

## Arrival Activity: Pick a Prop

Select a prop from the prop table and take it with you to your table.

Use the prop as a metaphor to finish this sentence.

“To me, my role as teacher in the classroom is like a  
    *(your prop)*     because     *(your explanation)*    .”

## Literacy Learning in Kindergarten Centers

- Why are centers important for young children?

*Center based learning responds to how young children think and learn.*

- Offer purposeful, hands-on, active learning
  - Engage children in thinking and problem solving
  - Allow for decision-making and choice
  - Are open-ended and responsive to different levels of learners
  - Allow children to work independently, collaboratively and successfully
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- Use learning centers and literacy focused centers to promote literacy learning
    - Include a portion of each day for children to chose learning centers
    - Use focused literacy centers during literacy block so that children can work independently while the teacher works with small groups

## Tips for Successful Centers

- At the beginning of the year have fewer centers and keep them simple until children learn the routines.
- Establish predictable times on the schedule for centers so that children can anticipate when and for how long they can work.
- Teach children predictable routines for working in centers.
- Use morning circle time or meeting to teach routines.
- Think carefully about the materials you include in centers.
- Teach children proper care and use of materials.
- Teach children procedures for getting, cleaning up and storing materials.
- Label materials in storage bins with words and pictures so that they are easy for children to get from shelves and return.
- Establish a clear system for making choices and moving through centers and teach it to children.
- Use planning board or choice chart for children to make choices of centers.
- Establish procedures for children and teachers to keep track of children's choices.
- Vary the materials in centers to keep children interested.
- Observe children at work; if a center is not working well, talk with children and encourage them to help determine changes.
- Ensure that there is room in each center for 3 – 5 children (depending on the center).
- Use a centers checklist or other record keeping method so that you can keep track of where children go.

## Extending Literacy Centers Directions for Activity

Collaborate with others at your table.

Choose 1 center from the previous activity to focus on first.

Identify 2 – 3 ways you could extend or adapt the activity.

Keep in mind:

- The standards addressed by the activity
- Decisions and choices children can make
- Different levels of learners
- Demonstrating the activity to children so that they can work independently

If you have time, reflect on a second center.

## Enriching Learning Centers

WRITING CENTER

LISTENING CENTER

LIBRARY

ART CENTER

DRAMATIC PLAY

BLOCKS

SCIENCE AREA

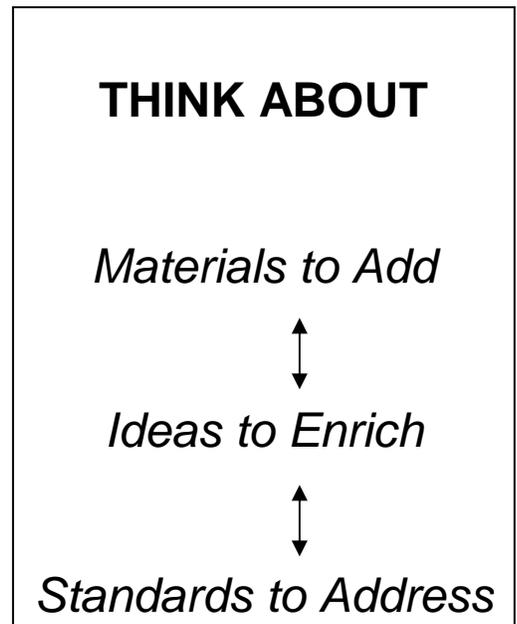
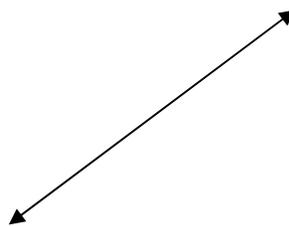
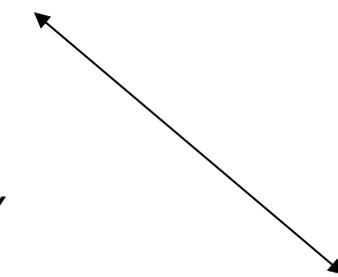
MATH AREA

MUSIC

COMPUTER

OUTDOOR PLAY

WORKBENCH



## Extending Read Alouds to Centers

Some ways read alouds can extend to literacy-focused centers:

- Listening to the story on tape in the listening center
- Using flannel pieces and a flannel board to retell the story
- Drawing and writing about a favorite part of the story
- Using puppets to dramatize part of the story
- Using magnetic letters to recreate the interesting vocabulary word in story
- Sequencing activities related to beginning, middle and end
- Reread the book with a partner

Read alouds can extend into learning centers:

- Making a mural of the characters and setting of book in the art center
- Making puppets in the art center
- Creating the story setting in dramatic play and dramatizing parts of the story
- Creating the story setting in the block area
- Exploring a concept from a book in the math or science center
- Making recipe from a book in the cooking center
- Going outdoors for a walk to do or see something like what happened in the story
- Making patterns in the math center based on the patterns in the book

## Directions

Choose a read aloud with your group.

Read the story.

Talk about ways to extend the book into centers.

Come up with an idea to extend the book to a literacy center.

Develop a way to extend the book into a learning center.

Identify materials, ideas for extending, and standards addressed.

Keep in mind the characteristics of effective centers.

Record your ideas on a chart.