



I'm not robot



Continue

Guided reading centers 2nd grade

What is a literacy center? Students in our class vary greatly in their literacy needs and level of ability. As a result, it is necessary to provide many opportunities for students to read, write, participate in meaningful experiences, and collaborate with others so that they can develop their ability to read and understand texts. A literacy center is a designated physical area (or station) for specific learning purposes. It is designed to provide appropriate material to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals. Literacy centers can be portable, temporary, or permanent. The integration of literacy centers can support improved reading, language, social, and writing development (Fountas & Pinnell, 1996; 2000; Tomorrow, 1997; 2003). The literacy center facilitates problem solving because students can explore, create, discover, and create their own or with others in centers (Batu, 1996). An effective literacy center enables student choice, having an explicit and continuous routine. The literacy center promotes student collaboration, facilitates student motivation, and provides targeted practices for students (Daniels & Bizar, 1998). Literacy centers can be set up and managed in an endless way. Teachers can create literacy centers that support guided reading teaching. When teachers work with one group of students for guided reading, another group rotates through a literacy center in the classroom. The literacy center can be created simply by arranging on-the-table literacy activities or can be found in designated classroom areas. They are also right for integrating technology. Ideally no more than four students should work in a literacy center. Literacy center ideas for basic classroom computer center writing center ABC writing center listening memory card games word family center book club center building/manipulatives center art center buddy reading center journal center social studies center for mathematics science Center Watch: Literacy Center: Developing Skills in Reading and Writing The goal of our literacy center is to give students meaningful independent assignments to create time for small group instructions or one-on-one reading conferences. This video was published with permission from the Balanced Literacy Diet. The idea of a literacy center for middle-class Literacy centers for the middle class is not just a revamped primary school center (Pevatte, 2007). Activities must be relevant and objectives. Literacy centers can be used in a variety of ways, one of which is to motivate students to read and write, provide them with relevant materials, and also stimulate the development of understanding. You can design a literacy center to help students with a variety of comprehension skills (e.g., comparison and contrast, problem solutions, objectives, research, and summary). Using different genres of literature (for example, (for example, autobiographies, newspaper articles, non-fiction, non-printed material, and anecdotal notes) literacy centers can allow students to apply, practice, and reflect on the skills and strategies they need to become proficient readers and writers. computer writing center computer writing center problem solving center science center center arts center social studies center social studies Center for social studies Here are some guidelines for creating an effective literacy center in your classroom: Start with students; plan what literacy centers will be created by taking care of students. What knowledge do students have as readers or writers? Can they work independently and/or collaboratively at the center? Think of ways to create a center that attracts and motivates all students. Think of the material and the level of reading and writing of students. What is the role of the student? Think about the purpose of your literacy center. Identify where to create a literacy center. Choose a theme, topic, or focus for the center. Decide how you'll organize resources and materials (printed or non-printed) at the literacy center. Create a list of directions that explain how students should use the center. Teach students how to use the center; monitor their understanding of their use and provide feedback as needed. Monitor student participation in the middle (develop a system [e.g., checklist] to track it). Create a routine for students to use when in the middle. Developing reading and writing activities for small groups or independent occupations participating in meaningful literacy activities and goals on a regular basis can produce a positive effect on the entire assessment system. Informal monitoring of student success on specific performance assignments will provide student literacy achievement data. Use your monitoring system about student participation in literacy centers. In addition, teachers' observations of the center's behavior can provide important information about student independence and cooperative skills. For more detailed information on literacy centers, see the following resources: Lesley Mandel Morrow (1997). Literacy Center. Stenhouse's publisher. This is a comprehensive presentation on research for the use of literacy centers in the classroom. This book provides information about the organization, management, and assessment of literacy centers, and instructional techniques that promote cooperative and collaborative learning arrangements. It is available through Stenhouse Publishers. You can download the Morrow Literacy Center Checklist here. Irene Fountas and Gay Su Pinnell (1996). Guided Reading—Good First Lesson for All Children (Grade K-2). Heinemann. This book provides a detailed description of classroom management techniques for literacy centers. Guided Reading is available through Heinemann Publishing. Irene Fountas and Gay Su Pinnell (2001). Readers and Authors of Grades 3-6: Understanding, Genre, and Content Literacy. This volume of guided reading companion (K-2) extends the instruction, assessment, and management of literacy centers to the middle to middle class. It also focuses on understanding teaching, genre, and content literacy. Guiding Readers and Writers is available through Heinemann Publishing. More resources at the literacy center: Forty ideas to inspire you! There are many different ways to run a literacy center. For example, you can have students work in pairs. Or they can work in larger groups. You may have students working with their guided reading group colleagues. Or mix groups so that students work with colleagues at different levels. You can let students choose a center. You can give them partial options. Or you can specify the center that students visit. The choice is endless! So is there one correct way to implement a literacy center? I really don't think so. In the end, you have to do what works best for you and your children. But in this post, I will share the framework that makes the most sense to me! I will discuss topics such as grouping, discriminating, and asking students for accountability. AND I have a free gift for you at the end of the post! Photo Credit: Tirachard Kumtanom, Shutterstock What is the framework of the Center for Literacy that Works? My Working Literacy Center model was compiled around 6-7 word centers that students visited while teachers met guided reading or other small groups of literacy. Reading, writing, speaking, and listening are the foundations of the activities of the centers within this framework. Think of it as an ice cream sundae. Reading, writing, speaking, and listening are ice cream (required for sundaes!). Different variations and activities are toppings (fun and make sundae taste better). Photo Credit: Unal Ozmen This framework also reflects the principle that students need meaningful and authentic practices to grow as readers and writers. The central activities come from and are tightly tied to the literacy instructions of whole and small groups. What's a different center? We need to choose a literacy center that will help students achieve the goals we have for them. As readers and writers, we want our students: Read with decode understanding new words successfully Read fluently Talk and write about what they read Expand their vocabulary Share meaningful ideas through writing Writing with spelling, grammar, and correct punctuation With all that in mind, I choose the following centers to combine different and meaningful ways that students can practice literacy skills: I recommend that you tell the students which center they will visit, and when. Students have a choice in each center —but more on that later. I also recommend that you use this same central order (1-6, or 1-7) in rotation. For example, group A visits centers 1-3 on Mondays and 4-6 on Tuesdays. The order of these centers is carefully selected so that students usually have a balance of balance and daily reading activities. Here are some in-depth descriptions of the various centers: 1. The Independent Reading Center This is about reading, plain and simple! It's a quiet center — but not always silent, as many students at K-2 might read a whisper. At the independent reading center, students can write down thoughts, reactions, and questions about sticky notes, half sheets, or on interactive bookmarks (image below). They write quick notes or ideas to share with their peers. However, at this center, students do not spend time on long written responses (or pictures). It happened at the Reading Response Center. Why? Because kids need a lot of time to read. If we ask them to make long responses during their reading time, it can a) reduce the amount of time they have to practice reading, and b) send confusing messages about whether they need to read or write. In addition, students bring their own book bags or book boxes to this center. They usually only read from their own bags or book boxes. Kindergarten and early first graders should have 10-12 books in their bags/boxes. Late first and second graders may have between 6 and 8 books, depending on the length of the text they are reading. I also think it's important to make sure that students have at least some books in their bags that you know are at their independent level. I usually make book shopping rules like, Choose 5 books from anywhere in the classroom library, and 5 books from your group trash, inside the bin group. I can put books that students have read during guided readings and b) other books that I know will be at their independent level. This combination strategy lets students choose. But it also helps ensure that they don't always read books that are too difficult or too easy. And speaking of book shopping, an independent reading center is not an opportunity to shop for books. This time it is exclusively dedicated to reading. They can shop for books during other times of the day. I want to assign each group a guided reading book shopping day (or day), and students get a new book as soon as they arrive at school on the specified day or day. That said, early kindergarten and first graders tend to go through books quickly — and if your center lasts 15 minutes, it can be a long time for them to read independently! For these students, place a 5-minute sand timer in the center. When students arrive, they turn over the timer and have 5 minutes to shop for new books in the classroom library. When the timer runs out, they should settle down and start reading immediately. In addition to regular books, students can also read poems, song lyrics, magazines, books written by other classmates, ebooks, etc. One lastly: In addition to the independent reading center, I also dedicate another time of the day for students to read independently (even if it's only an additional 5-10 minutes). No No students will visit the self-reading center daily, but we want to make sure that all students have the opportunity to read independently every day. This separate independent reading time gave me the opportunity to meet some students for individual reading conferences and ensure that they chose the appropriate book for their bag. Also, I've found that some students are more focused when everyone is reading at the same time, and classes are quieter. 2. Reading Response Center This center provides an opportunity for students to respond to what they read at the Center #1 (independent reading). Students bring their bags or book boxes to this center. They spend a few minutes. Choosing a book or book to respond to quickly reviewing parts of the book and/or their sticky notes Choosing a method for responding to the book (more on that below) Chatting with their peers about the book they plan to respond to the Sand Timer might help by teaching students to limit the amount of time they spend planning and talking. A group leader may reverse the sand timer 3 or 5 minutes as soon as the student enters the center. When the timer runs out, planning and talks stop and students start working on their responses. Typically, students will have 2-3 different options for how they respond to texts. The options may vary, but can include: drawing or writing about favorite sections, drawing or writing to show interesting facts, designing new covers for books, writing alternative endings to stories, creating new nonfiction books that combine information from multiple texts, answering reader response questions, writing book recommendations for friends, writing letters to authors, etc. The response may not necessarily be complete in one day. Students may complete a response from the previous day (I recommend students spend no more than 2 days on a single response). Students store their unfinished or finished responses in their independent work folder, which they take with them to all centers. 3. Word Work Center In the word work center, students practice reading, creating, and writing the words they learn. These can include vision words, words with specific patterns, and/or vocabulary words (depending on the student level). There are many different ways that you can set up this center. My personal preference is to have students work independently or in similar ability partners. They practice their own words, which are stored on the card or in a list in their independent work folder. Words are chosen for students based on their developmental needs, and they may be part of a word study program like Words Their Way (my personal favorite). In kindergarten (or even early first grade), the word work center begins with name word, alphabetic letters/sound work, and phonological awareness work. You may also want to include 2 word study centers in your class at the beginning of the year so that students have plenty of opportunities to use these basic skills. At the end of first grade or second grade, the word work center can include grammar and vocabulary work. There are many, many possibilities for word work activities! Students can play games, stamp words, create words from Wikki Stix or playdough, use the iPad app, work with magnetic letters, complete word or image sorting, and the list goes on. I recommend limiting students to 2-3 options at any given time. I also recommend teaching students a core group of games and have them play this game all year round (using different words every week or 2 week period). This reduces the amount of time you have to spend preparing and teaching the game. 4. Listening Center In this center, students listen to pre-recorded stories or text aloud. They can also respond to text by writing, drawing, or talking to a partner. When I first started teaching, I had tapes for the listening center. ☹️ But now there are so many different options! You can use the CD player (with a headphone separator so that some students can listen). You can also use a desktop computer, laptop, or tablet to let students listen to books online or in the app. Students can also write a sentence or two about the text, as in this passport activity. Where students finish work in their independent work folder, or leave it at the center if the job audience is their classmate. 5. Writing In the writing center, students choose from a piece of stationery and can work on a variety of writing products. There are many possibilities, but here are just a few suggestions: Write an article for a class newsletter Write a letter to friends or relatives Create a how-to book placed in the classroom library Create a travel brochure about their city (or any other place they have visited) Interview a friend and write a biography about them Working on a piece of writing workshop Students store their writing in their independent work folder so they can easily return to it later. However, if they choose to work on a piece from a writing workshop, they put the piece back into their separate folder for writing time. 6. Partner Read Center In partner reading centers, students work together to read and discuss texts in a variety of ways. Again, there are many possibilities, but here are some suggestions: Do an echo reading (one partner reads one page and another partner echoes it) Do a choral reading (the partner reads the entire book at the same time) Take turns reading the pages of the book One pair reads the entire book and the other partner then rereads the led besar book with a pointer (and searches for certain words, punctuation marks, etc. when finished) Partners take turns recording videos of each other reading Act out familiar stories Students often don't have a real product after working at this center. But as I'll discuss later, this is fine. And you can easily glance and see if a pair of students is silly or Read. ☺️ 7. Drama, Music, or the Art of Play Literacy (optional) I know that not all of us work in schools where art, drama, and play are prioritized. But if you are able to create a center like this, I think it is a good idea to do it. Depending on how you compose the center, students may Respond to text through art (paints, markers, collages, etc.) Create something (i.e. a clay sculpture/playdough) and write about it Use a doll or props to act a familiar story Engaged in a dramatic drama (i.e. a doctor's office scenario, in which students read and write for various mock purposes) There are so many possibilities for this center! When I teach kindergarten, I always create a space for dramatic play in my classroom. If you're interested in resources to help you create a dramatic play center based on literacy, look for my dramatic play resources (coming soon!) Other Options for The Center: I like to use this 6-7 essential center for simplicity and ease of planning. However, if you prefer to have more centers, you can break down the various activities in these centers to create more centers. For example, instead of having students read led books during partner reading, you can have them read a regular book during partner reading and set up a separate ledbook station. Or, instead of having students work with technology in a job center and word writing, you might have a separate computer or iPad center. You can also add a separate poetry center, a pocket chart center, or a eloquen center. And you may need to break down these centers if you have a large number of students — but more about the size of the group in a minute. How long does the center last? It depends on a lot of things — where you are in your school year, what level of value you teach, how long your literacy block is, and how many small groups or guided reading groups you want to see. In general, you may want students to spend a TOTAL of 30-45 minutes at the center each day. Each center can last about 15 minutes for K-1. In grades 2 and up, you can use 15-20 minutes for each center. How do students rotate between centers? In my model, the teacher assigns students to the center. Each student visits 2-3 centers per day (fewer if he or she is seen by the teacher for guided reading). Each center lasts for one small group lesson, so that all students rotate at the same time. When it's time to clean up, the teacher gives some kind of signal. When the students finish cleaning, they sit back and point to the center where they will go next. When everyone is ready, the teacher gives another signal, and the student spins. So that students realize how long they have to work in each center, it is helpful to a kind of visual timer (on interactive white boards, sand timers, timers with large screens, etc.). Also, teachers need to create some sort of display so that students know which center they will visit that day. Views can be created pocket charts, bulletin boards, or interactive whiteboards. The teacher (or student assistant) changes the view section each day to reflect the student center assignment for the day. How are students grouped? Ideally, 4 students work at the center at a time. However, in many centers, students actually complete activities with one partner or independently. So although 4 students may be at the center at the same time, all 4 children usually do not cooperate (this helps reduce noise levels). Each group of 4 students consisted of 2 students from one guided reading group and 2 students from different guided reading groups. In this way, the teacher can determine that the student is working with the same partner or a partner of different abilities, depending on the activity. This arrangement also helps because when a teacher meets a guided reading group, there are still 2 children left in the center who can work together. Of course, math doesn't always go perfectly because of class size and absence. Here are some tweaks you can make, if necessary: Have a group of 5 or several groups of 5, with 2 children from one guided reading group and 3 of the other Teach Student modifications for partner activities (so they can complete them individually or in groups of 3) Temporarily rearrange the group in case of absence or other changes require it Break up one of the other 6-7 centers to create additional centers you can read more about this strategy (and see some videos) in the post This. What is the activity of differentiation centers? Many activities are accessible to all learners because students read and write at their own level. However, here are a few ways to ensure that students are doing the appropriate task: Require that half of the books in the student's book bag come from a particular trash can, with books at their independent level (read more about this under the description of the independent reading center) Give students a word card or differential list they keep in their folder (students then complete word work activities with their specific words) Use a different colored folder in the middle (each folder includes a different one activities, and students assigned to work from specific colored folders) Strategically pair students (as described in the section above, with the same abilities and mixed ability grouping options) How are students responsible for their work? First, I would like to say that while I think it is very important that students are on duty and studying during the center, I am not a big fan of assigning students tons of worksheets. I don't think that kids should produce anything at every center they visit. Even so, children still need to know they will be responsible for their work. We can do this with: Make the goal of the center very clear for students Checking the student's independent work folder every week (or every day, if the student is really struggling to stay on duty) Choose 2-3 students to observe observe day Make time to check in 1 minute each day (i.e. wake up from your small group to take a peek at what students are doing at the center) Keep a quick checklist available for each check-in After students take photos of non-written work for you to review (see seesaw awesome app for this!) Have time sharing at the end of the center where students can talk about their learning, share the materials they create, and judge for themselves their productivity How are choices put into the center? Choice is a powerful motivator! Even though I set up groups and centers where students worked, I wanted to give students different options in each center. In certain centers, there are always 2-3 different options for activities. This is represented on the instruction card: I only give you a few options at a time so that students are not overwhelmed (and to make the center easier to clean). How is the material arranged and rotated? Each center has a designated location in the class. You can save the material and have students work in the same space. If you have a small classroom or other space challenge, you may have to ask students to work at a desk or desk for some center. You can still point to one location in the class where the material for that center will be stored consistently. In the past, I changed all my centers on Mondays. But I find that this creates information overload for my students when I have to teach them (or at least review) many new centers each week. Instead, I recommend changing only 1 activity option for 1-2 centers per day. So on Monday you may introduce a new activity for the listening center (and the other 2 options in that center remain the same). And on Tuesday, you introduce a new activity for the partner reading center (again, the other 2 options at the center remain the same). And on Wednesday, you may introduce new activities for independent word reading and work centers. And so on. This way, you only spend a few minutes teaching 1-2 things before students start the center every day. Also, before you ever introduce a center, you should model it repeatedly across groups or small groups. For example, have students play a verb during a guided reading before you center it. Since your central activities should be closely related to your classroom instructions, model them over different times of the day. When it's time for the center, you may have to review or explain a few things briefly, but then it's just a matter of putting familiar material at the center for students to use. In addition to the central materials you set up, students also have their own independent work folders. You can have students save different assignments, word lists, or word cards in their folders used during the center. Students also store centrally related writings, images, and other assignments within a folder. If a product is in progress, it goes into the pocket with a green sticker. Green. It's over, it's in the red pocket. You can review students' independent work folders weekly. Once you have reviewed some of the child's finished work, you can a) finished paperwork work to show that the child can take it home or b) place it in the child's mailbox/other location for take-home paper. How do centers fit into the literacy block or school day as a whole? That's another wax ball ☺️ so I'll refer you to another post I've written: Fitting Everything In: How to Schedule a Balanced Literacy Block for Kindergarten Fitting Everything In: How to Schedule a Balanced Literacy Block for a First-Class Fit That's All In: How to Schedule a Balanced Literacy Block for Second Grade What to Do When You Can't Incorporate All The Components of Balanced Literacy Into Your Literacy Block What if I need resources for my literacy center? I can help you! If creating an attractive and meaningful center for K-2 students is important to you - and you don't want to stay after school for hours preparing materials, check out my kindergarten, first and second grade literacy center bundles. You can also view individual central packages by scrolling down to the bottom of each bundle description. Let me know if you have any questions, and happy teaching! Printer-Friendly Version