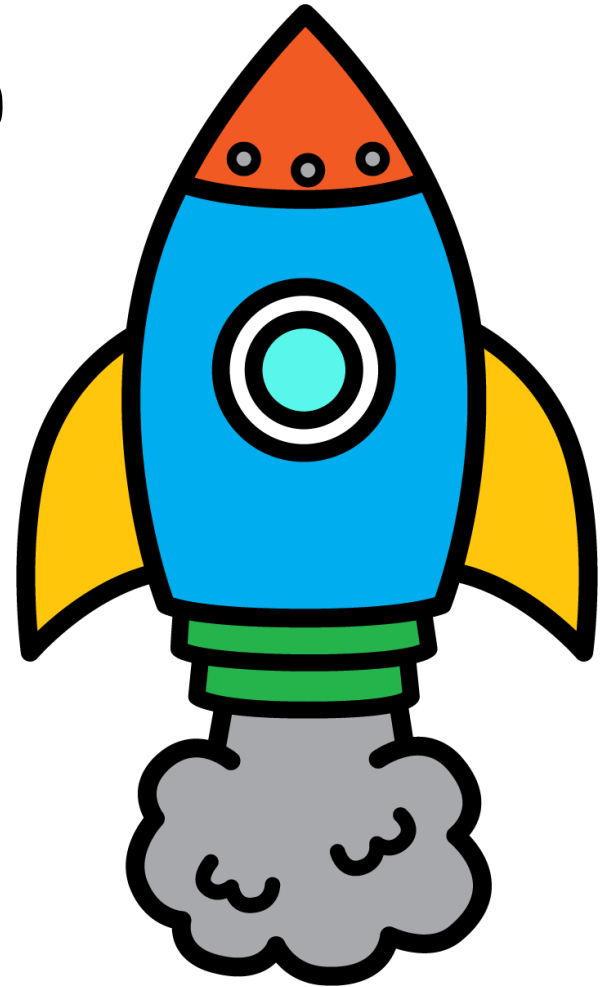


What is a plan you can set for this year's literacy center block? Do you have additional questions still?





- ☐ DEFINING THE PURPOSE AKA MISSION OF LITERACY CENTERS FOR YOU THE TEACHER AND THE STUDENTS!
- ☐ THINK THE END-- THEN WORK BACKWARDS! (GUIDED READING, EVEN IF YOU ARE A MONTH OR TWO OUT. THIS IS THE MISSION!)
- ☐ REPEATING THAT MISSION AND OR GOAL BACK TO THE STUDENTS REPEATEDLY! (WE MUST GIVE THEM A 'JOB' OR 'MISSION' FOR THIS TIME OF THE DAY.





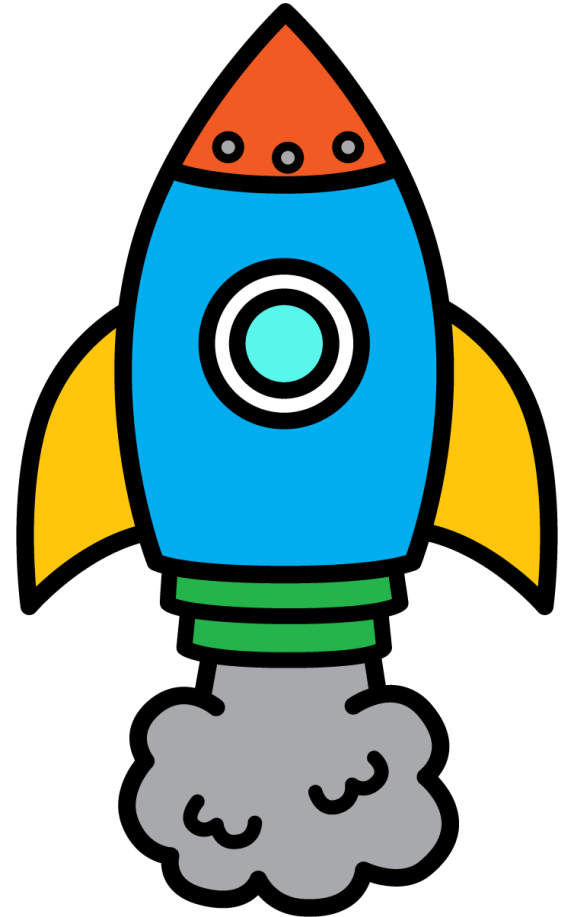


☐ ARE YOU READY FOR BLAST OFF? WHAT DOES IT MEAN TO BE INDEPENDENT? (ROLE PLAY)

☐ WHY DO STUDENTS STRUGGLE WITH INDEPENDENT TIMES OF THE DAY?

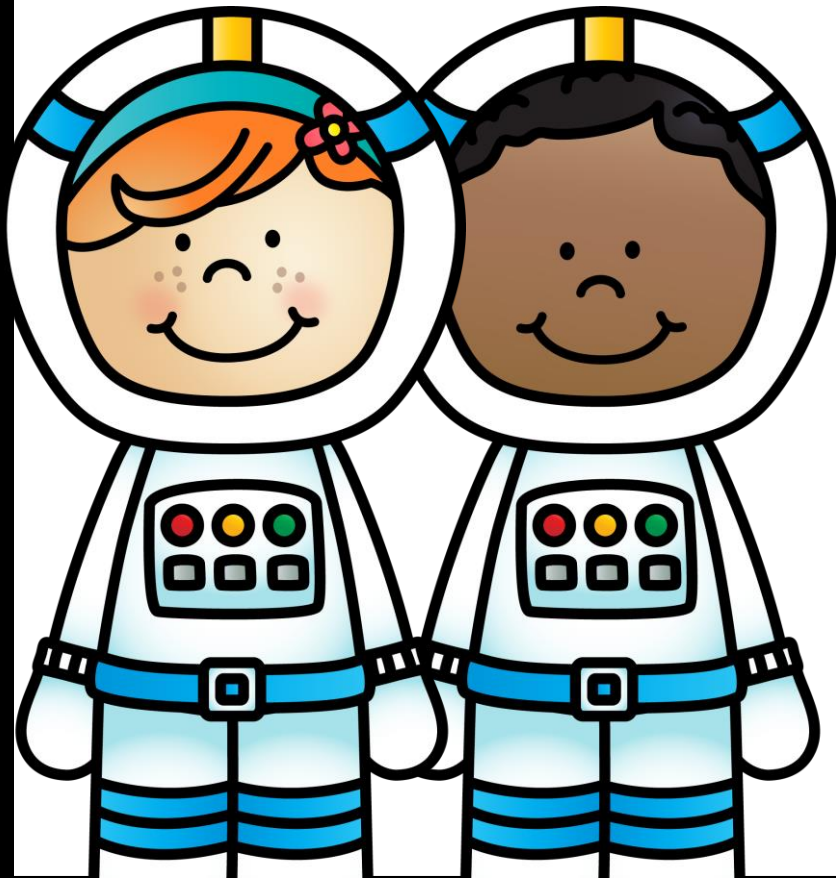
- SOME STUDENTS ARE AFRAID TO TRY IT ON THEIR OWN.
- SOME STUDENTS ARE "TRAINED" DEPENDENTS.
- SOME STUDENTS ARE OBSTINATE AND "JUST DON'T WANT TO".

☐ WHAT CAN WE DO? HELP, MODEL, AND RETRAIN THIS IDEA OR MISSION TO INDEPENDENCE





# Mission to independence

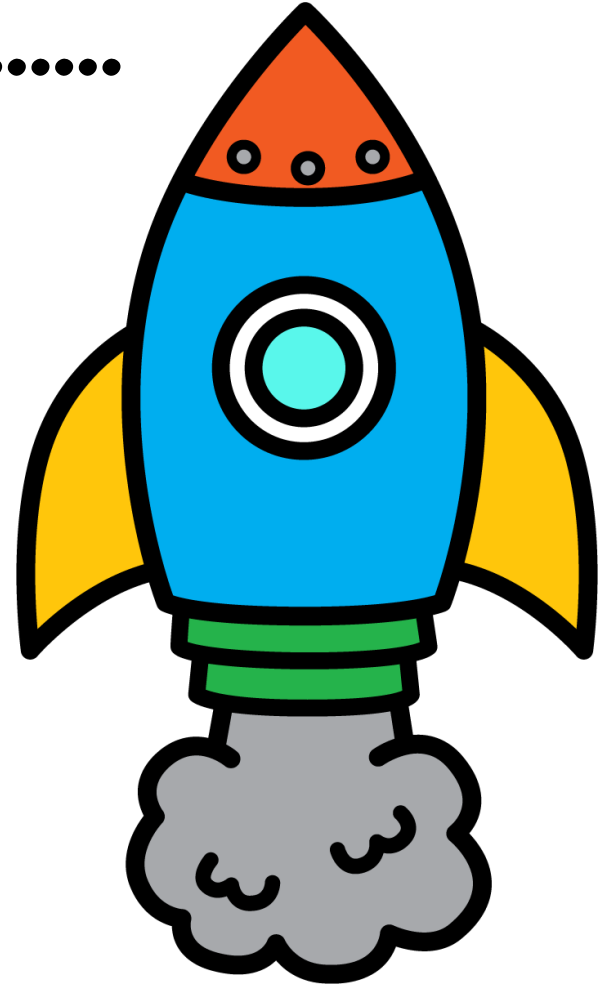






## **YEAH, YEAH. BLAH, BLAH.....**

- ☐ I JUST CAN'T "TRUST" THEM TO DO THEIR JOBS AT CENTERS
- ☐ THEY'LL STILL NEED ME FOR X, Y, AND Z
- ☐ I DON'T HAVE AIDES OR HELP
- ☐ THERE WILL BE BEHAVIORS THAT INTERFERE WITH THEIR INDEPENDENCE





# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



HOW IS THE SETUP OF YOUR LITERACY CENTERS  
"SAFE" WHEN IT COMES TO THE "YES" VS. "NO"



WHAT MAKES A HAPPY TEACHER DURING CENTERS?  
WHAT MAKES HAPPY STUDENTS DURING CENTER?

WE ARE KIND TO ONE ANOTHER, WE LISTEN TO ONE ANOTHER, WE SHARE, AND WE CONSIDER OTHERS' OPINIONS/THOUGHTS



ARE WE ASKING STUDENTS TO THINK OF THEIR  
PERSONAL AFFIRMATION DURING CENTERS?

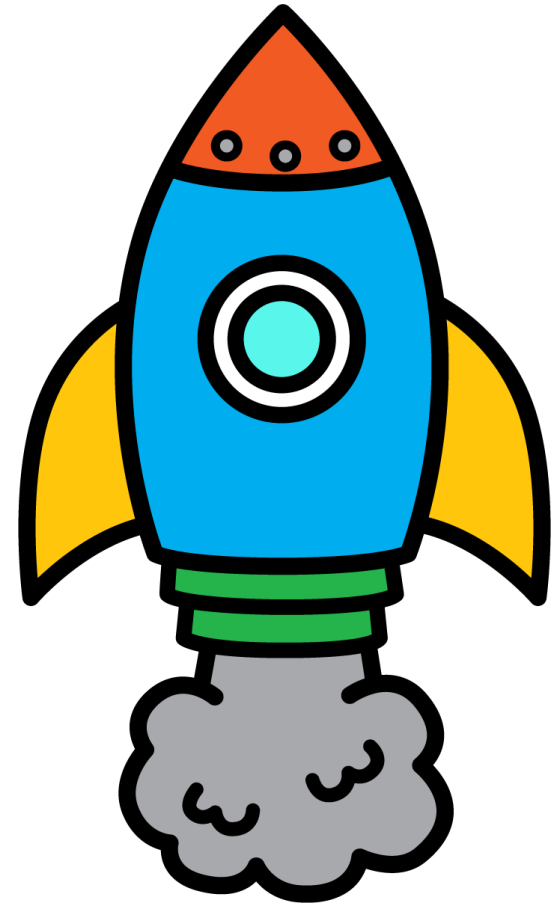
FOR THOSE THAT NEED REDIRECTS WE CAN RESTATE THESE AFFIRMATIONS INSTEAD OF THE TYPICAL "DON'TS" OR "TRY IT AGAIN"



POSITIVE SHOUT-OUTS  
GENERAL POSITIVE VIBES ONLY FROM YOU



TEACH STUDENTS TO BE AWARE OF  
THEMSELVES & OTHERS ACTUALLY



1. THE FIRST "MONTH"



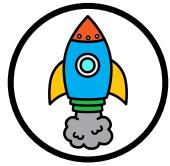
FREE FILE



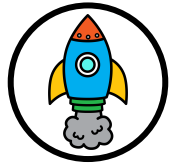
I always try my  
**BEST**



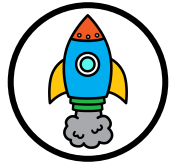
# Mission: Class Pact



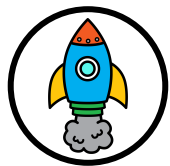
**We are kind to one another.**



**We listen to one another.**



**We share with one another.**



**We consider the thoughts  
and opinions of one another.**





I always try my

**BEST**



I am getting  
**BETTER**  
every day of the week



**I always take my**

**TIME**



**I am an amazing**

**FRIEND**



**I am**  
**CAPABLE**  
**of doing BIG things**



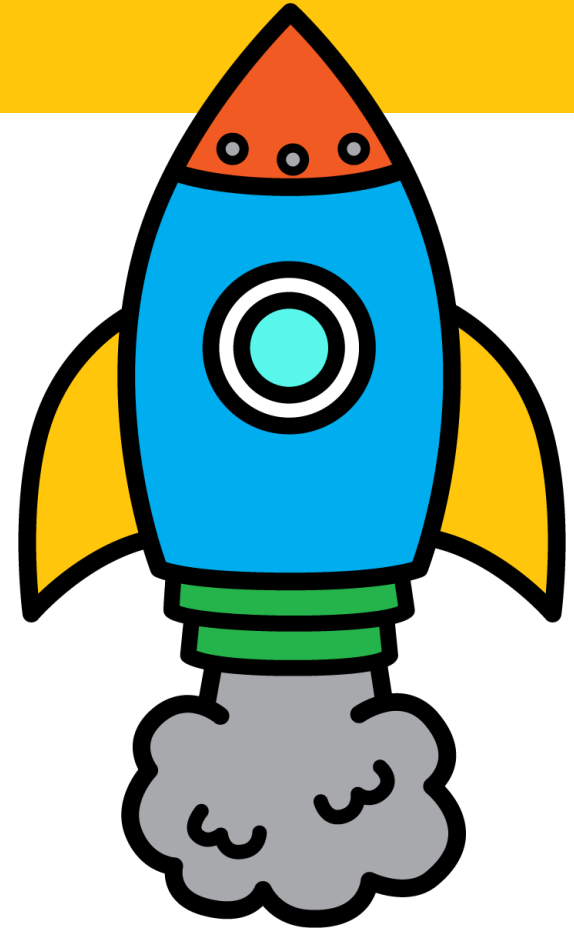
**QUALITY**

**is the only way**





## DISCLOSURE







## DISCLOSURE (CONTD)

- ☐ INDEPENDENT READING (AND OR CLASSROOM LIBRARY)
- ☐ CHOSEN CENTERS ARE UP TO YOU
- ☐ INDEPENDENT VS GROUP WORK IS ALSO UP TO YOU

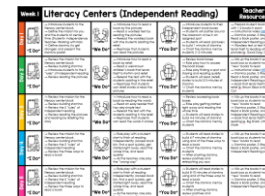
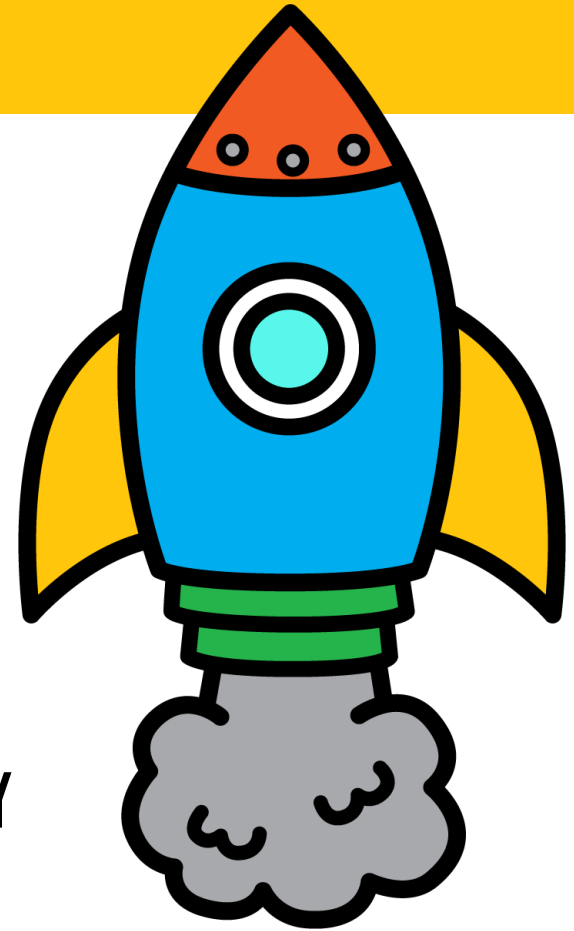





















## FIRST WEEK

- ☐ DEFINE "STAMINA"
- ☐ TEACH THE THREE WAYS TO READ A BOOK
- ☐ PRACTICE INDEPENDENT READING
- ☐ DEFINE THE STUDENTS' MISSION DURING INDEPENDENT READING
- ☐ DEFINE THE TEACHER'S MISSION DURING INDEPENDENT READING
- ☐ "FILLING" THE REMAINDER OF YOUR LITERACY CENTER BLOCK





Week 1		Literacy Centers (Independent Reading)				Teacher Resources	
Day 1	 <b>"I Do"</b>	<ul style="list-style-type: none"><li>→ Introduce students to the literacy center block</li><li>→ Define the mission for you and the students at center time (Students- independence Teacher- Working with kids)</li><li>→ Define stamina (to get stronger) and present the stamina poster</li></ul>	 <b>"We Do"</b>	<ul style="list-style-type: none"><li>→ Introduce how to read a book by the pictures</li><li>→ Read a wordless text by reading the pictures</li><li>→ Reread the wordless book with the students assisting the retell</li><li>→ Rephrase that students can read the pictures</li></ul>	 <b>"You Do"</b>	<ul style="list-style-type: none"><li>→ Introduce students to their independent book boxes</li><li>→ Students will scatter around the classroom or be in an assigned spot</li><li>→ Students will read (pictures) to build 1 minute of stamina</li><li>→ Chart the stamina met by students (1-2 minutes)</li></ul>	<ul style="list-style-type: none"><li>→ Preload student book boxes with 1-2 books in each</li><li>→ Instructional video <a href="#">HERE</a></li><li>→ Stamina poster, 3 Ways to Read a Book poster, and Independent Reading poster</li><li>→ Wordless text or text that lends itself to reading with pictures ie. Good Dog, Carl</li></ul>
Day 2	 <b>"I Do"</b>	<ul style="list-style-type: none"><li>→ Review the mission for the literacy center block</li><li>→ Review building stamina</li><li>→ Introduce students to the 5 "rules" of independent reading (Read the whole time, read quietly, stay in one spot, read the whole time)</li><li>→ Review reading the pictures</li></ul>	 <b>"We Do"</b>	<ul style="list-style-type: none"><li>→ Introduce how to read a book by retell</li><li>→ Read a well-known children's book that lends itself to rhythm and retell</li><li>→ Reread the text with the students assisting in the retell</li><li>→ Rephrase that students can retell stories or read the pictures</li></ul>	 <b>"You Do"</b>	<ul style="list-style-type: none"><li>→ Review book boxes</li><li>→ Role play how to access the book boxes</li><li>→ Role play finding a spot and staying and reading quietly</li><li>→ Students will read (retell) stories to build 2-3 minutes of stamina</li><li>→ Chart the stamina met by students</li></ul>	<ul style="list-style-type: none"><li>→ Mix up the books in each book box so students have "new" books to read</li><li>→ Instructional video <a href="#">HERE</a></li><li>→ Stamina poster, 3 Ways to Read a Book poster, and Independent Reading poster</li><li>→ Book that lends itself to easy retell ie. Brown Bear or Blue Cat</li></ul>
Day 3	 <b>"I Do"</b>	<ul style="list-style-type: none"><li>→ Review the mission for the literacy center block</li><li>→ Review building stamina</li><li>→ Review the 5 "rules" of independent reading</li><li>→ Review reading the pictures and reading by retelling the story</li></ul>	 <b>"We Do"</b>	<ul style="list-style-type: none"><li>→ Introduce how to read a book by reading the words</li><li>→ Read an easy reader that has very simple text</li><li>→ Reread the text with the students assisting in the retell</li><li>→ Rephrase that students can read the words in stories</li></ul>	 <b>"You Do"</b>	<ul style="list-style-type: none"><li>→ Review accessing book boxes</li><li>→ Role play getting started right away and reading the whole time</li><li>→ Students will read stories to build 4-5 minutes of stamina</li><li>→ Chart the stamina met by students</li></ul>	<ul style="list-style-type: none"><li>→ Mix up the books in each book box so students have "new" books to read</li><li>→ Stamina poster, 3 Ways to Read a Book poster, and Independent Reading poster</li><li>→ Book that lends itself to easy reading ie. Big Shark, Little Shark</li></ul>
Day 4	 <b>"I Do"</b>	<ul style="list-style-type: none"><li>→ Review the mission for the literacy center block</li><li>→ Review building stamina</li><li>→ Review the 5 "rules" of independent reading</li><li>→ Review the three ways to read a book</li></ul>	 <b>"We Do"</b>	<ul style="list-style-type: none"><li>→ Role play with a student start to finish of reading independently (access book bin, find a spot quickly, get started right away, read the whole time, and read quietly)</li><li>→ As the teacher, role play the "wrong way"</li></ul>	 <b>"You Do"</b>	<ul style="list-style-type: none"><li>→ Students will read stories to build 6-7 minutes of stamina using and of the three ways to read a book</li><li>→ Chart the stamina met by students</li><li>→ After charting stamina, review positives and reteaching you saw</li></ul>	<ul style="list-style-type: none"><li>→ Mix up the books in each book box so students have "new" books to read</li><li>→ Stamina poster, 3 Ways to Read a Book poster, and Independent Reading poster</li><li>→ Literacy Centers expectations poster <a href="#">HERE</a></li></ul>
Day 5	 <b>"I Do"</b>	<ul style="list-style-type: none"><li>→ Review the mission for the literacy center block</li><li>→ Review building stamina</li><li>→ Review the 5 "rules" of independent reading</li><li>→ Review the three ways to read a book</li></ul>	 <b>"We Do"</b>	<ul style="list-style-type: none"><li>→ Role play with a student start to finish of reading independently (access book bin, find a spot quickly, get started right away, read the whole time, and read quietly)</li><li>→ As the teacher, role play the "wrong way"</li></ul>	 <b>"You Do"</b>	<ul style="list-style-type: none"><li>→ Students will read stories to build 8-10 minutes of stamina using and of the three ways to read a book</li><li>→ Chart the stamina met by students</li><li>→ After charting stamina, review positives and reteaching you saw</li></ul>	<ul style="list-style-type: none"><li>→ Mix up the books in each book box so students have "new" books to read</li><li>→ Stamina poster, 3 Ways to Read a Book poster, and Independent Reading poster</li><li>→ Literacy Centers expectations poster <a href="#">HERE</a></li></ul>



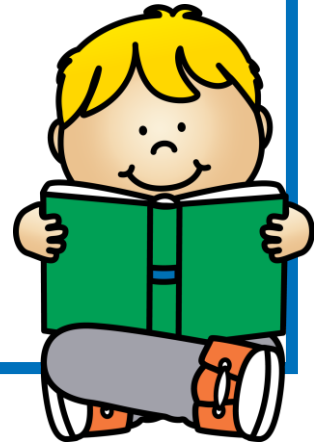
# INDEPENDENT READING

## Students

1. Build stamina
2. Read the whole time
3. Read quietly
4. Stay in one spot
5. Get started right away

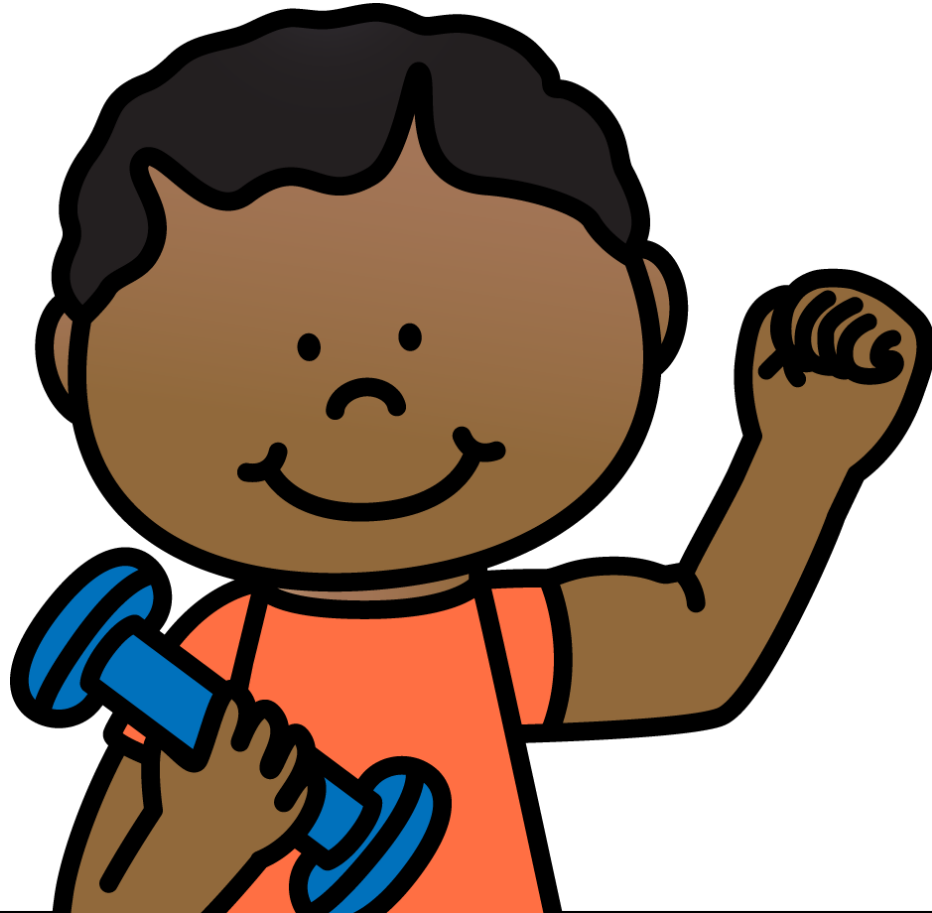
## Teacher

1. Work with students



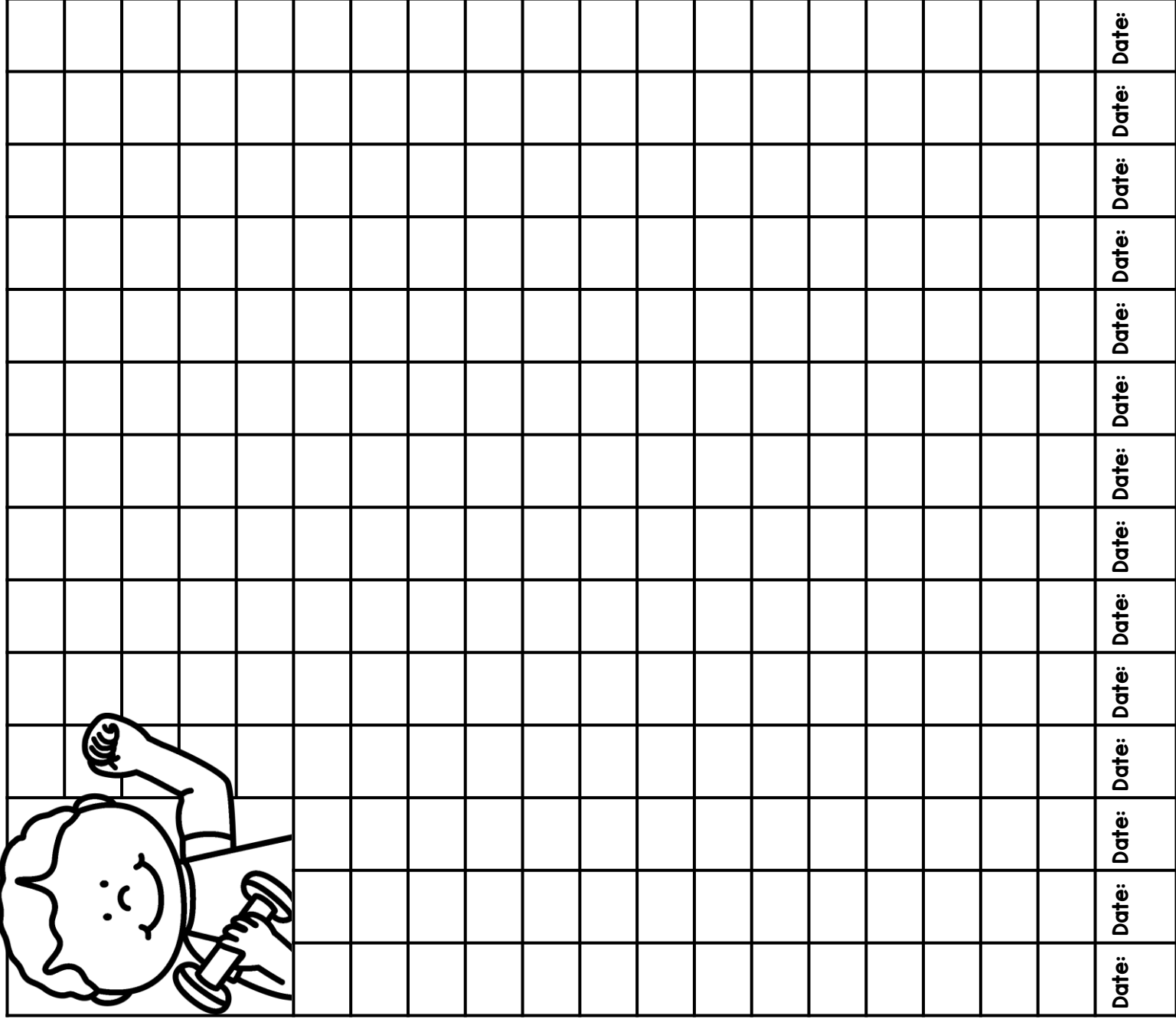


# STAMINA





# STAMINA



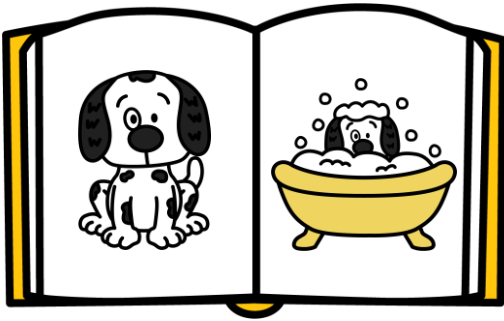
Date:



# 3

# WAYS TO READ A BOOK

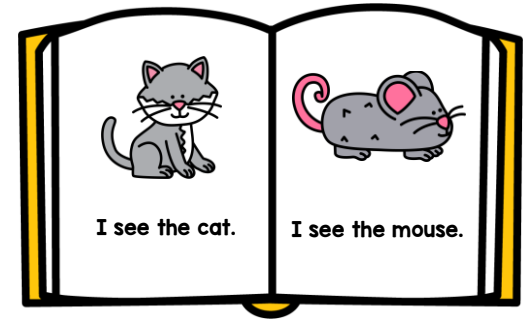
Read the pictures.



Retell the pages.



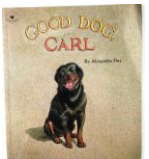
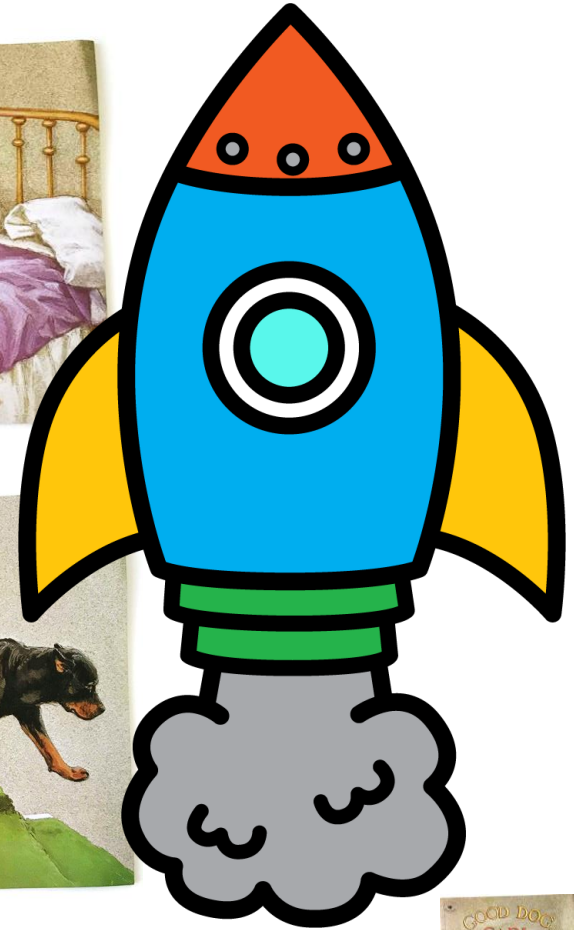
Read the words.







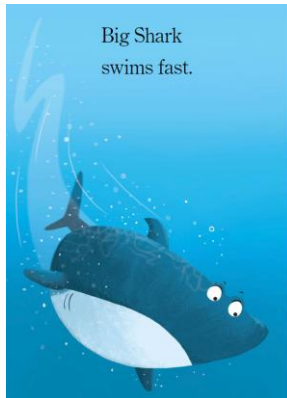
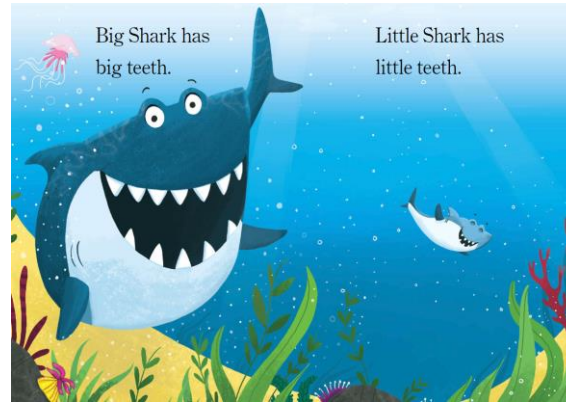
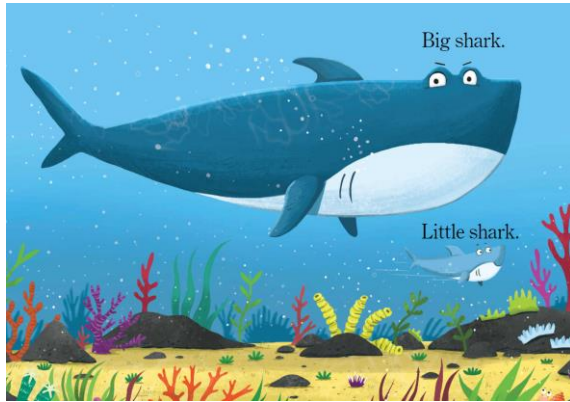
## READ THE PICTURES



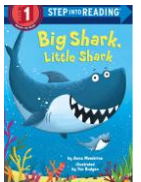
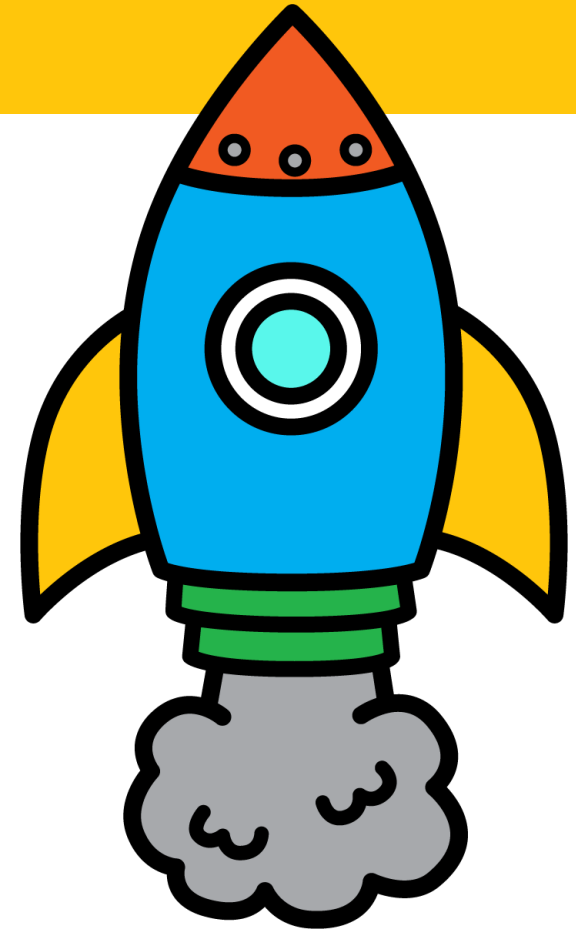
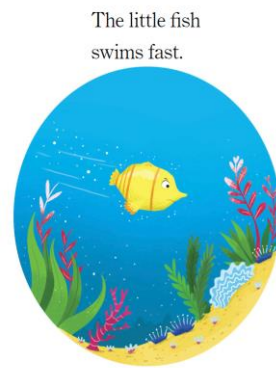




## READ THE WORDS



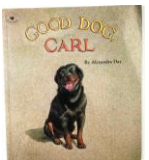
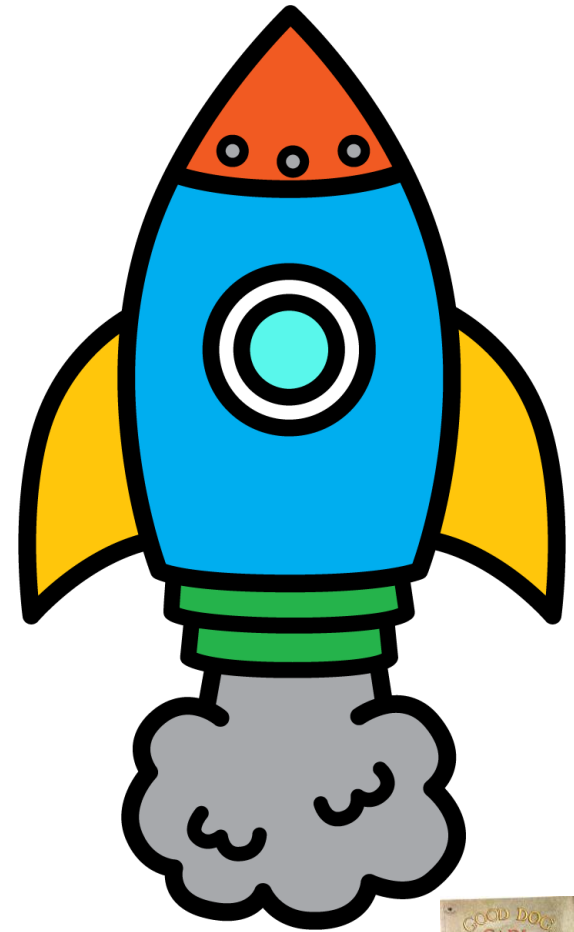
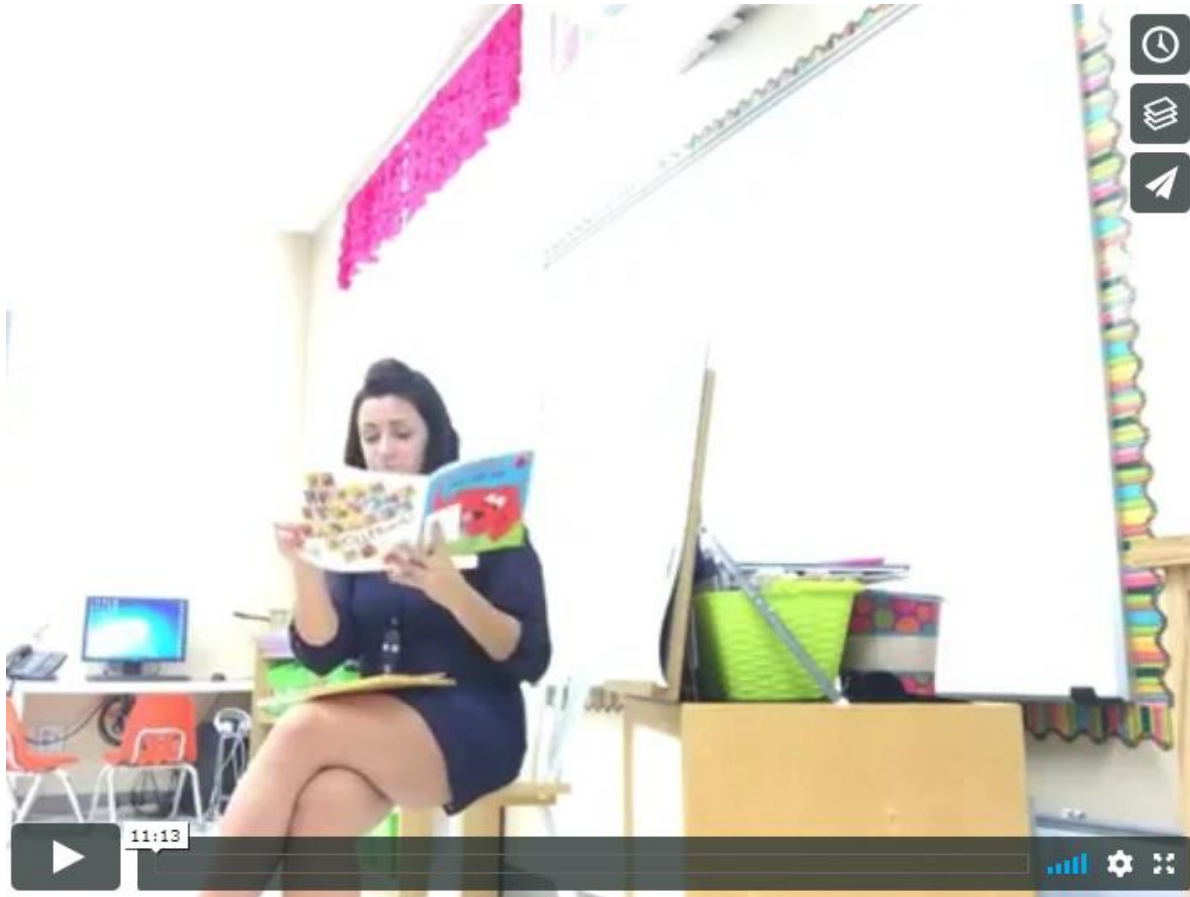
Little Shark swims slow.







## RETELL A STORY

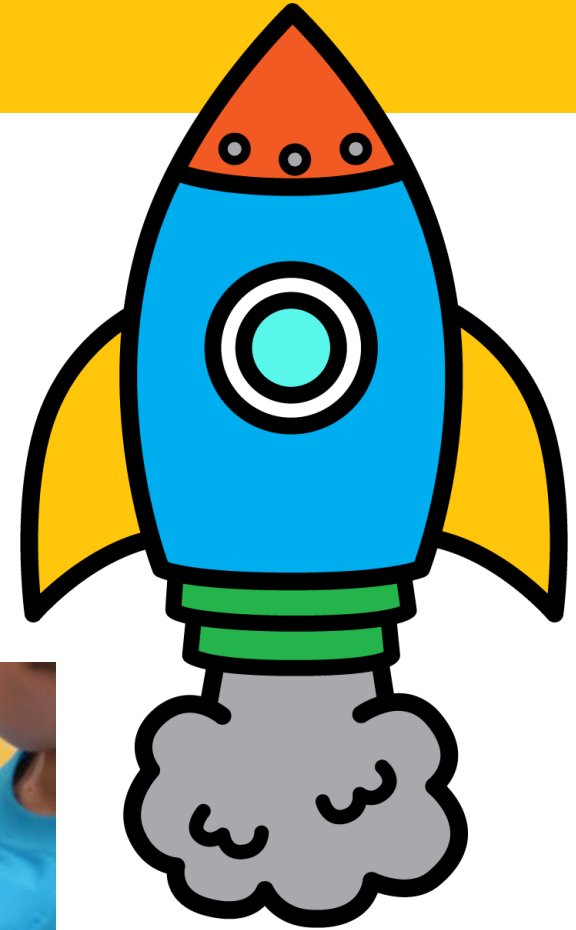




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## FIRST WEEK



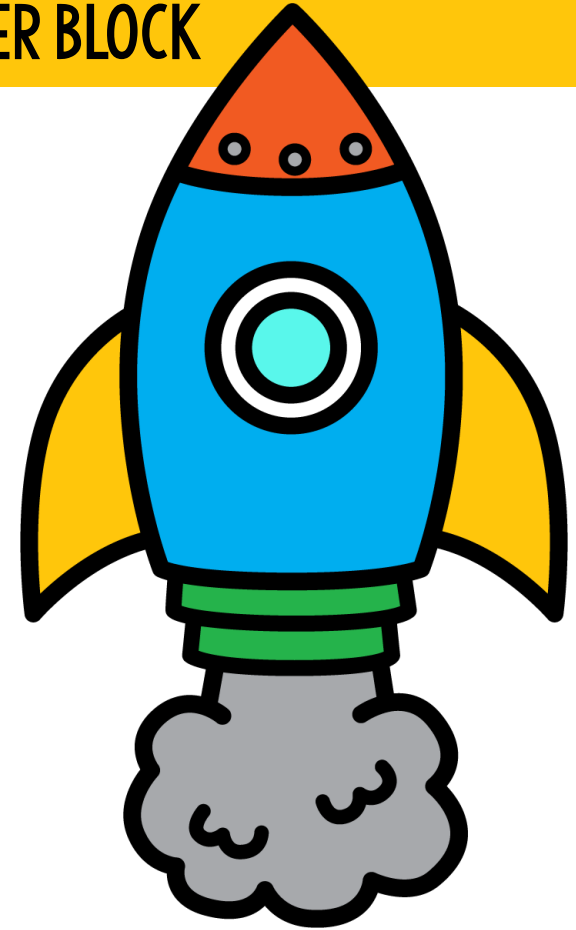
1. THE FIRST "MONTH"







## "FILLING" THE REMAINDER OF YOUR LITERACY CENTER BLOCK

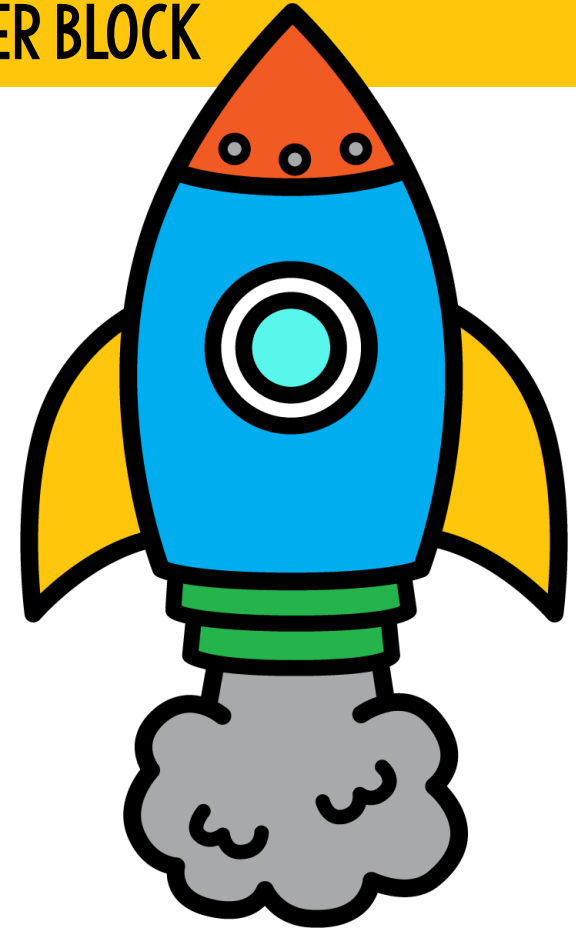




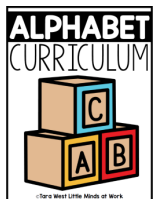
# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## "FILLING" THE REMAINDER OF YOUR LITERACY CENTER BLOCK



1. THE FIRST "MONTH"

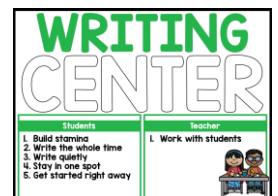
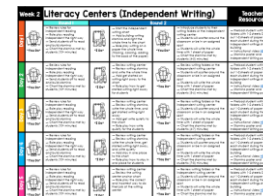
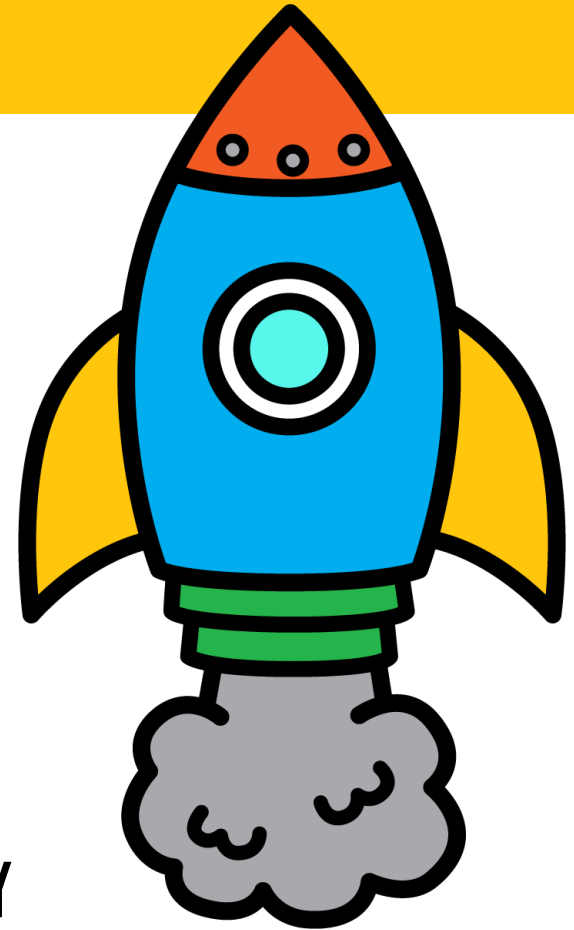






## SECOND WEEK

- ☐ REVIEW THE STUDENTS' MISSION DURING INDEPENDENT READING
- ☐ REVIEW THE TEACHER'S MISSION DURING INDEPENDENT READING
- ☐ CONTINUE BUILDING "STAMINA"
- ☐ PRACTICE INDEPENDENT READING
- ☐ INTRODUCE WRITING
- ☐ START TWO ROUNDS OF CENTERS
- ☐ "FILLING" THE REMAINDER OF YOUR LITERACY CENTER BLOCK









# WRITING CENTER

## Students

1. Build stamina
2. Write the whole time
3. Write quietly
4. Stay in one spot
5. Get started right away

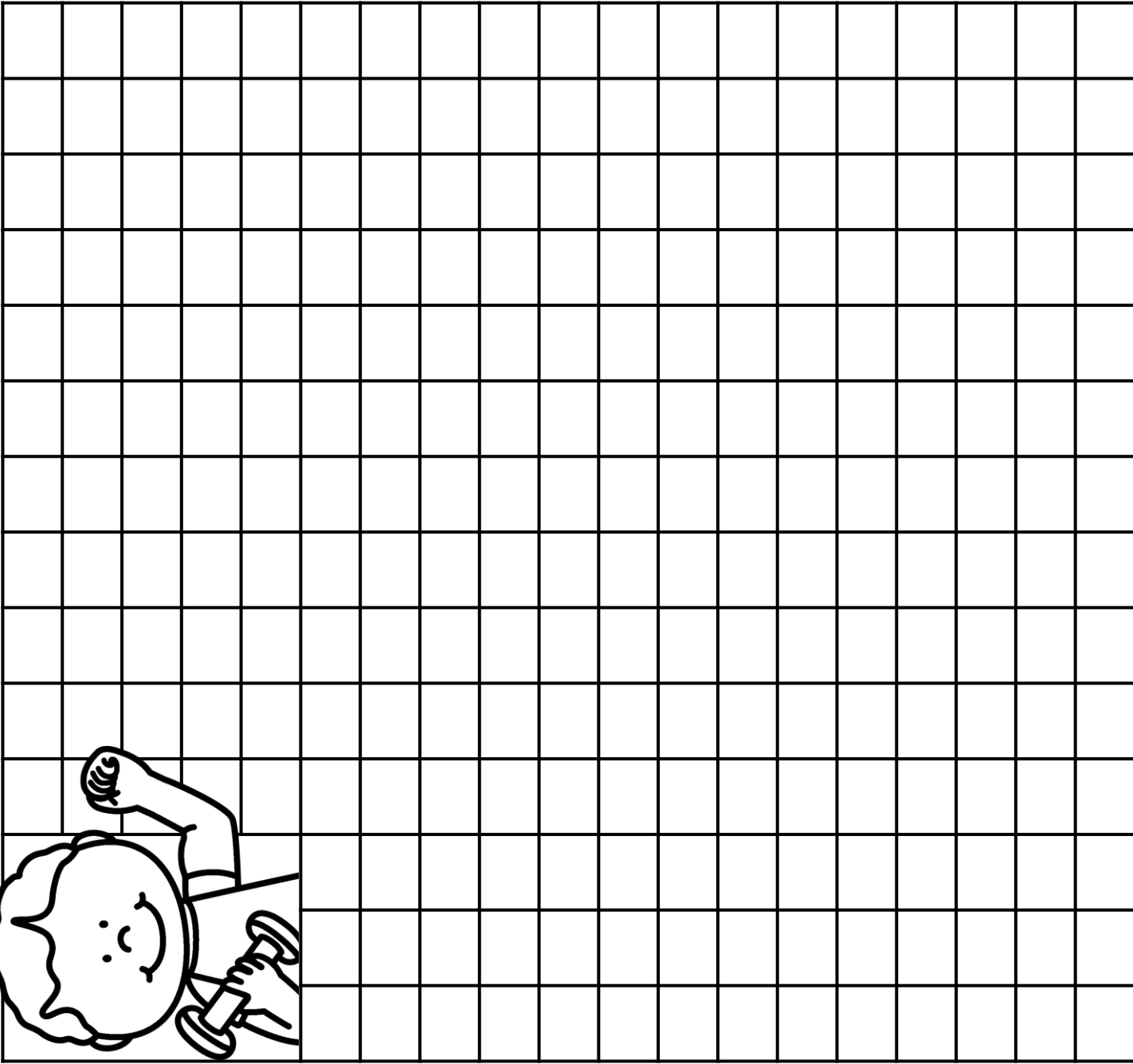
## Teacher

1. Work with students





# WRITING



**Date:**

**Date:**

**Date:**

**Date:**

**Date:**

**Date:**

**Date:**

**Date:**

**Date:**

Date:

**Date:**

Date:

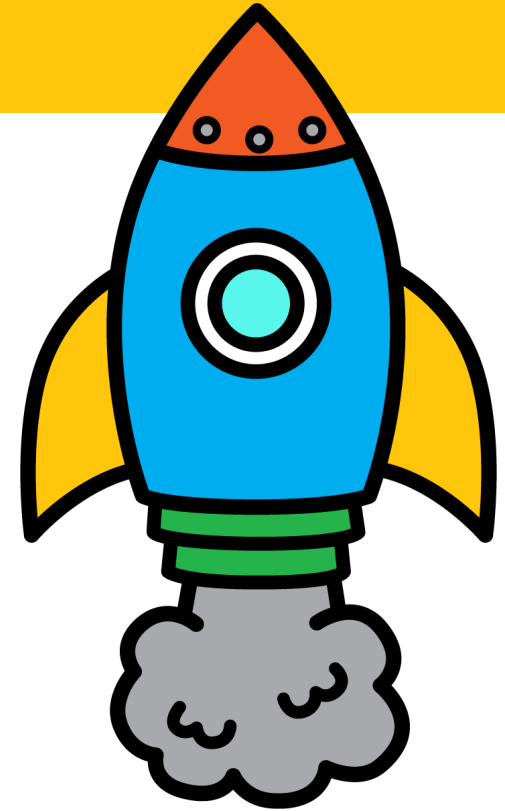
**date:**

Date:





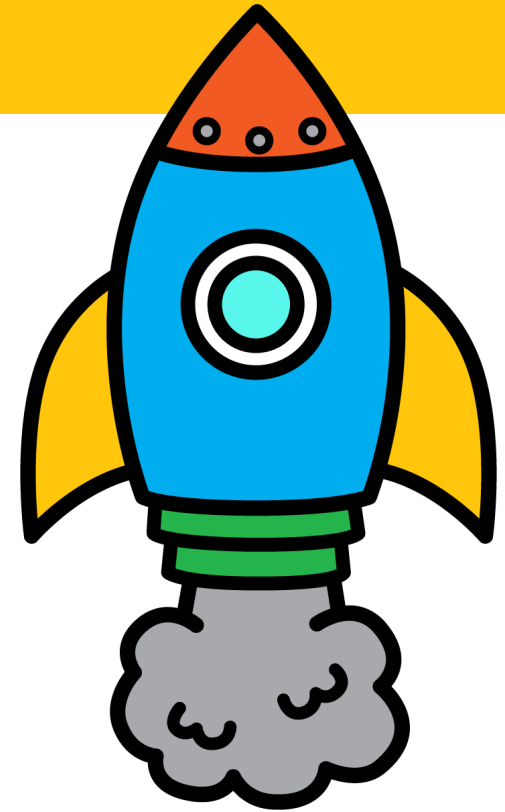
## SECOND WEEK







## SECOND WEEK

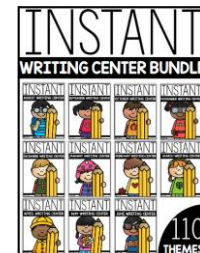
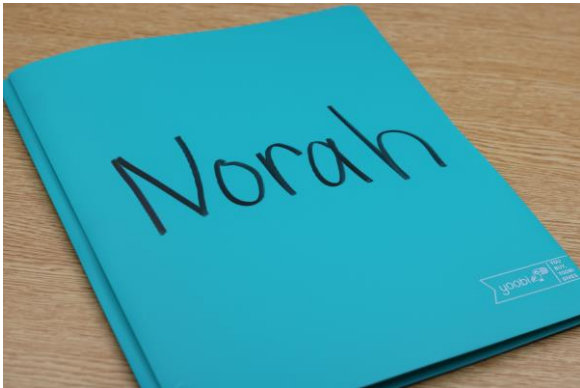
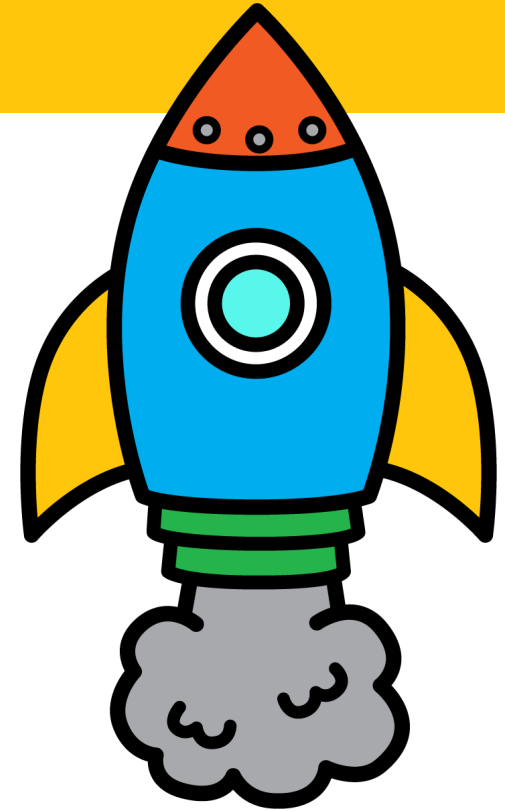
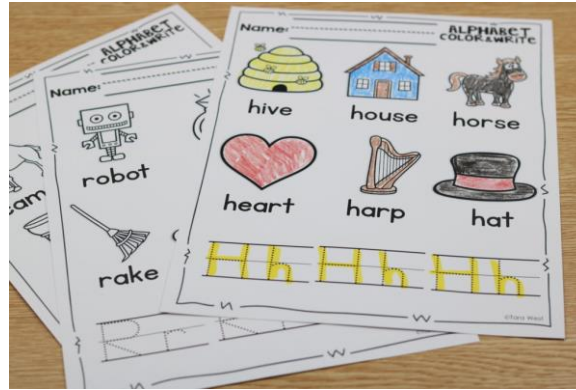
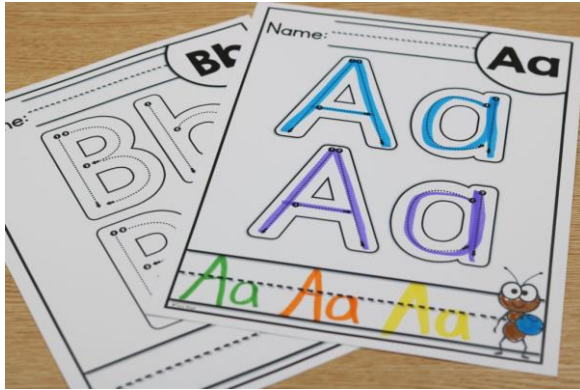




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## SECOND WEEK

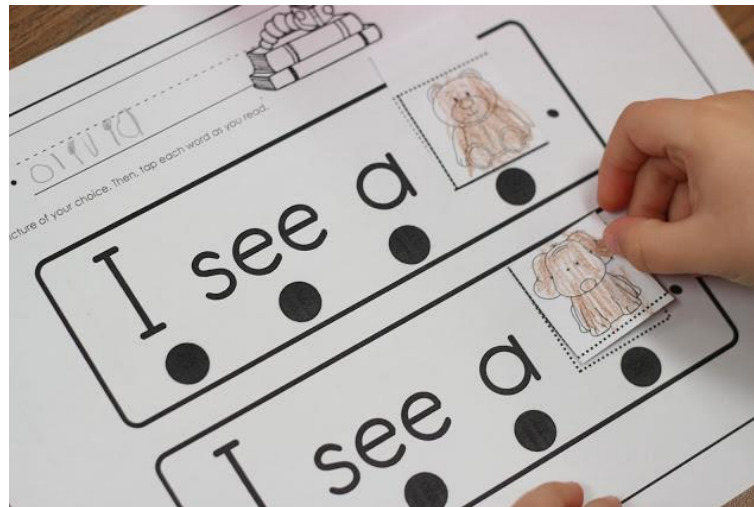
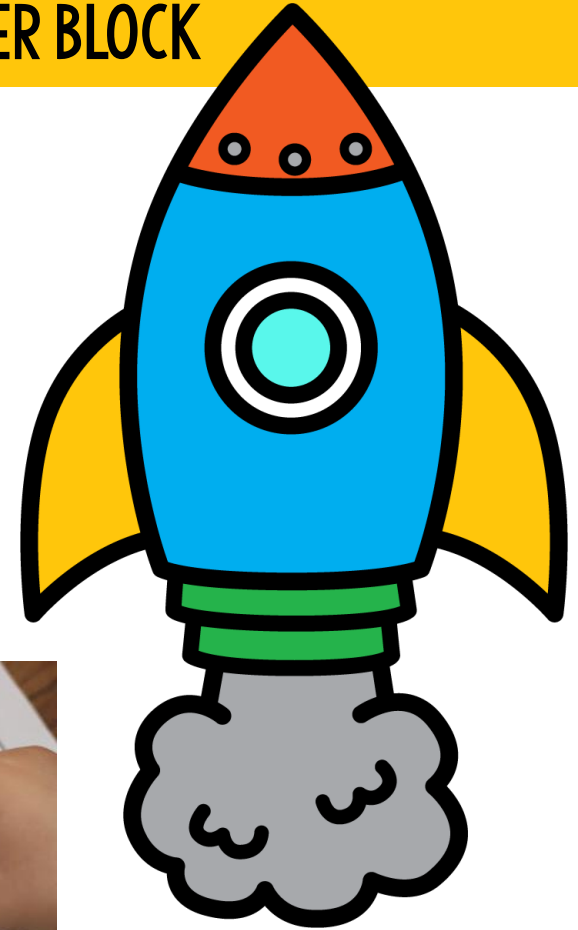
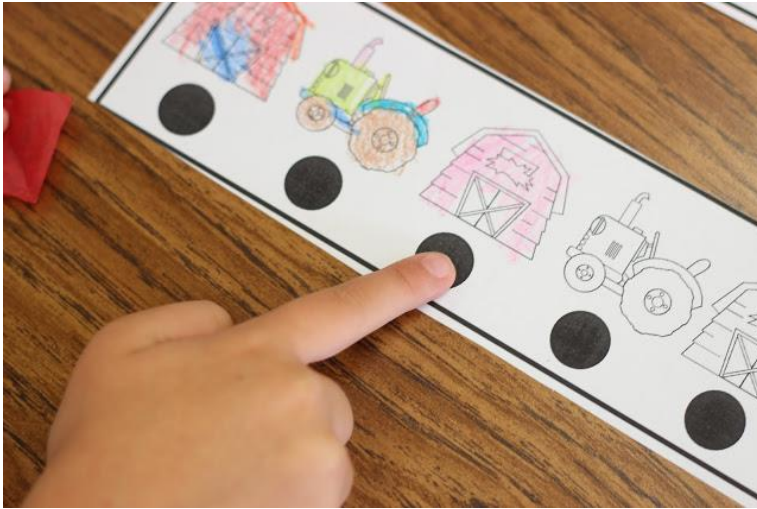




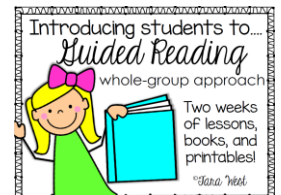
# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## "FILLING" THE REMAINDER OF YOUR LITERACY CENTER BLOCK



1. THE FIRST "MONTH"

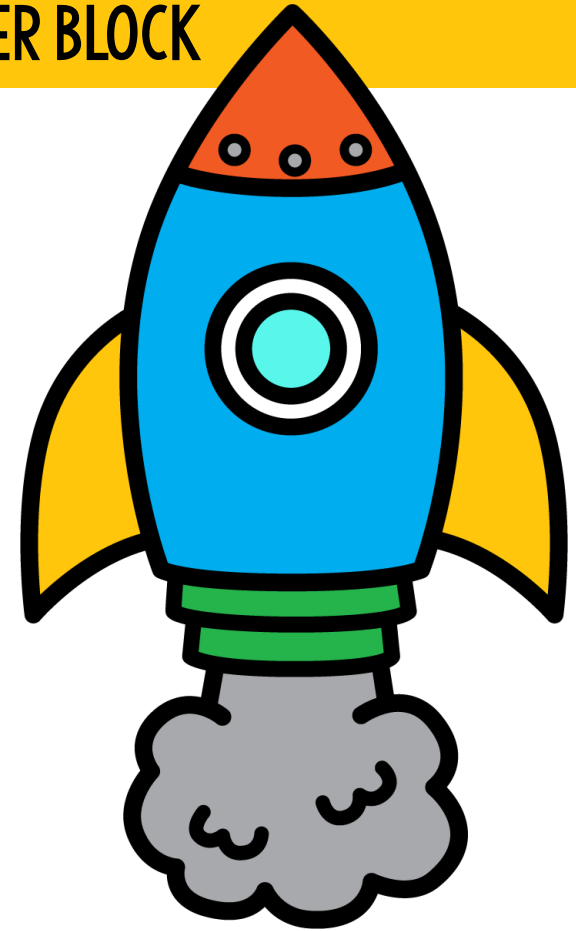




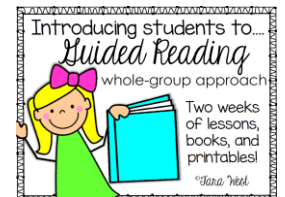
# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## "FILLING" THE REMAINDER OF YOUR LITERACY CENTER BLOCK



### 1. THE FIRST "MONTH"

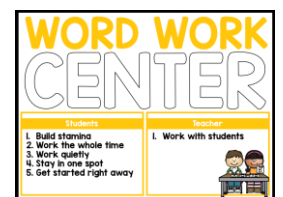
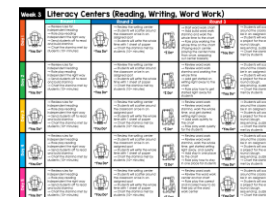
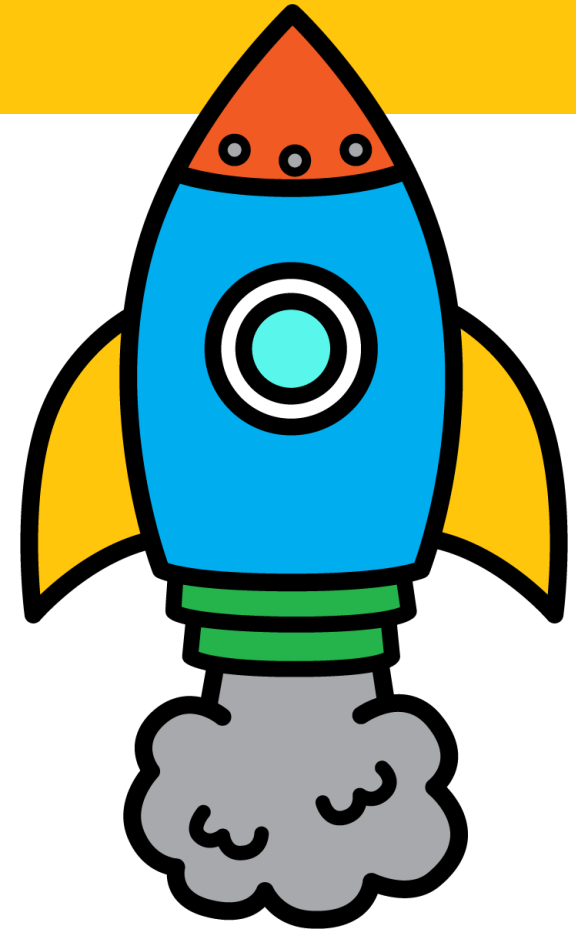






## THIRD WEEK





















- ☐ REVIEW THE STUDENTS' MISSION DURING INDEPENDENT READING
- ☐ REVIEW THE TEACHER'S MISSION DURING INDEPENDENT READING
- ☐ CONTINUE BUILDING "STAMINA"
- ☐ PRACTICE INDEPENDENT READING
- ☐ PRACTICE WRITING CENTER
- ☐ INTRODUCE WORD WORK
- ☐ START THREE ROUNDS OF CENTERS
- ☐ "FILLING" THE REMAINDER OF YOUR LITERACY CENTER BLOCK





# Week 3

# Literacy Centers (Reading, Writing, Word Work)

	Round 1	Round 2	Round 3	
Day 1	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review rules for independent reading</li> <li>→ Role play reading independent the right way</li> <li>→ Send students off to read and build stamina</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the writing center</li> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will write the whole time with 1 sheet of paper</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"I Do"</b></p> <ul style="list-style-type: none"> <li>→ Start word work chart</li> <li>→ Add build word work stamina and work the whole time to the chart</li> <li>→ Role play working the whole time on the chart (Playing each center, playing the center more than once, swapping out center baskets)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will work on a task for the entire round (dough, sequencing, puzzles)</li> <li>→ Chart the stamina met by students</li> </ul>
Day 2	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review rules for independent reading</li> <li>→ Role play reading independent the right way</li> <li>→ Send students off to read and build stamina</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the writing center</li> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will write the whole time with 1 sheet of paper</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"I Do"</b></p> <ul style="list-style-type: none"> <li>→ Review word work</li> <li>→ Review word work stamina and working the whole time</li> <li>→ Add get started right away to the chart</li> <li>→ Role play how to get started right away for students</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will work on a task for the entire round (dough, sequencing, puzzles)</li> <li>→ Chart the stamina met by students</li> </ul>
Day 3	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review rules for independent reading</li> <li>→ Role play reading independent the right way</li> <li>→ Send students off to read and build stamina</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the writing center</li> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will write the whole time with 1 sheet of paper</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"I Do"</b></p> <ul style="list-style-type: none"> <li>→ Review word work</li> <li>→ Review word work stamina, work the whole time, and get started right away</li> <li>→ Add work quietly to the chart</li> <li>→ Role play work quietly for the students</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will work on a task for the entire round (dough, sequencing, puzzles)</li> <li>→ Chart the stamina met by students</li> </ul>
Day 4	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review rules for independent reading</li> <li>→ Role play reading independent the right way</li> <li>→ Send students off to read and build stamina</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the writing center</li> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will write the whole time with 1 sheet of paper</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"I Do"</b></p> <ul style="list-style-type: none"> <li>→ Review word work</li> <li>→ Review word work stamina, work the whole time, get started right away, and quietly</li> <li>→ Add stay in one place to the chart</li> <li>→ Role play how to stay in one place for students</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will work on a task for the entire round (dough, sequencing, puzzles)</li> <li>→ Chart the stamina met by students</li> </ul>
Day 5	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review rules for independent reading</li> <li>→ Role play reading independent the right way</li> <li>→ Send students off to read and build stamina</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the writing center</li> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will write the whole time with 1 sheet of paper</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"I Do"</b></p> <ul style="list-style-type: none"> <li>→ Review word work</li> <li>→ Review the word work center anchor chart</li> <li>→ Role play the correct and incorrect way to do their job at the word work center</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will work on a task for the entire round (dough, sequencing, puzzles)</li> <li>→ Chart the stamina met by students</li> </ul>



# WORD WORK CENTER

## Students

1. Build stamina
2. Work the whole time
3. Work quietly
4. Stay in one spot
5. Get started right away

## Teacher

1. Work with students

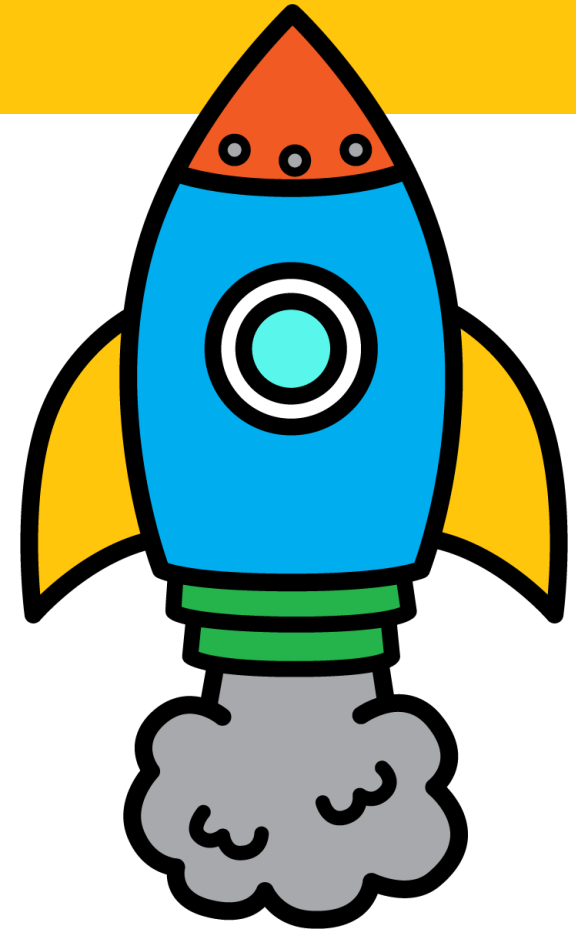






## FOURTH WEEK

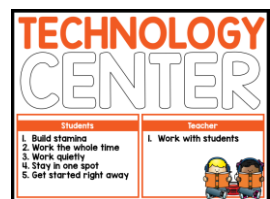
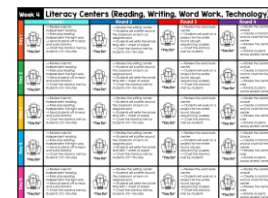
- ☐ REVIEW THE STUDENTS' MISSION DURING INDEPENDENT READING
- ☐ REVIEW THE TEACHER'S MISSION DURING INDEPENDENT READING
- ☐ CONTINUE BUILDING "STAMINA"
- ☐ PRACTICE INDEPENDENT READING
- ☐ PRACTICE WRITING
- ☐ PRACTICE WORD WORK
- ☐ START FOUR ROUNDS OF CENTERS
- ☐ INTRO REMAINING CENTERS (1 PER DAY)



1. THE FIRST "MONTH"




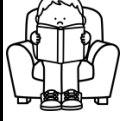


















FREE FILE





# Week 4 Literacy Centers (Reading, Writing, Word Work, Technology)

	Round 1	Round 2	Round 3	Round 4
Day 1	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review rules for independent reading</li> <li>→ Role play reading independent the right way</li> <li>→ Send students off to read and build stamina</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the writing center</li> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will write the whole time with 1 sheet of paper</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the word work center</li> <li>→ Students will work on a task for the entire round (dough, sequencing, puzzles)</li> <li>→ Chart the stamina met by students</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Model the center of choice</li> <li>→ Create a matching anchor chart for the center</li> <li>→ Review the center rules</li> <li>→ Rotate students across several centers</li> </ul>
Day 2	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review rules for independent reading</li> <li>→ Role play reading independent the right way</li> <li>→ Send students off to read and build stamina</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the writing center</li> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will write the whole time with 1 sheet of paper</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the word work center</li> <li>→ Students will work on a task for the entire round (dough, sequencing, puzzles)</li> <li>→ Chart the stamina met by students</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Model the center of choice</li> <li>→ Create a matching anchor chart for the center</li> <li>→ Review the center rules</li> <li>→ Rotate students across several centers</li> </ul>
Day 3	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review rules for independent reading</li> <li>→ Role play reading independent the right way</li> <li>→ Send students off to read and build stamina</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the writing center</li> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will write the whole time with 1 sheet of paper</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the word work center</li> <li>→ Students will work on a task for the entire round (dough, sequencing, puzzles)</li> <li>→ Chart the stamina met by students</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Model the center of choice</li> <li>→ Create a matching anchor chart for the center</li> <li>→ Review the center rules</li> <li>→ Rotate students across several centers</li> </ul>
Day 4	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review rules for independent reading</li> <li>→ Role play reading independent the right way</li> <li>→ Send students off to read and build stamina</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the writing center</li> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will write the whole time with 1 sheet of paper</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the word work center</li> <li>→ Students will work on a task for the entire round (dough, sequencing, puzzles)</li> <li>→ Chart the stamina met by students</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Model the center of choice</li> <li>→ Create a matching anchor chart for the center</li> <li>→ Review the center rules</li> <li>→ Rotate students across several centers</li> </ul>
Day 5	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review rules for independent reading</li> <li>→ Role play reading independent the right way</li> <li>→ Send students off to read and build stamina</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the writing center</li> <li>→ Students will scatter around the classroom or be in an assigned spot</li> <li>→ Students will write the whole time with 1 sheet of paper</li> <li>→ Chart the stamina met by students (10+ minutes)</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Review the word work center</li> <li>→ Students will work on a task for the entire round (dough, sequencing, puzzles)</li> <li>→ Chart the stamina met by students</li> </ul>	 <p><b>"You Do"</b></p> <ul style="list-style-type: none"> <li>→ Model the center of choice</li> <li>→ Create a matching anchor chart for the center</li> <li>→ Review the center rules</li> <li>→ Rotate students across several centers</li> </ul>



# TECHNOLOGY CENTER

## Students

1. Build stamina
2. Work the whole time
3. Work quietly
4. Stay in one spot
5. Get started right away

## Teacher

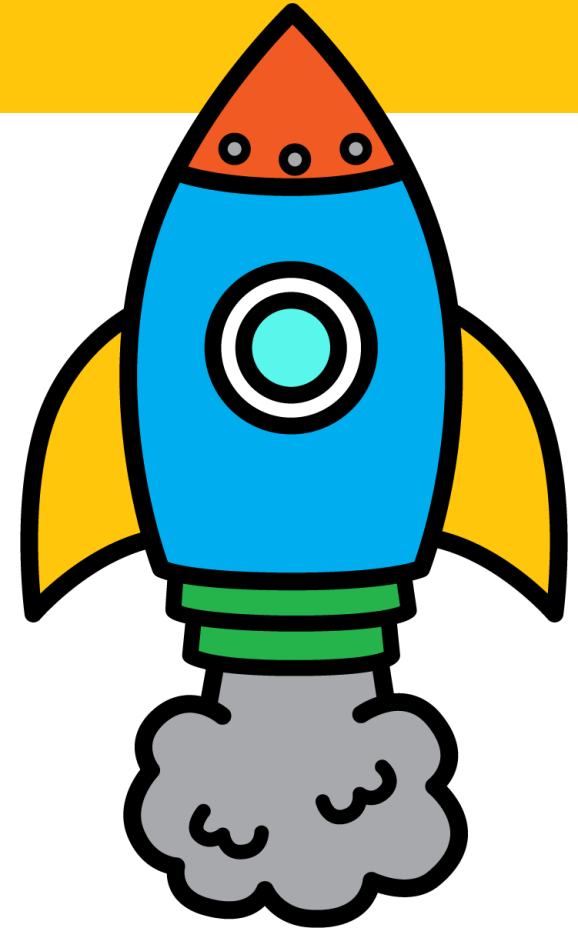
1. Work with students







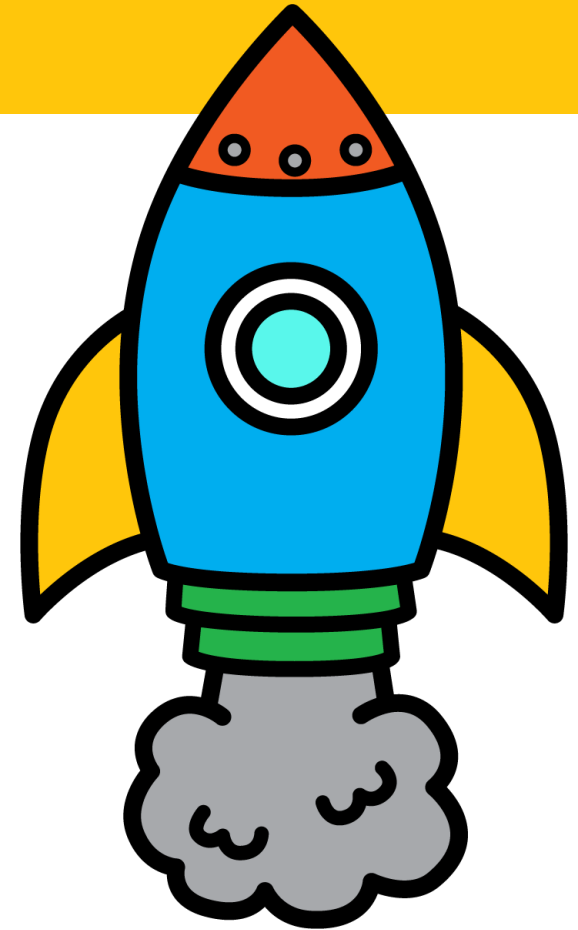
## FOURTH WEEK







## FOURTH WEEK



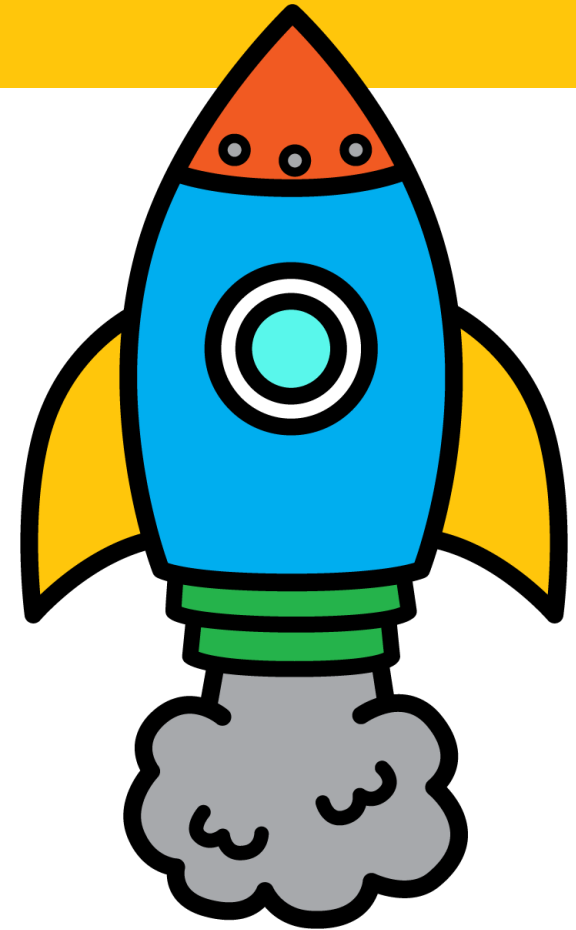


# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTERS FIRST MONTH RECAP

	Week 1	Week 2	Week 3	Week 4
Round 1	Independent Reading	Independent Reading	Independent Reading	Independent Reading
Round 2	Free Play	Writing	Writing	Writing
Round 3	Free Play	Free Play	Word Work	Word Work
Round 4	Free Play	Whole-Group GR	Whole-Group GR	* Fine Motor * Technology * Buddy Reading



### 1. THE FIRST "MONTH"



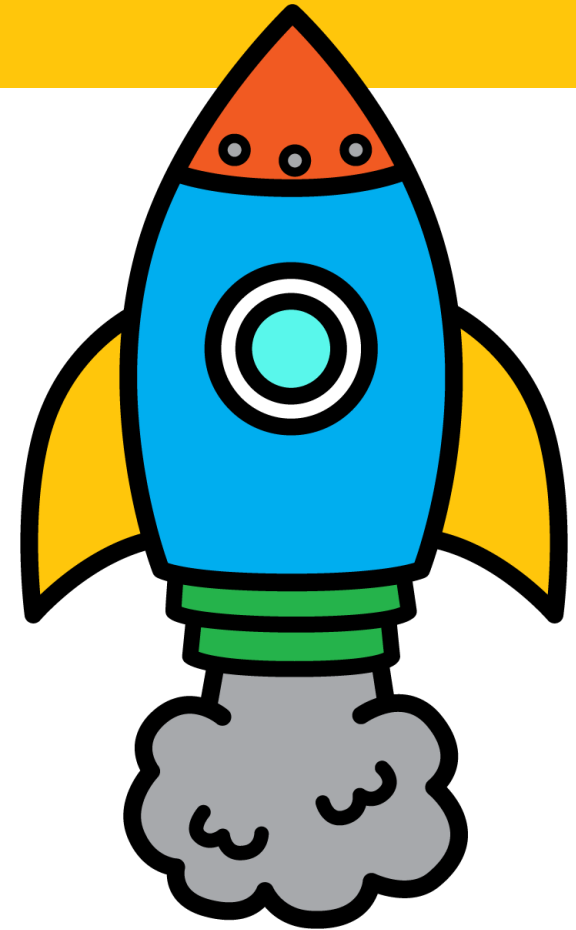


# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTERS FIRST MONTH RECAP

	Week 1	Week 2	Week 3	Week 4
Round 1	Independent Reading	Independent Reading	Independent Reading	Independent Reading
Round 2	Free Play	Writing	Writing	Writing
Round 3	Free Play	Free Play	Word Work	Word Work
Round 4	Free Play	Whole-Group GR	Whole-Group GR	* Fine Motor * Technology * Buddy Reading

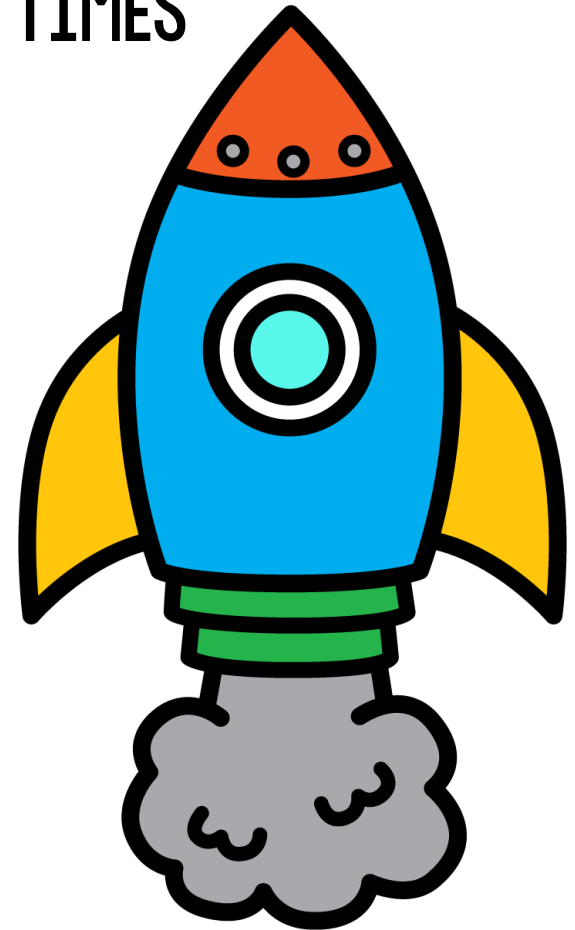






## CENTER TIME ROTATIONS

- ☐ WORK BACKWARDS TO DECIDE ROTATION TIMES
- ☐ BUILD CHECK-INS INTO THE ROUNDS
- ☐ BRAIN BREAKS (CHECK-INS)
- ☐ BUILD IN A SOLID "SEND-OFF"
- ☐ BUILD IN A SOLID "WRAP-UP"
- ☐ PITS AND PEAKS
- ☐ CHECK-INS WITH QUICK FLASHES
- ☐ CHOOSE A ROTATION OF CHOICE





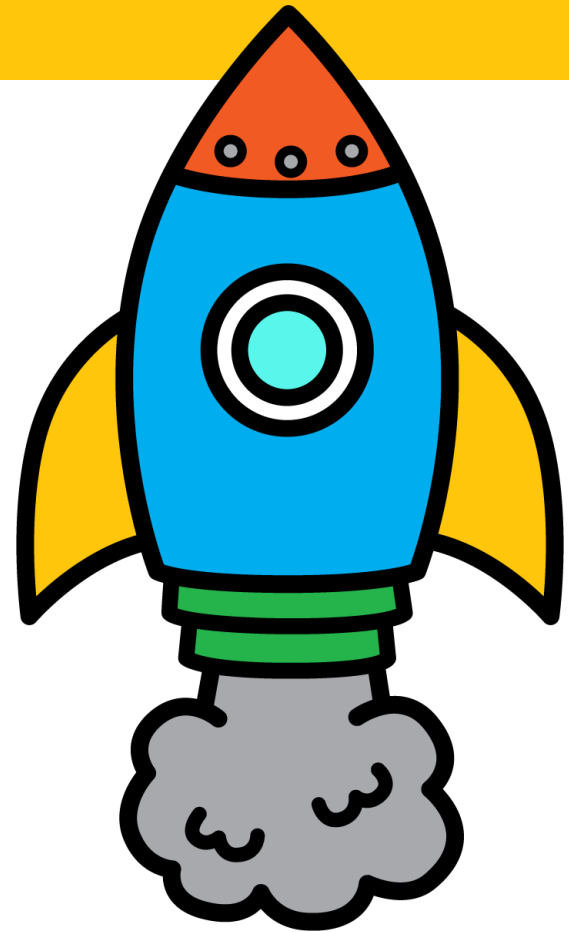


## CENTER TIME ROTATIONS

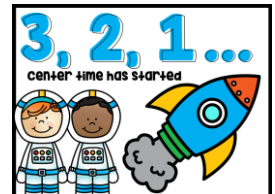
- ☐ SEND OFF
- ☐ ROTATION 1
- ☐ BACK TO CARPET TO CHECK IN
- ☐ ROTATION 2
- ☐ BACK TO CARPET TO CHECK IN
- ☐ ROTATION 3
- ☐ WRAP-UP & SHARE

\* INSERT ADDITIONAL ROUNDS AS NEEDED

\* BENEFITS OF COMING BACK TO THE CARPET--- IS IT A WASTE OF TIME?



1. THE FIRST "MONTH"

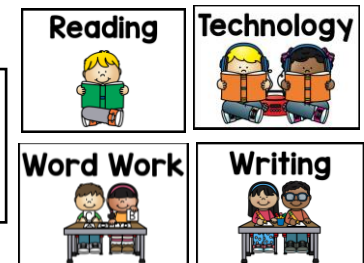
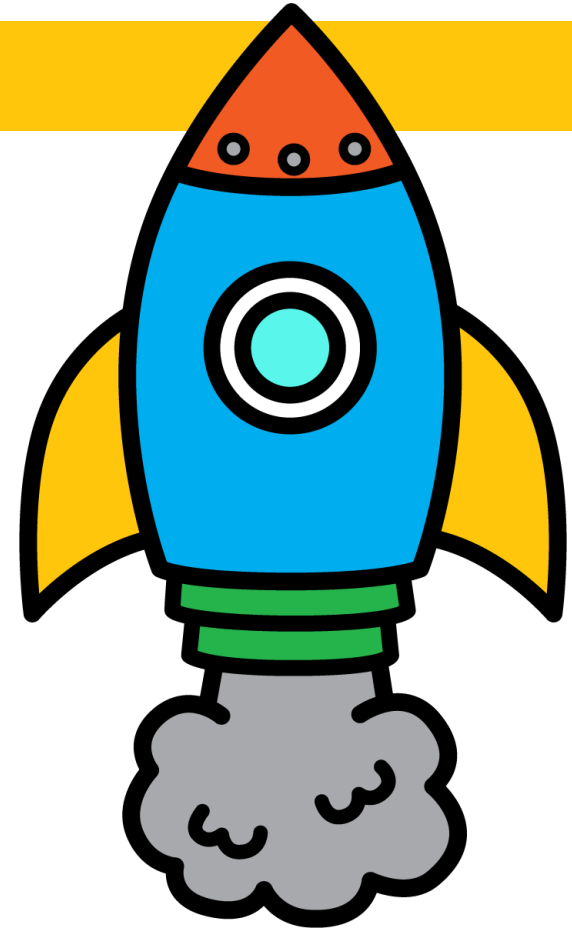
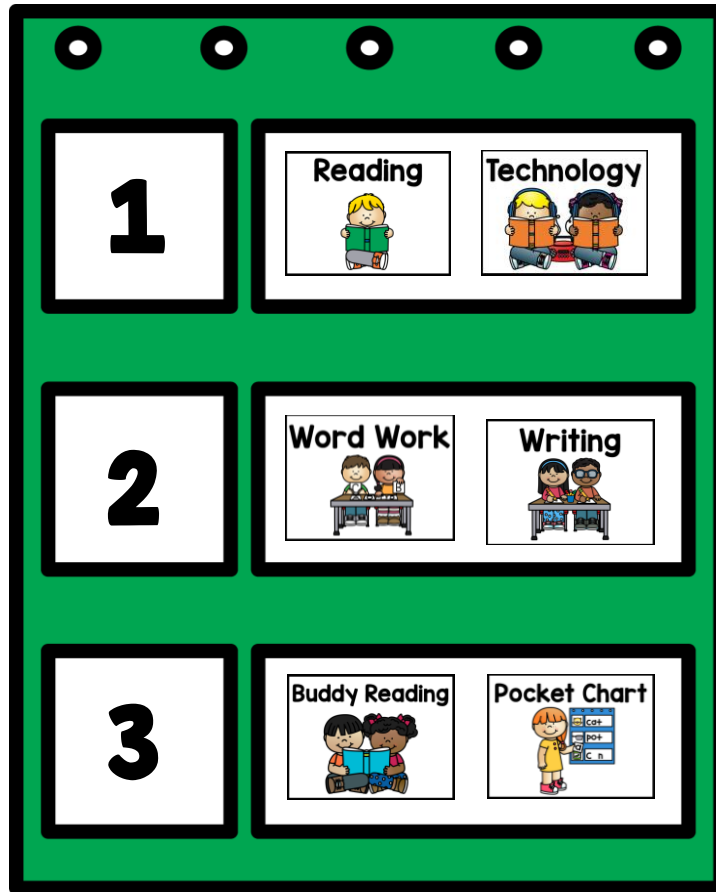




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LET'S CHAT ROTATION BOARDS



1. THE FIRST "MONTH"





# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LET'S CHAT ROTATION BOARDS

### Round 1

Reading



Technology



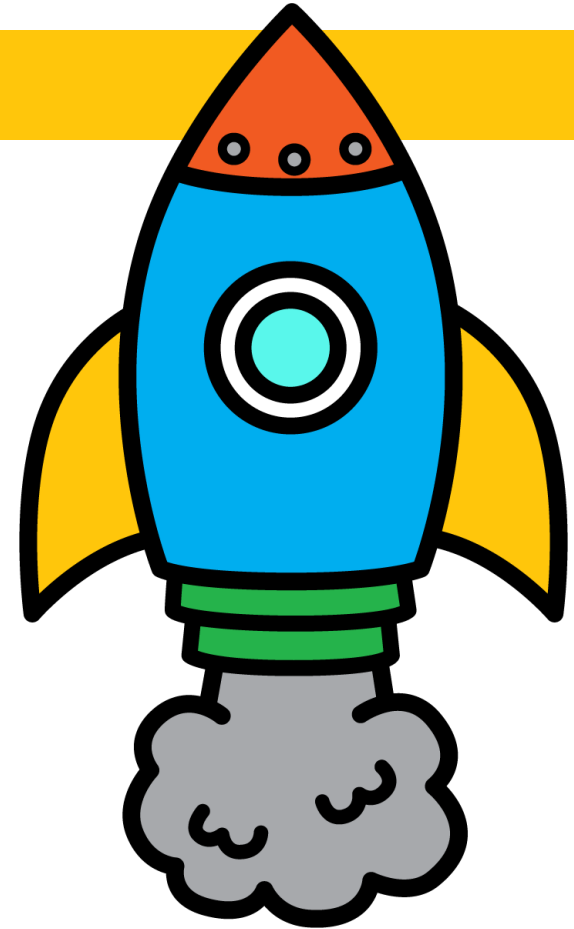
Writing



Word Work



Teacher



FREE FILE



Reading



Technology



Word Work



Writing



1. THE FIRST "MONTH"

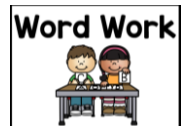
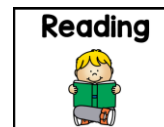
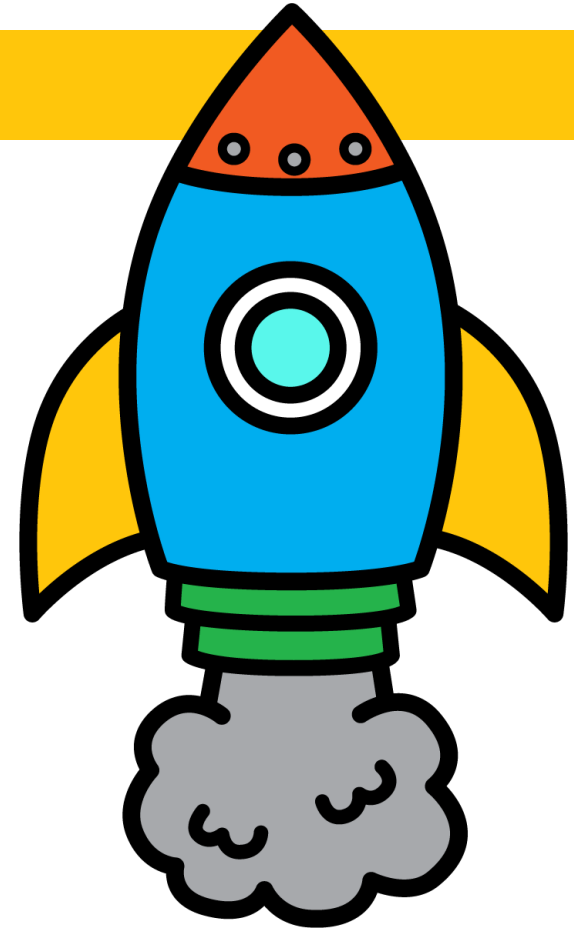




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS

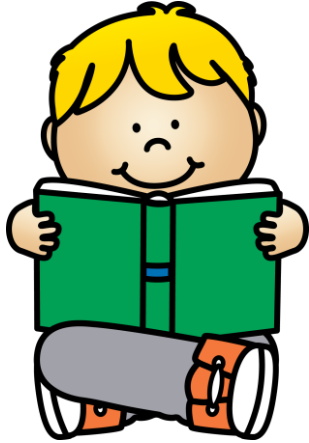


## LET'S TRY IT OUT!





# Reading



# Writing



# Technology



# Word Work

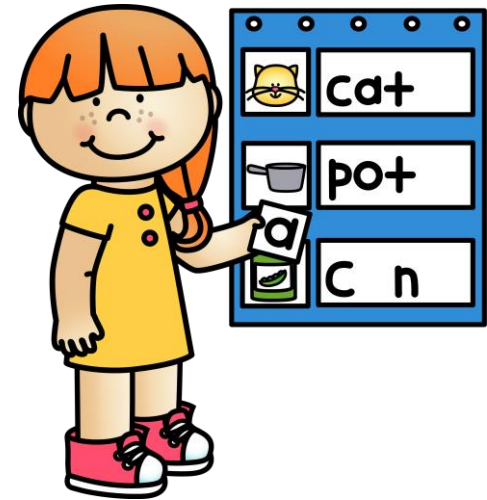




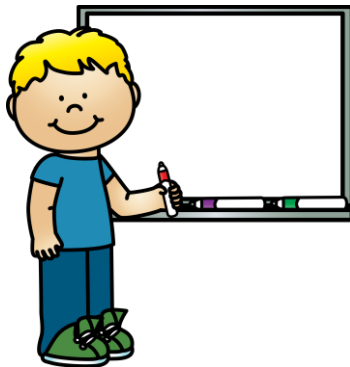
# Buddy Reading



# Pocket Chart



# Interactive Board



# Computer





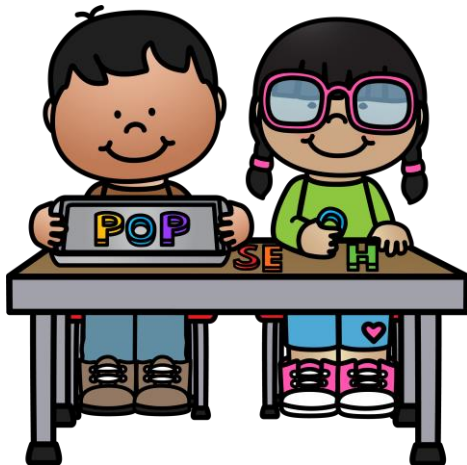
# Listening



# I-Pads



# Phonics



# Poetry





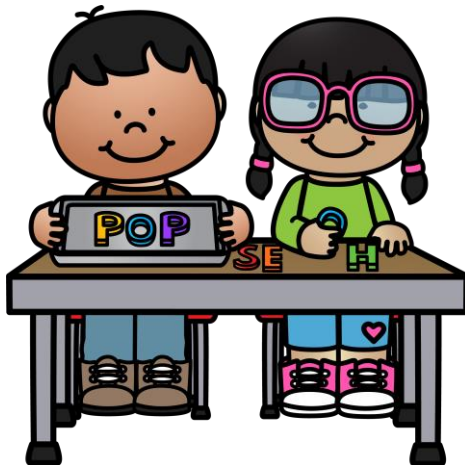
# Fluency



# Library



# Phonics



# Poetry

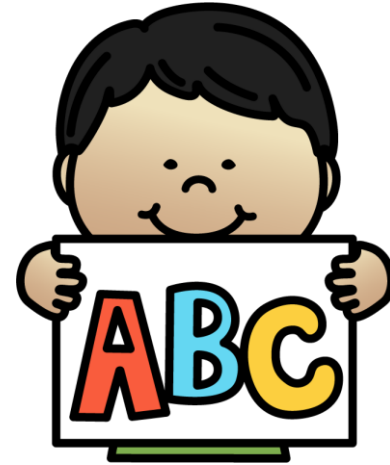




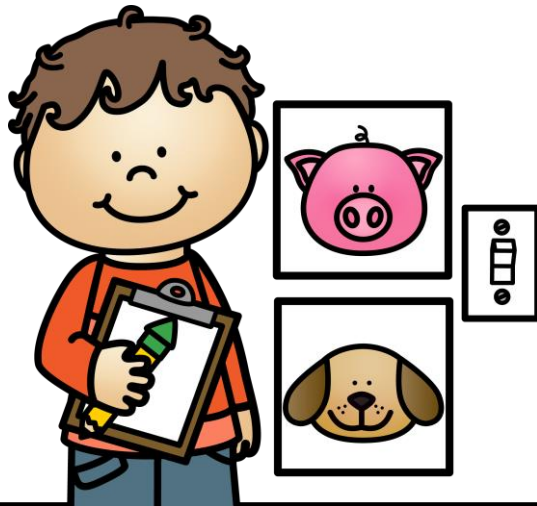
# Tablets



# Alphabet



# Write the Room



# Explore

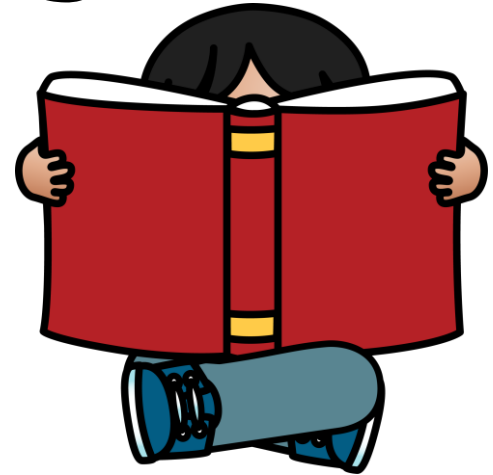




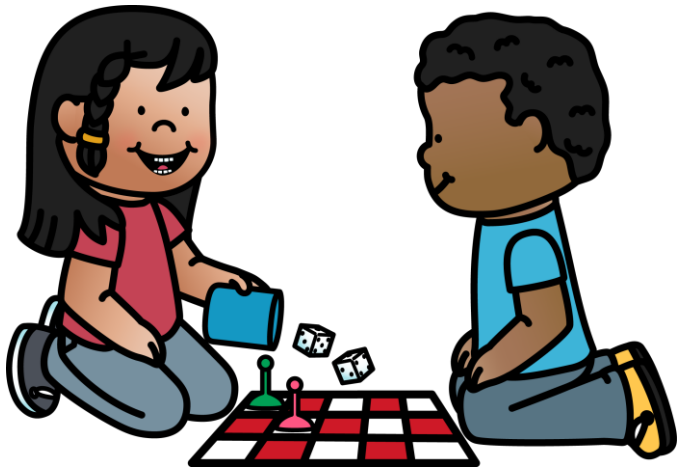
# Sensory Table



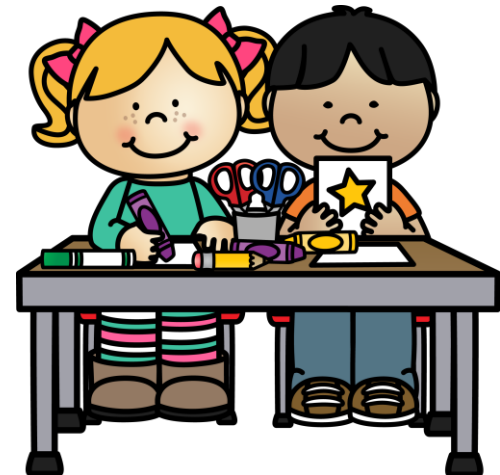
# Big Books



# Games



# Art

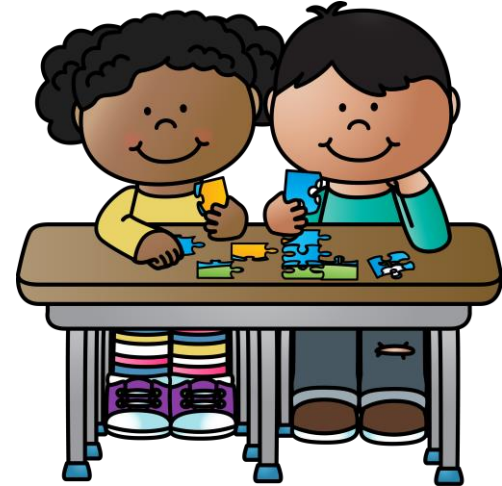




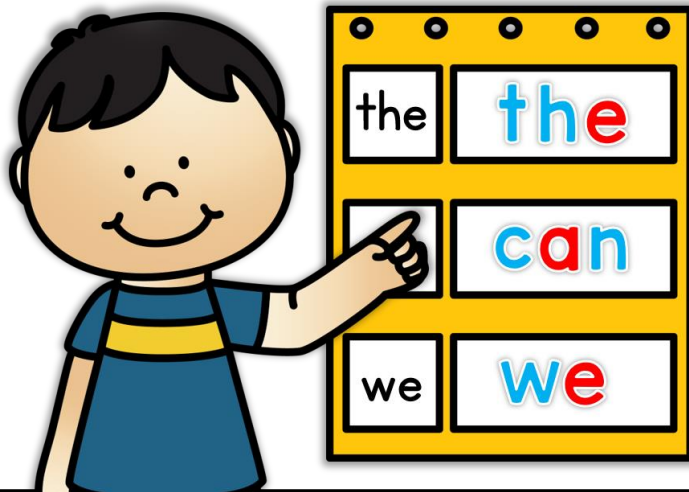
# Blocks



# Puzzles



# Sight Words



# Dramatic Play





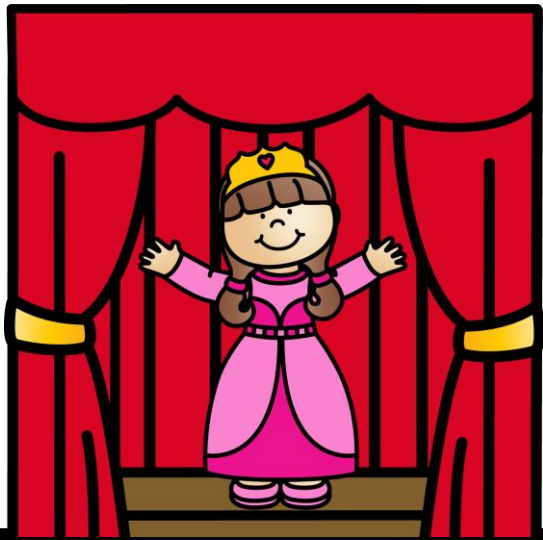
# Vocabulary



# Math



# Reader's Theater



# Magnets

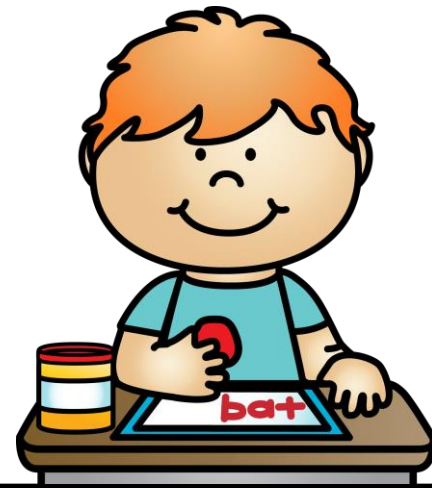




# Stamping



# Dough



# Guided Reading



# QR Codes

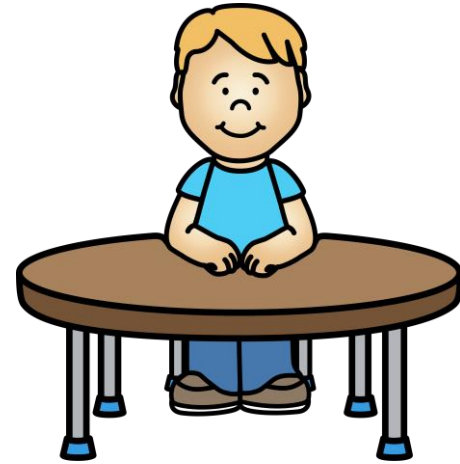




# Teacher



# Teacher



# Teacher



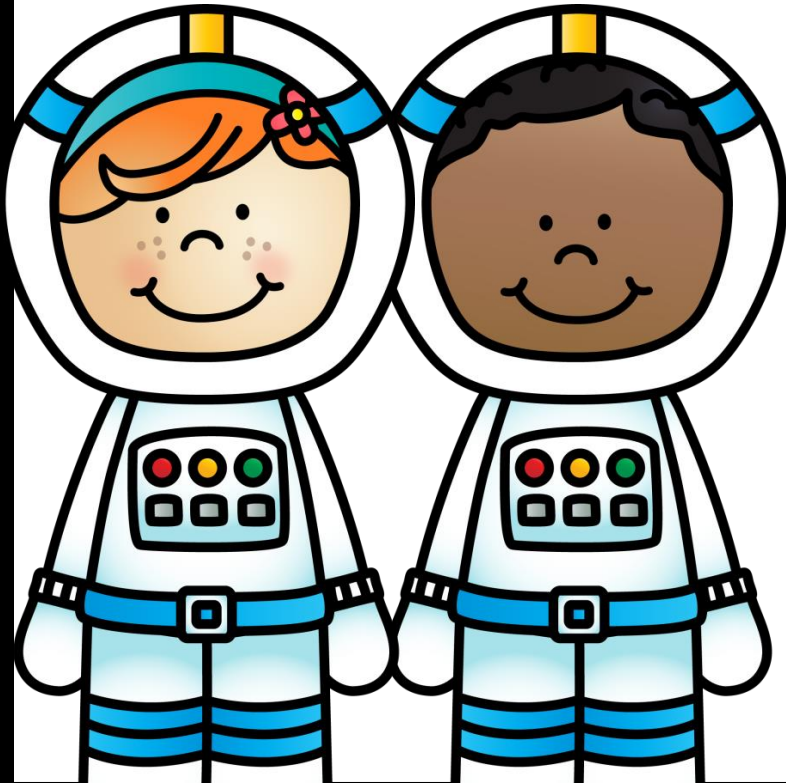
# Teacher





3, 2, 1 ...

**center time has started**

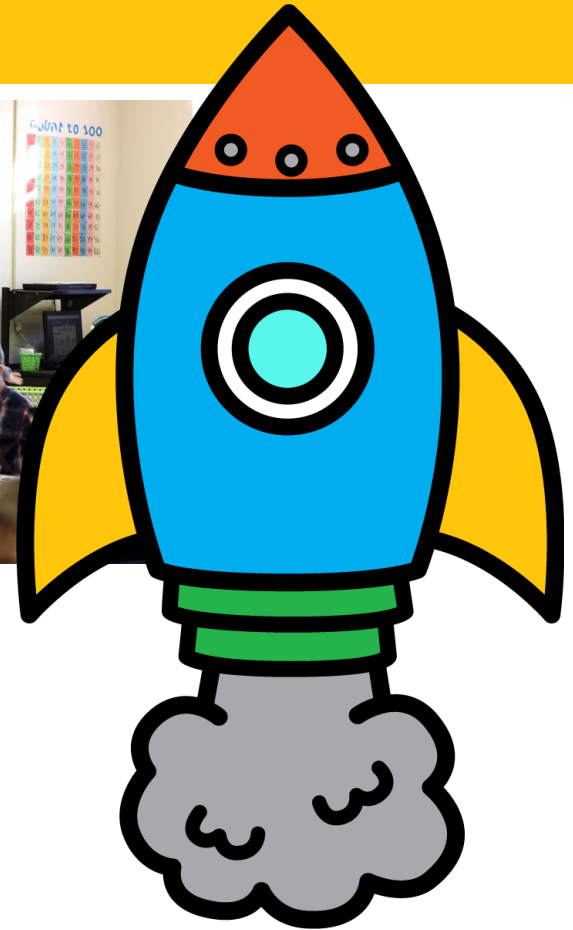




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## CENTER TIME CLASSROOM MANAGEMENT



1. THE FIRST "MONTH"



FREE FILE



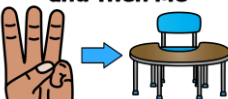
Center Time  
Technician



Restroom  
Signal



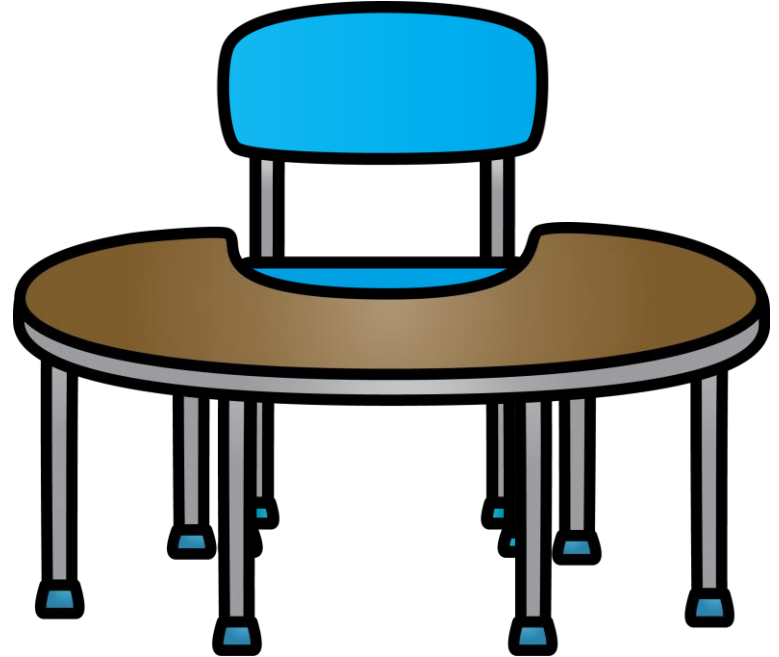
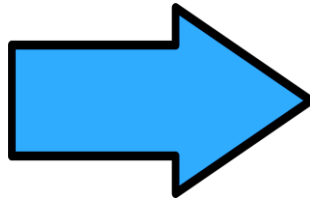
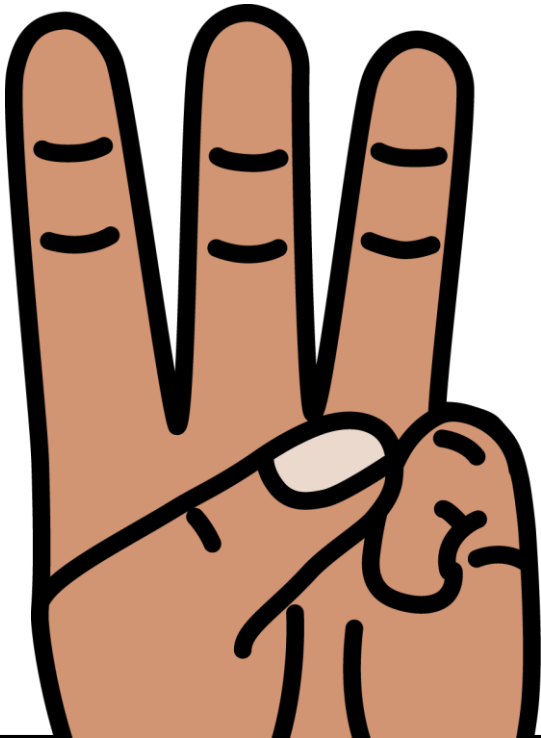
ASK 3  
and then me





# ASK 3

**and then me**





# Center Time Technician



©Tara West

# Center Time Technician



©Tara West

# Center Time Technician



©Tara West

# Center Time Technician



©Tara West

# Center Time Technician



©Tara West

# Center Time Technician



©Tara West

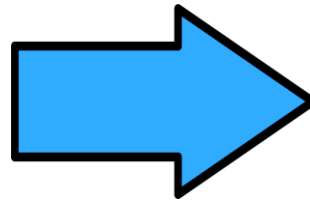


# Restroom

## Signal



”

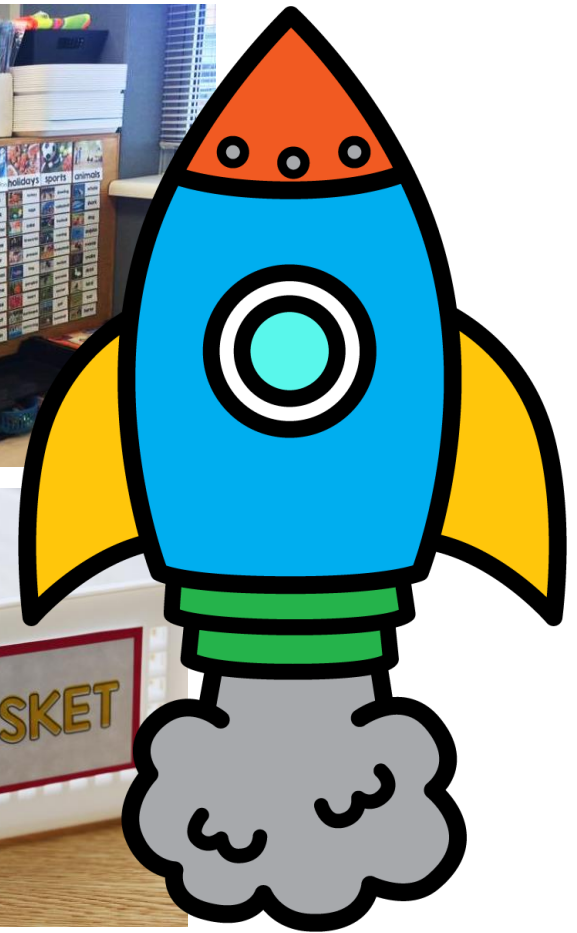




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## CENTER TIME CLASSROOM MANAGEMENT



### 1. THE FIRST "MONTH"





**TURN IN BASKET**

**TURN IN BASKET**

**TURN IN BASKET**

**TURN IN BASKET**



TURN IN BASKET

TURN IN BASKET

TURN IN BASKET

TURN IN BASKET



TURN IN BASKET

TURN IN BASKET

TURN IN BASKET

TURN IN BASKET



**TURN IN BASKET**

**TURN IN BASKET**

**TURN IN BASKET**

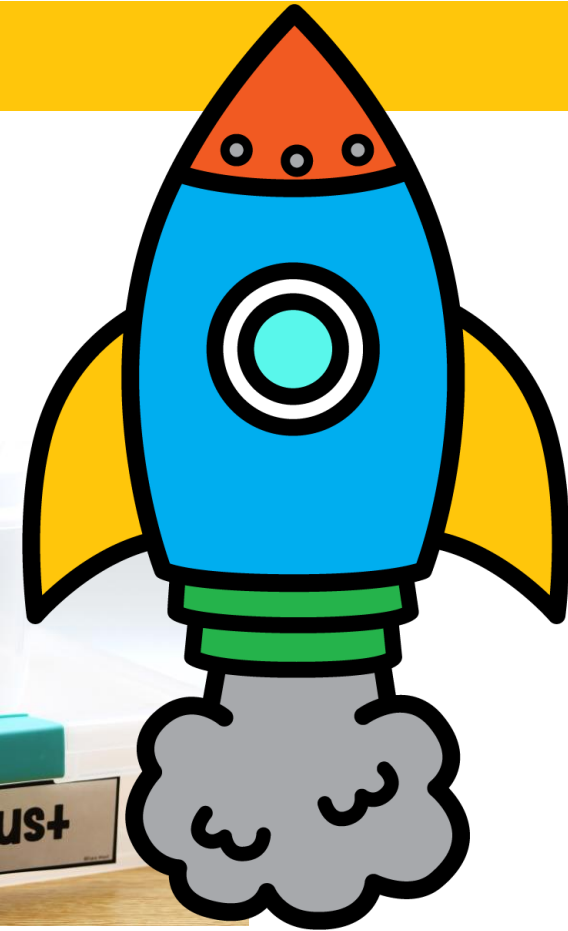
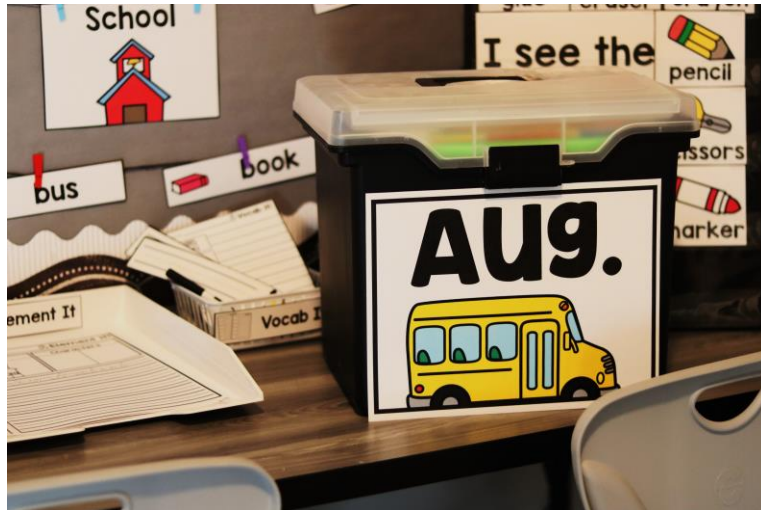
TURN IN BASKET



# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## ORGANIZATION



1. THE FIRST "MONTH"



FREE FILE



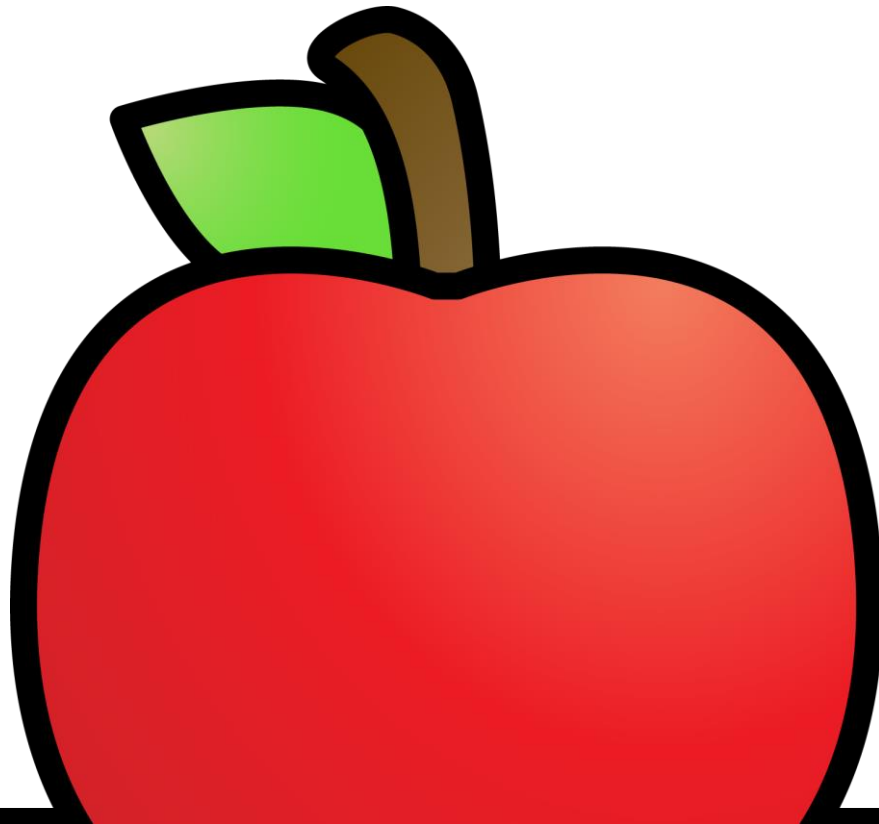


# Aug.





sep+.



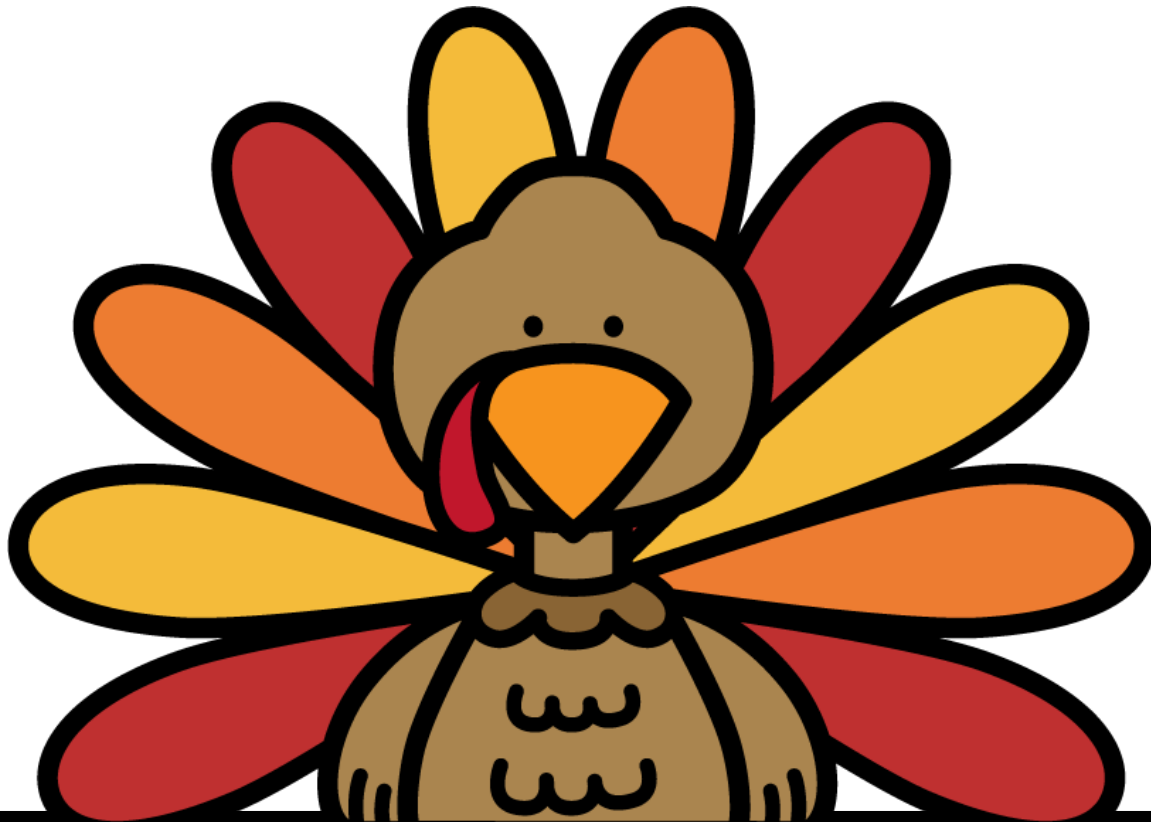


Oct.



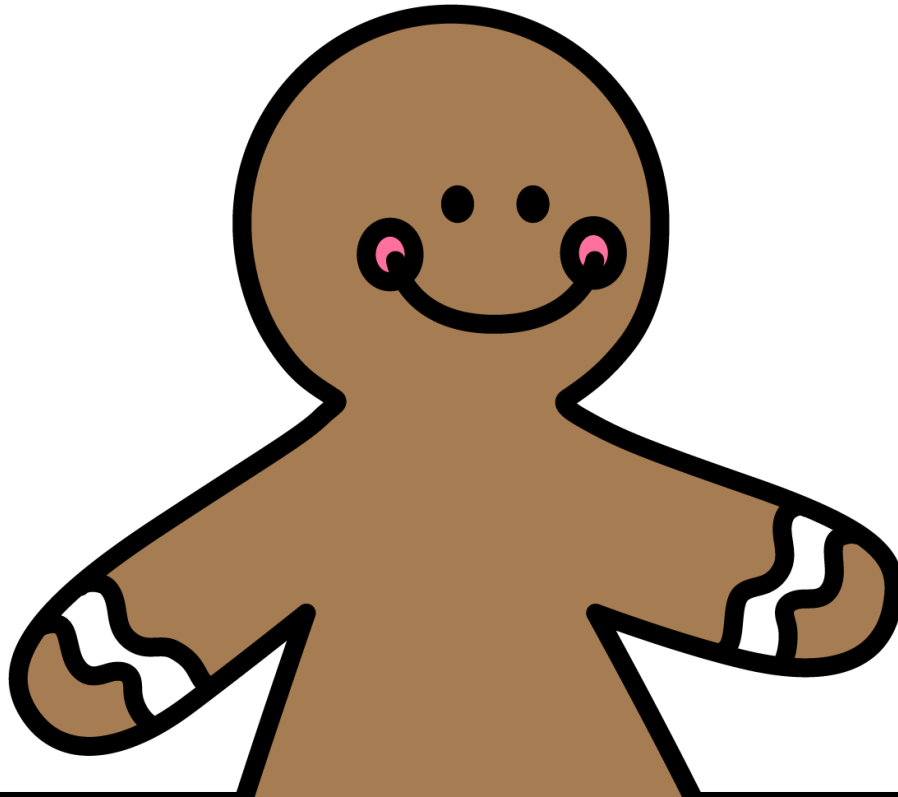


# NOV.





# Dec.





# Jan.





**Feb.**



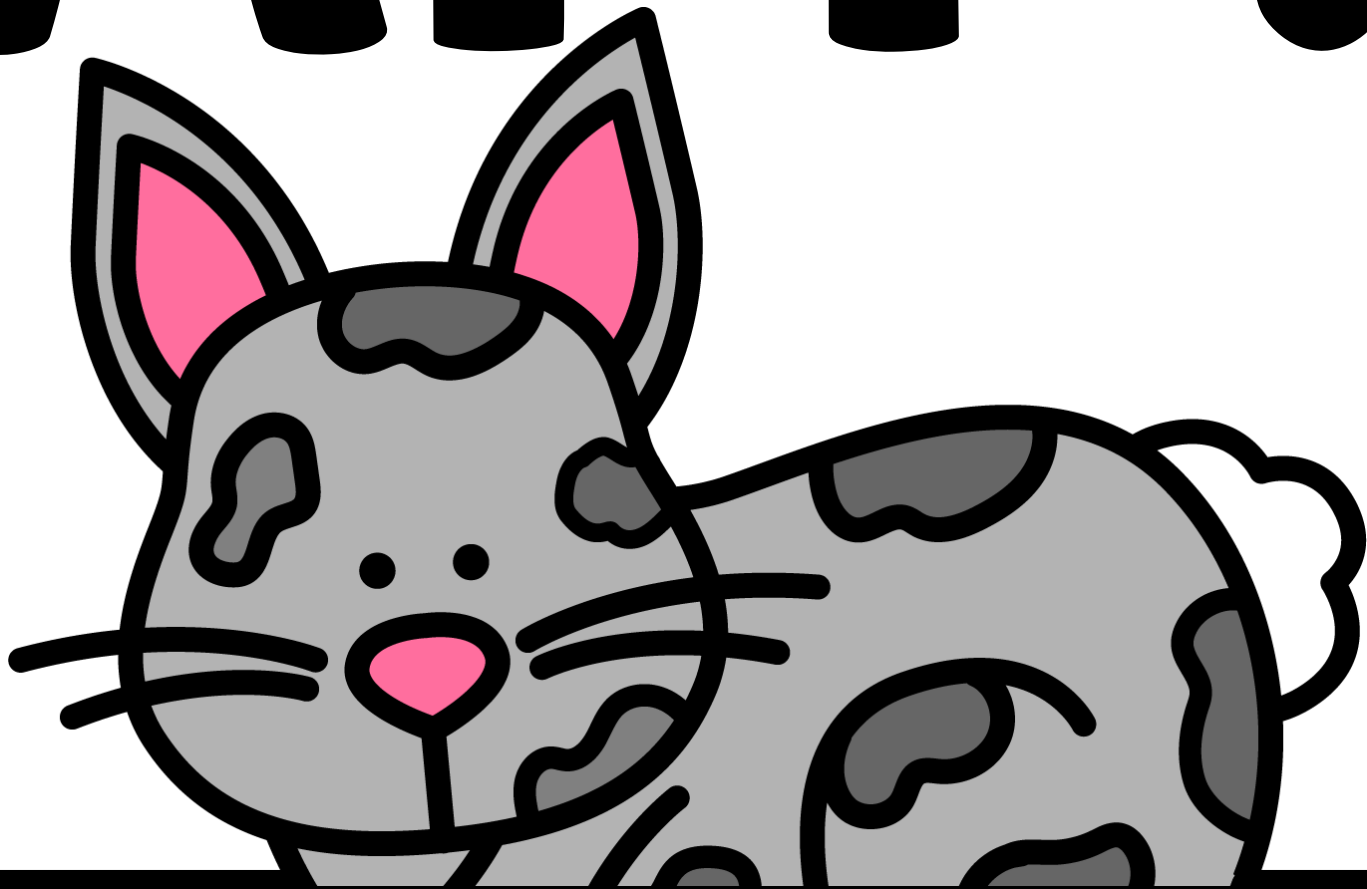


**Mar.**





Apr.



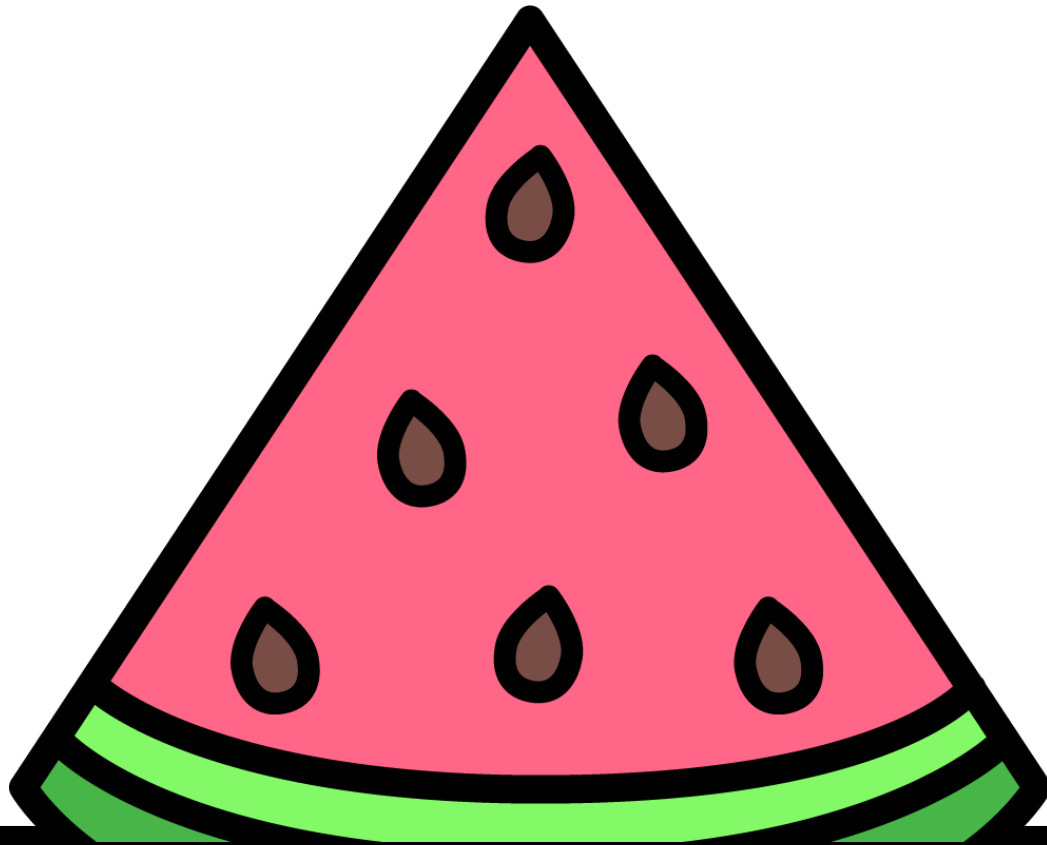


# May





# June



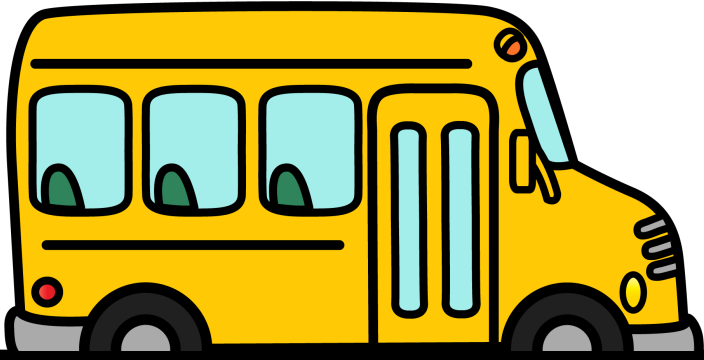


# JULY



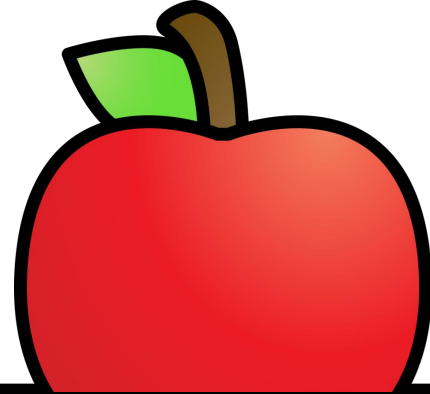


# AUG.



©Tara West

# SEP.



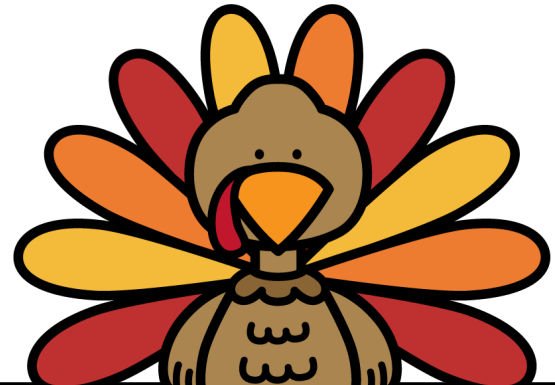
©Tara West

# OCT.



©Tara West

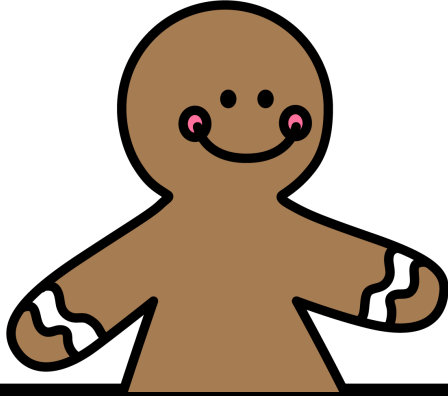
# NOV.



©Tara West



# Dec.



©Tara West

# Jan.



©Tara West

# Feb.



©Tara West

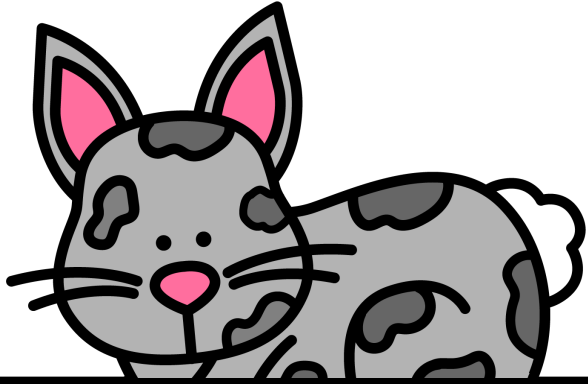
# Mar.



©Tara West



# Apr.



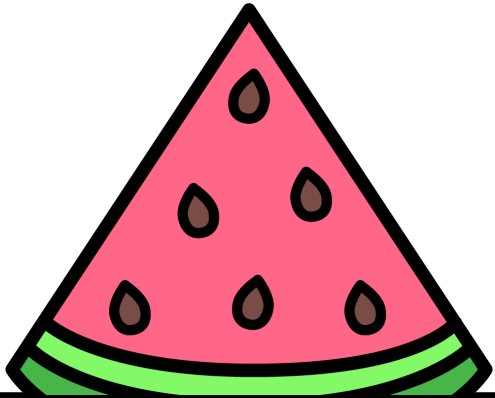
©Tara West

# May



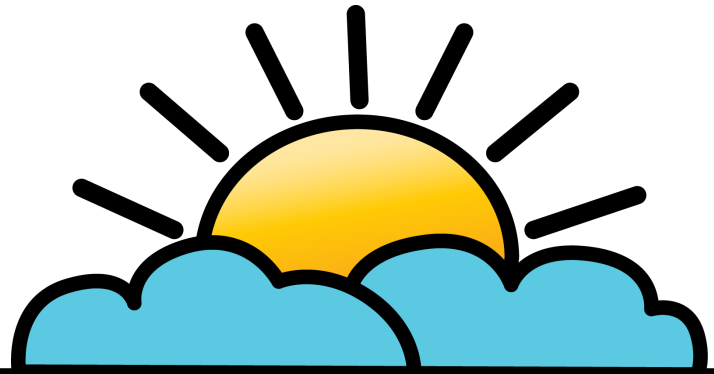
©Tara West

# June



©Tara West

# JULY



©Tara West





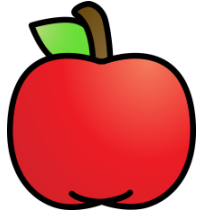
**AUG.**

©Tara West



**JAN.**

©Tara West



**SEPT.**

©Tara West



**FEB.**

©Tara West



**OCT.**

©Tara West



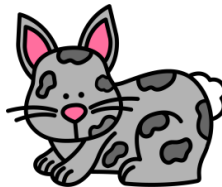
**MAR.**

©Tara West



**NOV.**

©Tara West



**APR.**

©Tara West



**DEC.**

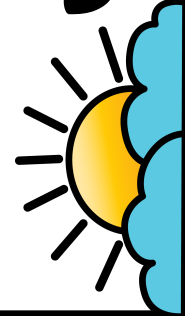
©Tara West



**MAY**

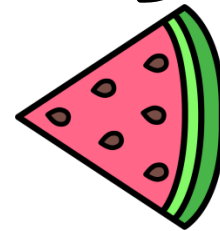
©Tara West

**JULY**



©Tara West

**JUNE**



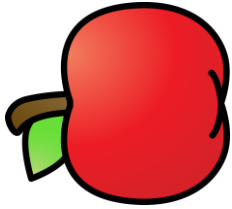
©Tara West





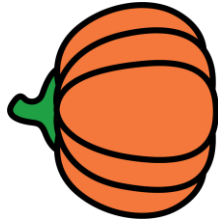
# August

©Tara West



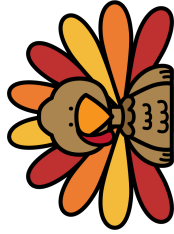
# September

©Tara West



# October

©Tara West



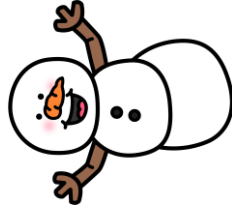
# November

©Tara West



# December

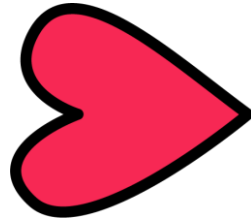
©Tara West



# January

©Tara West





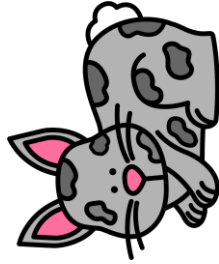
**February**

©Tara West



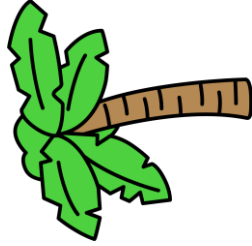
**March**

©Tara West



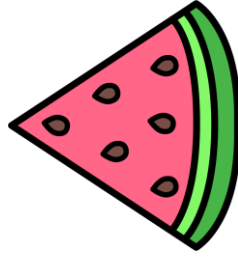
**April**

©Tara West



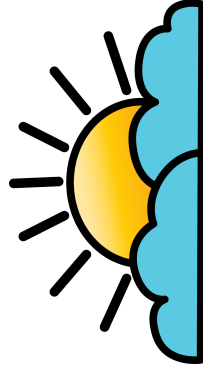
**May**

©Tara West



**June**

©Tara West



**July**

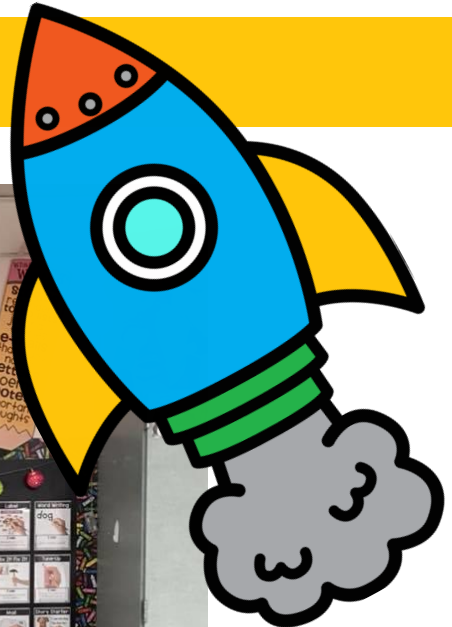
©Tara West



# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTER RESOURCES



1. THE FIRST "MONTH"

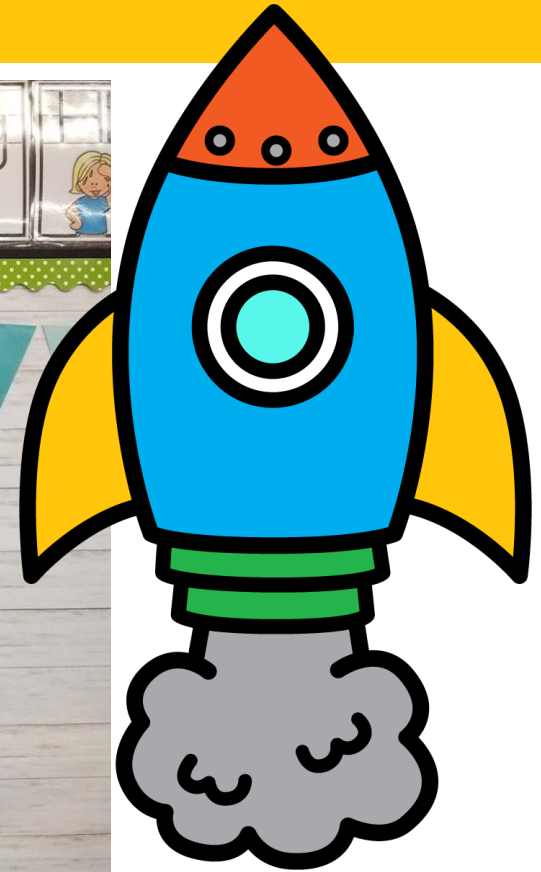




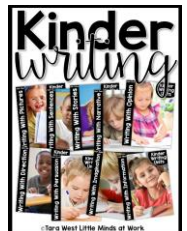
# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTER RESOURCES



### 1. THE FIRST "MONTH"

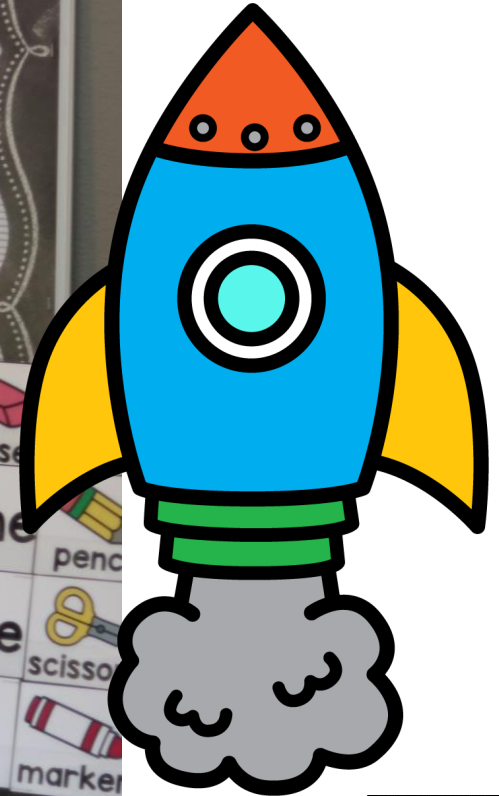




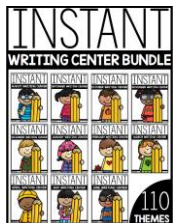
# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTER RESOURCES



### 1. THE FIRST "MONTH"

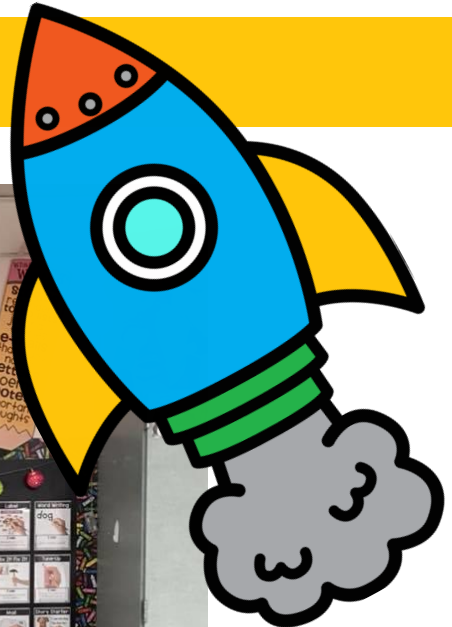




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTER RESOURCES



1. THE FIRST "MONTH" 

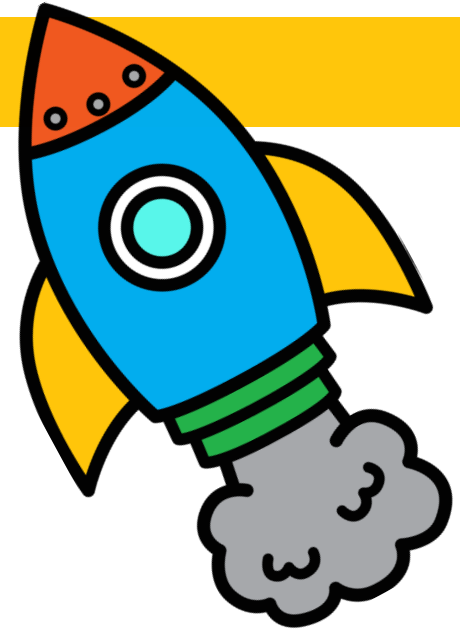




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTER RESOURCES



1. THE FIRST "MONTH"

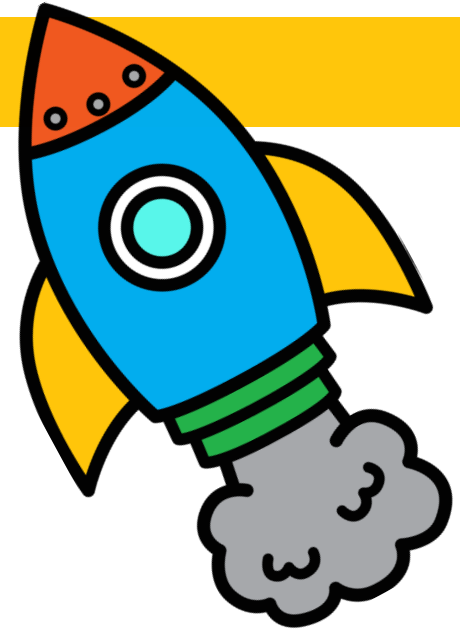
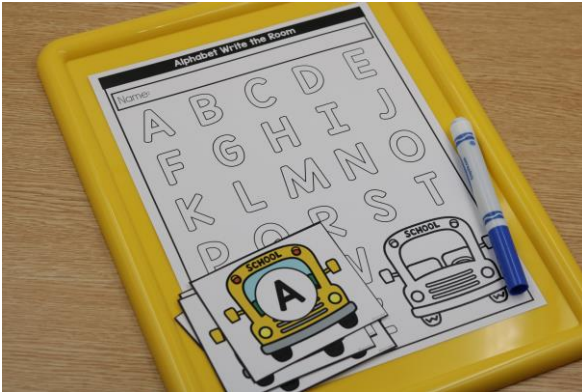




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTER RESOURCES



1. THE FIRST "MONTH"

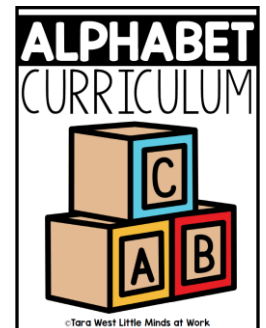
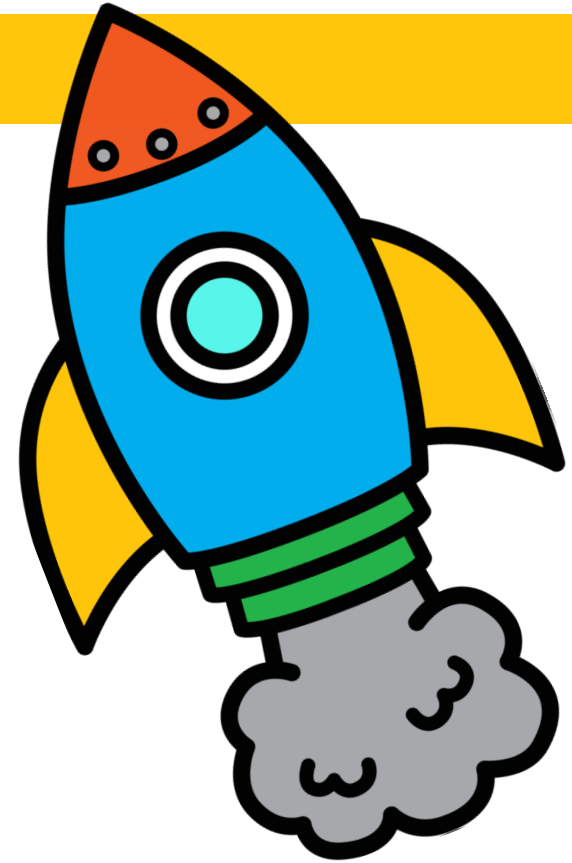




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTER RESOURCES

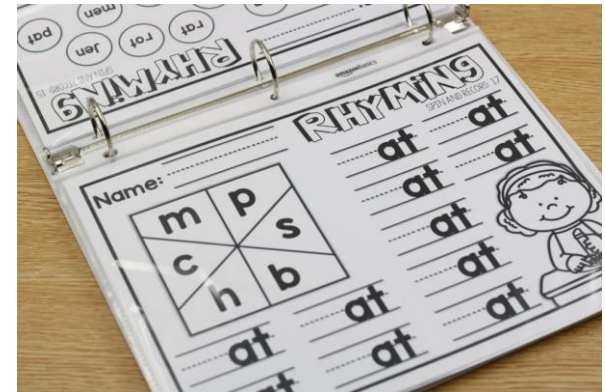
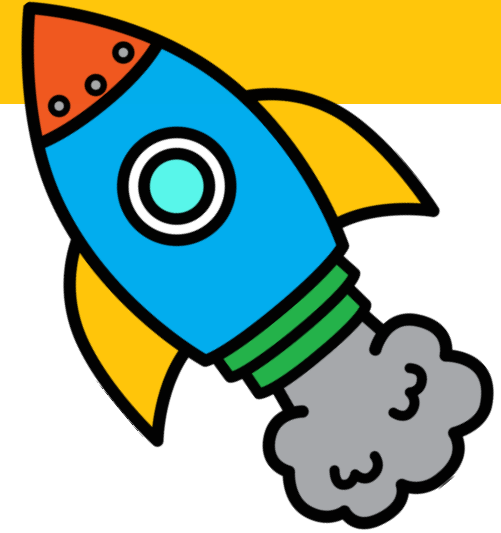




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTER RESOURCES

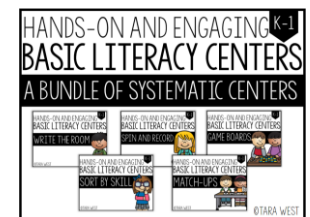


- #1: ALPHABET
- #2: RHYMING
- #3: BEGINNING SOUNDS
- #4: CVC WORDS

- #5: SYLLABLES
- #6: ONSET AND RIME
- #7: INITIAL SOUNDS
- #8: MEDIAL SOUNDS

- #9: ENDING SOUNDS
- #10: LONG VOWELS
- #11: DIGRAPHS
- #12: INITIAL BLENDS

- #13: VOWEL PAIRS
- #14: R CONTROLLED
- #15: CVCC WORDS

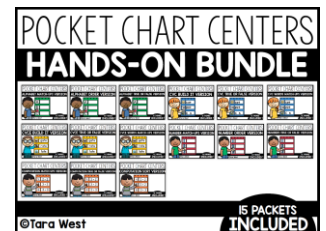
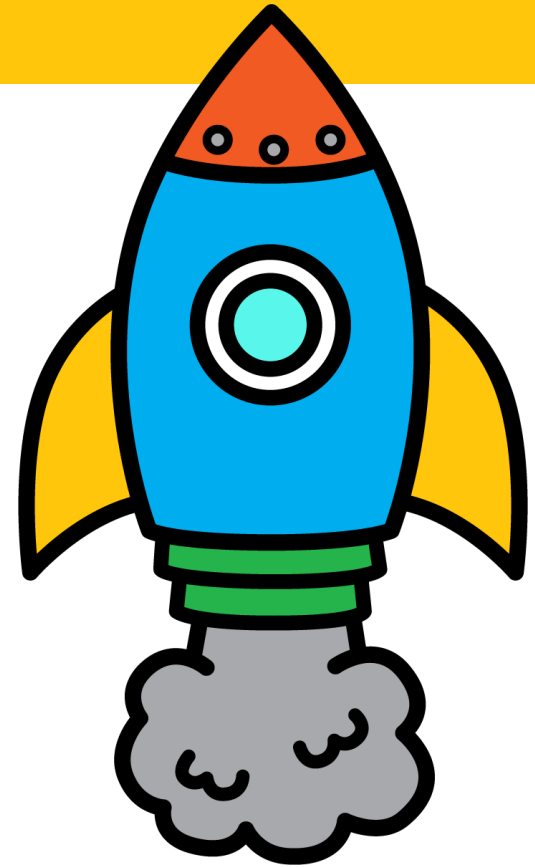
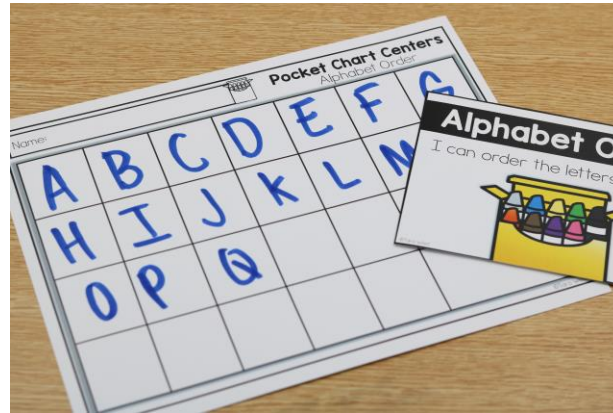




# BACK TO SCHOOL PROFESSIONAL DEVELOPMENT: LITERACY CENTERS



## LITERACY CENTER RESOURCES







# Professional Development Certificate

Presented on \_\_\_\_\_  
to \_\_\_\_\_

\_\_\_\_\_  
(Participant)

This participant attended a one hour webinar course which included discussions, best practices, and teaching methods for implementing literacy centers in the primary classroom.  
Congratulations!

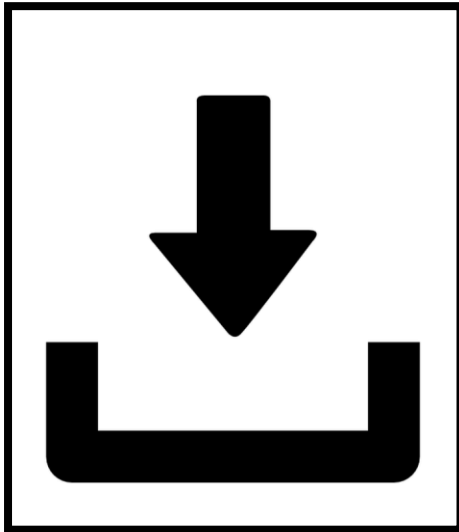
\_\_\_\_\_  
(Participant Signature)

*Jara West, mbr*  
\_\_\_\_\_  
Little Minds at Work LLC  
littlemindsatworkllc@gmail.com





## FREEBIES DOWNLOAD AND CONTACT INFORMATION



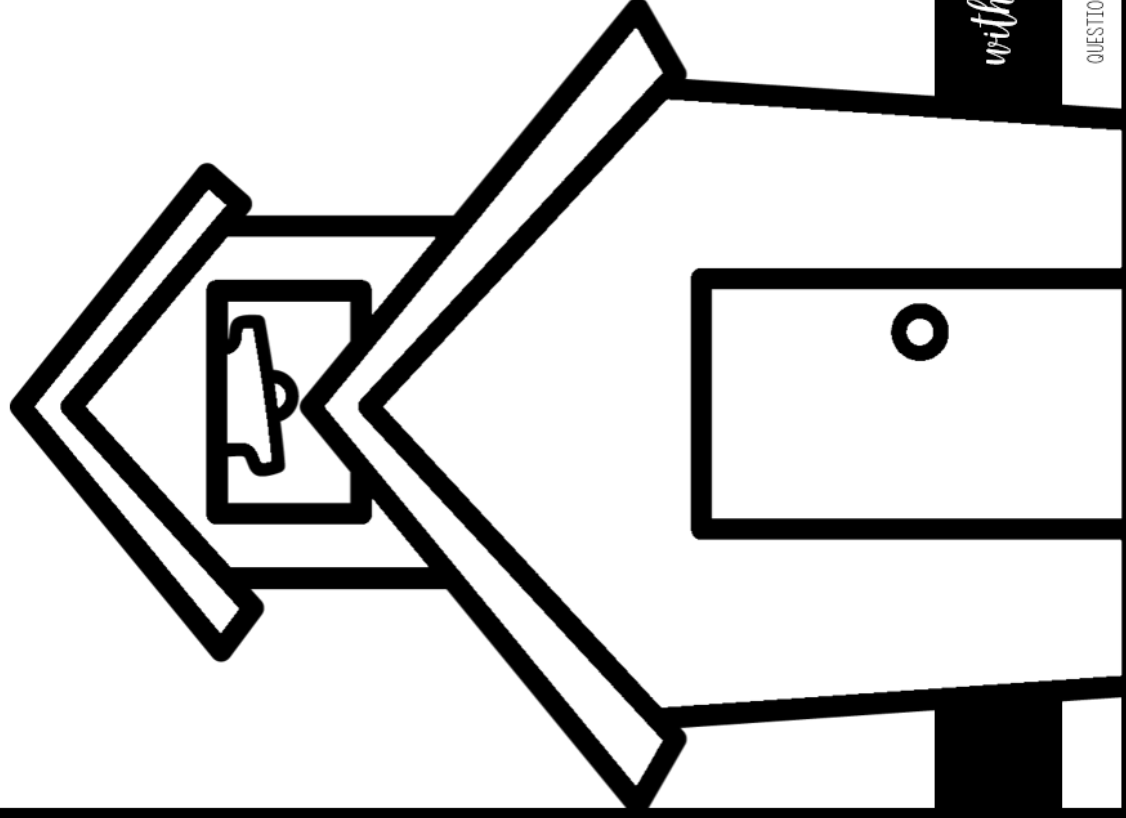
**[HTTP://BIT.LY/BTSLITCENTERS](http://bit.ly/btslitcenters)**

**CONTACT: [LITTLEMINDSATWORKLLC@GMAIL.COM](mailto:LITTLEMINDSATWORKLLC@GMAIL.COM)**



BACK TO SCHOOL PROFESSIONAL DEVELOPMENT

# *literacy centers*



*with Tara West of Little Minds at Work*

QUESTIONS AND REQUESTS REACH OUT TO ME AT [ATLITTLEMINDSATWORKLLC@GMAIL.COM](mailto:ATLITTLEMINDSATWORKLLC@GMAIL.COM)



**Stop & Think!**



What are your thoughts about the third week of literacy centers?

**Stop & Think!**



What are your thoughts about the fourth week of literacy centers?

**Stop & List!**



Classroom management ideas:

**Stop & Plan!**



What is a plan you can set for this year's literacy center block? Do you have additional questions still?



**Let's Think!**



PRE SESSION THOUGHTS: What does your current literacy center block look like? Are there areas you're wanting to improve?

**Stop & Write!**



What is your mission for the literacy center block? What about your students?

**Stop & Write!**



S:  
N:  
A:  
D:  
S:

**Stop & Think!**



What are your thoughts about the first week of literacy centers?

**Stop & Think!**



What are your thoughts about the second week of literacy centers?