

# Ohio Literacy Conference for K-3rd Grade Teachers

December 8, 2011 - December 9, 2011

## **A-5** Liven Up the Learning with Differentiated Literacy Centers (Gr. K-3)

**Melissa Leach**

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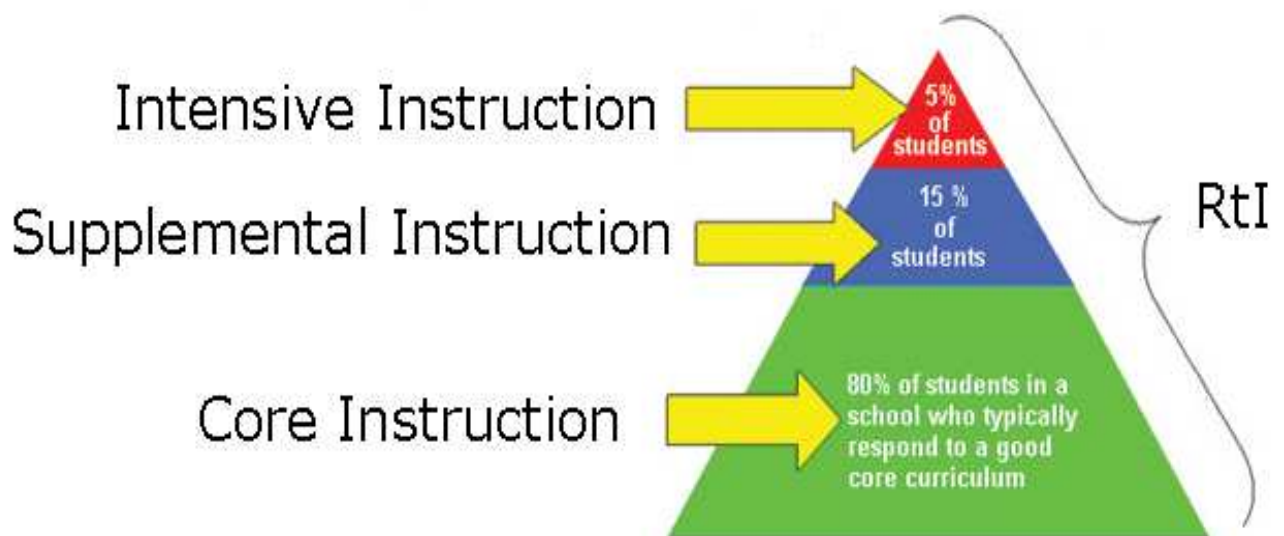
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# LIVEN UP LITERACY CENTERS

Presented for SDE by Melissa Leach

So jot it down... what did YOU teach last week??

**USING SMALL GROUP INSTRUCTION and  
CENTERS IS JUST ONE WAY THAT WE  
DIFFERENTIATE IN TIER ONE!**





# Picture Tour

(Jot down the centers and ideas you see in pictures)

## CENTER MENUS:

Menus list the options at a center and students choose what to complete.

They could complete everything on the menu over a period of time, or they could choose to complete a certain number of drinks, appetizers, main courses, and desserts.

A teacher can differentiate for students based on the requirements on the menu.

## **Task Cards:**

**Task cards keep students focused in a center!**

**Task cards can be created for ANY center.**

## **Must Do/May Do Lists**

**Similar to task cards, I Can Lists help students know what to do in a Center.**

**An I Can List will show students what they can do in a center similar to a Task Card**

**A MUST DO/MAY DO shows what must be done in a center and then after that is completed, what may be done.**

## **Differentiating in Centers:**

- **Some centers will differentiate naturally  
(Reading and Writing Centers)**
- **Some centers will need a little help  
Color Coding, RED, YELLOW, GREEN**
- **Or with the I Can List**
- **Some centers don't need it!**

**Are you reading BLOGS??!! You need to be!**

**Are you using Diigo? You need to be!**

**Here is my Diigo link to get you started...**



# BATTLESHIP



<b>can</b>	<b>to</b>	<b>some</b>	<b>could</b>	<b>will</b>	<b>her</b>
<b>done</b>	<b>want</b>	<b>slow</b>	<b>what</b>	<b>should</b>	<b>for</b>
<b>have</b>	<b>saw</b>	<b>does</b>	<b>there</b>	<b>look</b>	<b>its</b>
<b>want</b>	<b>put</b>	<b>think</b>	<b>his</b>	<b>who</b>	<b>then</b>
<b>can't</b>	<b>come</b>	<b>are</b>	<b>don't</b>	<b>why</b>	<b>know</b>



# Punctuation Hunt

Tally every time you find the punctuation in a book.

Punctuation	Tally Marks
Period •	
Question Mark ?	
Exclamation Point !	
Comma ,	
Quotation Marks “Talking”	



# Roll a Word and Race to the Top



<b>she</b> <b>1</b>	<b>see</b> <b>2</b>	<b>the</b> <b>3</b>	<b>can</b> <b>4</b>	<b>like</b> <b>5</b>	<b>look</b> <b>6</b>

# BROCHURE MENU

Make a list of the things you would take with you or that you would pack in your suitcase for the trip.

Pretend you have already gone and write a letter to your best friend about the things you saw and did.

Find and write down all the word wall words you can find in the brochure!

Write a note to your parents asking them to take you and tell them about the fun things you can do there.

Find and count ...  
periods  
word wall words  
consonant blends



# ***What Are The OTHER Kids Doing?***

## **Reading Centers:**

***Buddy Reading***

***Poetry Folders***

***Reading Corner/Library***

***Highlights Magazines***

***Big Books***

***Punctuation Hunt***

***I Can Read Box/Folders***

***Browsing Box/Bag***

***Travel Brochures***

***Menus- Reading, Spelling, Word Wall, Writing***

***Researching***

***Reading WITH things... flashlights, bears, pointers, sunglasses, phonics phones, a friend, a microphone!***



## **Letter/ Word Work Centers:**

***Newspaper Hunts***

***Stir the Soup***

***Letters in My Name/Not in My Name***

***Write the Room***

***Chalkboards/Water Painting***

***Letter Sorts- sticks/slants/etc.***

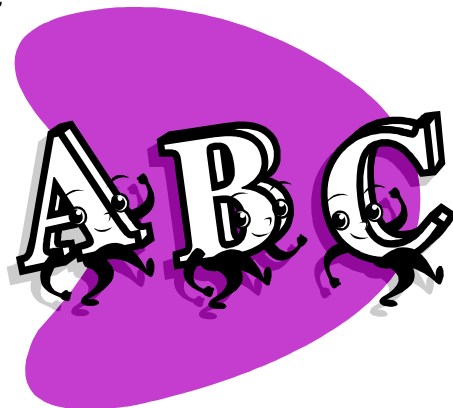
***Play dough Letters/ Plates***

***Name Puzzles***

***Bumpy Boards***

***Read the Road***

***I SPY Coloring Pages***



## **Writing Centers:**

*Prompt Writing*  
*Journal Writing*  
*Handwriting Practice*  
*Card Making*  
*Animal Stories*  
*Gel Pen Writing*  
*Book Making*  
*Butcher Paper Stories*  
*Peer Editing*  
*Write the Room*



## **Oral Language Centers:**

*Phone a Friend*  
*Puppets*  
*Retellings*  
*Telling a Story from a Picture*



## **Listening Centers:**

*\*\* Listening = 1 Center and response = a 2<sup>nd</sup>\*\**  
*Response Sheets*  
*Beg/Middle/End Flip Books*  
*Listen To Tape with no book and draw picture*



# CENTER IDEAS SWAP MEET



Reading



Writing



Speaking



Listening



Word Work



# BATTLESHIP



<b>can</b>	<b>to</b>	<b>some</b>	<b>could</b>	<b>will</b>	<b>her</b>
<b>done</b>	<b>want</b>	<b>slow</b>	<b>what</b>	<b>should</b>	<b>for</b>
<b>have</b>	<b>saw</b>	<b>does</b>	<b>there</b>	<b>look</b>	<b>its</b>
<b>want</b>	<b>put</b>	<b>think</b>	<b>his</b>	<b>who</b>	<b>then</b>
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word wall words  
letter t

## LIST OF RELATED CITATIONS

“Liven Up Literacy Centers”

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Alonso, Mellissa, and Nations Susan. (2001). *Primary Literacy Centers: Making Reading and Writing STICK!* Gainesville, FL: Maupin House Publishing, Inc.

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Fountas, I. & G. Pinnell (1999). *Interactive Writing: How Language and Literacy Come Together*. Portsmouth, NH: Heinemann.