

# Ohio Literacy Conference for K-3rd Grade Teachers

## December 8, 2011 - December 9, 2011

### **B-5** Center Management Made Simple (Gr. K-3)

**Melissa Leach**

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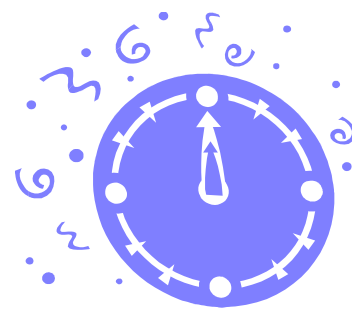
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## Center Management: Ending the Turbulence Presented for SDE by Melissa Leach

Take a moment and jot it down...  
What DRIVES YOU CRAZY???



## REMEMBER...

1. Centers are a time for kids to work independently and with their peers on meaningful literacy related tasks. Creating effective centers in your classroom allows YOU the teacher the ability to meet with your GUIDED READING GROUPS!
2. The most important learning is happening at your GUIDED READING TABLE! What is happening at Centers should be practice, review, or extensions!



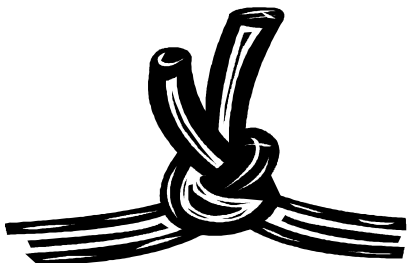
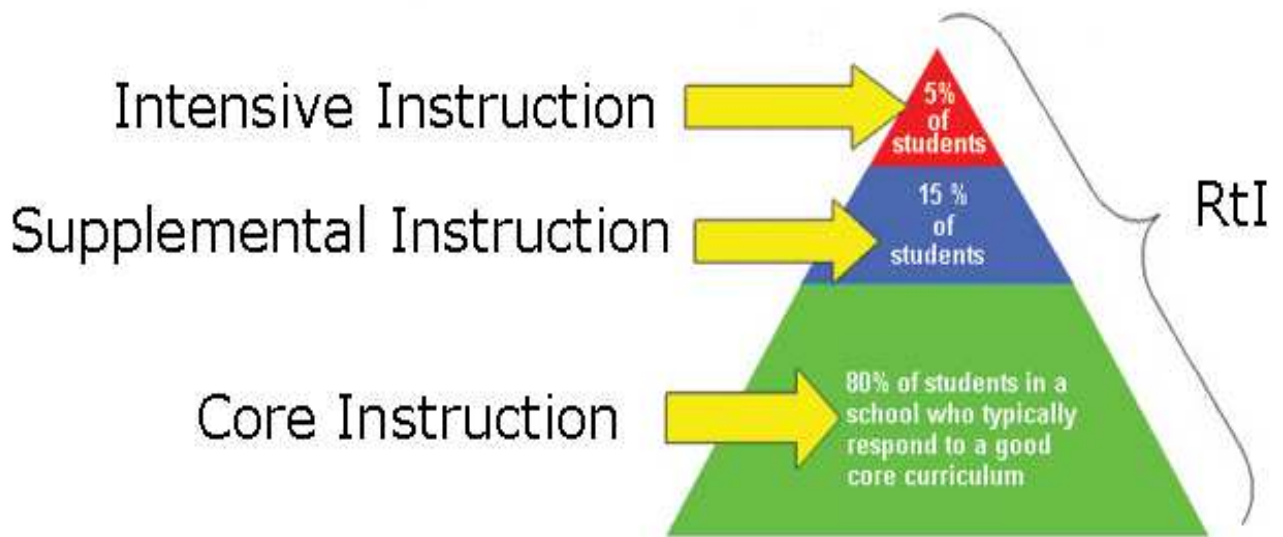


## Why Do Great Educators Plan for Small Group Learning?



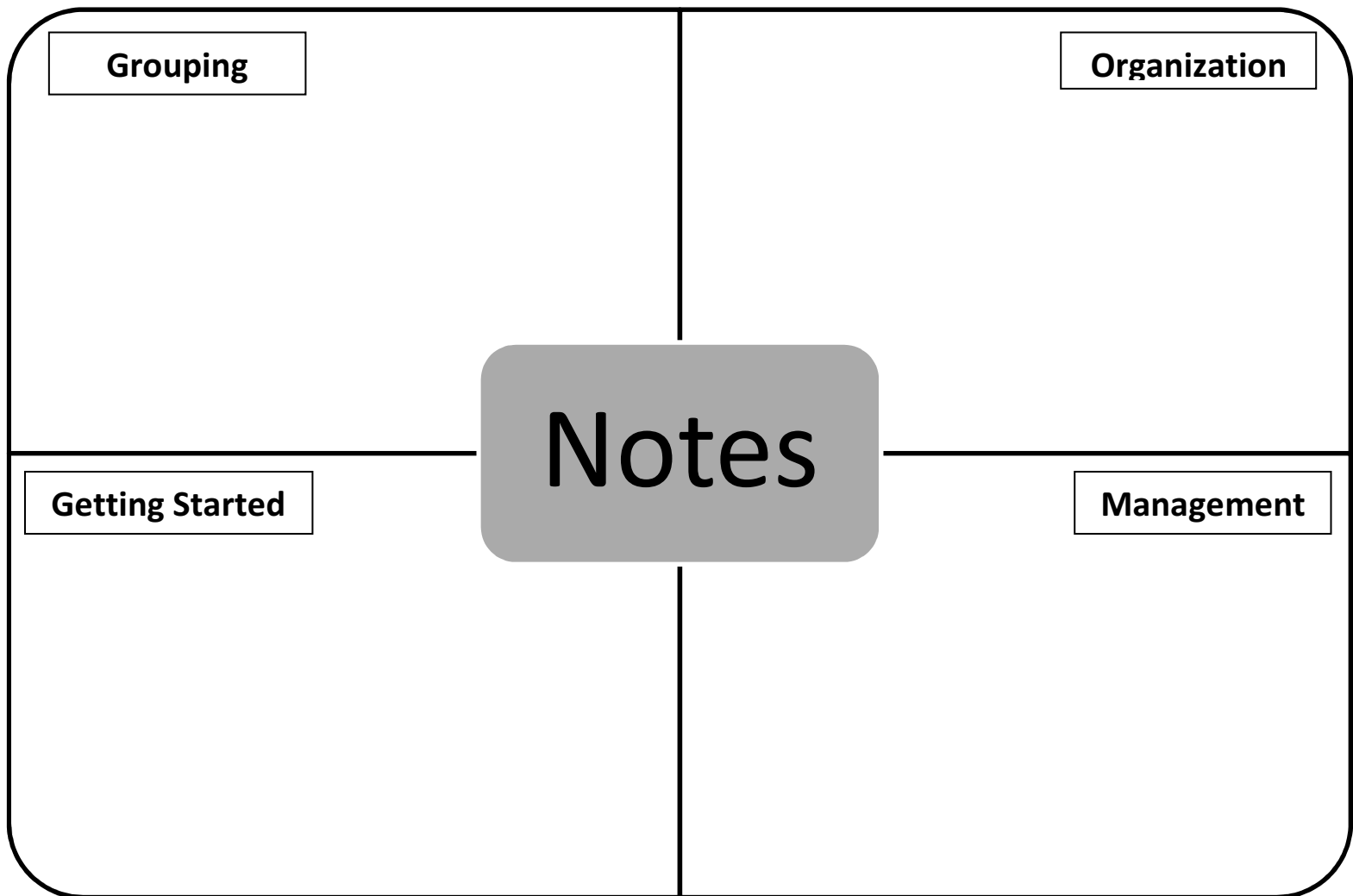
<b>Savings</b>	It Allows Students To...	It Allows Teachers To...
<b>Loans</b>		

**USING SMALL GROUP INSTRUCTION IS ONE WAY THAT WE DIFFERENTIATE LEARNING!**



***To learn a particular concept, “some children need days; some, ten minutes,” but the typical lockstep school schedule ignores this fundamental fact.***

**-Marilyn Hughes**



**THE MOST IMPORTANT LEARNING IS HAPPENING AT YOUR \_\_\_\_\_ .**










### **Management Decision of the Day...**

- **Will you tell them where to go and what to do?**
- **Will you let them choose where to go, but you tell them what to do there**

# The Management Board...

## Jot Your Notes


# The Check Sheet...

Literacy Centers Check Sheet			
Name _____		Week Beginning _____	
<b>Highlights Magazine</b> Read from Highlights and write about what you read. <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday	<b>Write the Room</b> Write the words in the room that have a blend in them.  <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday	<b>Reading Rods</b> Make words with your reading rods and write down the words you made.  <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday	<b>Writing</b> Write a story that goes with your magazine picture.  <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday
<b>Chalkboards</b> Write your sentences on the chalkboard and record them on your paper.  <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday	<b>Accelerated Reader With Computer</b> Read a book Take a Test  <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday	Students Manage Their Own Work... 2 <sup>ND</sup> OR 3 <sup>RD</sup> GRADE	
<b>* Read SQUIRT Books</b>  <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday	<b>*Buddy Reading</b> Sit with a buddy Read the books together  <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday	<b>*Write a Letter to The Teacher</b>  <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday	<b>*Write in your journal</b>  <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Friday

## **Getting Started the First Few Weeks:**

- ✓ Teaching centers whole group! Everyone is reading from the baskets of books! Everyone is practicing the word wall center.
- ✓ The first week of centers are all those familiar centers that you practiced from the weeks before. There are NO switches for at least the first two weeks.
- ✓ The first few weeks are not about WHAT students are practicing, it is more about HOW they practice it.

## **Grouping...**

- ❖ Two's company, but threes a crowd? Let's think about that.
- ❖ Changing groups often? Think about your first year of marriage or the first month with a new roommate or baby!
- ❖ Same old Vanilla? Where is the spice in that? What about Neapolitan?

### **Creating the groups:**

- ❖ Center Captains.... One per group
- ❖ High Student... One per group
- ❖ Low student... One per group
- ❖ Trouble... One per group
- ❖ Then check... who should NOT be in the same group?

**Bottom line on grouping, do what works for you and your students.**

# Video Notes...

(Jot some notes about what you saw that WORKS)



## Don't Make The Same Mistakes...

- ✓ Where are you placing your GR table?  
Are in the middle of the chaos?
- ✓ Find your “blind spots”
- ✓ Take your time and train your troops!  
Debbie Diller says, “Slow down to speed up.”
- ✓ Assign center captains!
- ✓ Put I CAN Lists or rules at each center!  
Write them together as a class.
- ✓ Get up and move around between groups.
- ✓ Teach and then TRANSFER to a center.
- ✓ Think about the materials- have kids had a chance for  
“free play” before they use the materials for learning.
- ✓ Change the groupings as necessary, but not too often.
- ✓ Balance the noise and movement during each rotation.



Looking At My Own Work: 😊 😐 😞

Otherwise known as... getting them later

Jot down what will be on your check sheet...

## CENTER SCOREBOARDS...

the sport doesn't matter, but the POINTS DO...

What will YOUR points be?



1)

2)

3)

# Literacy Centers should focus on...

**Reading    Writing    Speaking    Listening**  
**Word Work**

## Possible Centers List:

<b>Reading Centers</b>	
<b>Writing Centers</b>	
<b>Speaking Centers</b>	
<b>Listening Centers</b>	
<b>Word Work Centers</b>	

## LIST OF RELATED CITATIONS

“Center Management Ending the Turbulence”

PRESENTED FOR STAFF DEVELOPMENT FOR EDUCATORS (SDE)

by Melissa M. Leach

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

Bouchev, Gail and Moser, Joan. (2006). *The Daily Five: Fostering Literacy Independence in the Primary Grades*. Portland, Maine: Stenhouse Publishers

Diller, Debbie. (2003). *Literacy Work Stations: Making Centers Work*. Portland, Maine: Stenhouse Publishers

Fountas, Irene C. and Gay Su Pinnell. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

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