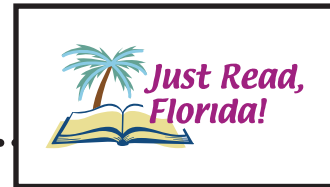




# Kindergarten and First Grade Student Center Activities



# Teacher Resource Guide

Produced by the Florida Center for Reading Research

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# Teacher Resource Guide

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## Introduction

During the Spring 2004 Florida Reading First school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent student center activities.

In 2004-2005, a team of teachers at FCRR collected ideas and created materials for use in kindergarten and first grade classrooms.

There are three books:

1. Phonological Awareness and Phonics Student Center Activities
2. Fluency, Vocabulary, and Comprehension Student Center Activities
3. Teacher Resource Guide

The first two books are activity plans and activity masters ready for immediate use in classrooms. The third book is an informative guide offering important insight on differentiated instruction and how to use the student center materials.

When considering Florida's formula, 5 + 3 + ii + iii = No Child Left Behind, please note that each instructional component is covered in the student center activities books. In addition, the activities will directly support your efforts to provide effective initial instruction, because they will help you to provide differentiated instruction to meet the needs of every child.

The Student Center Activities, Teacher Resource Guide, and accompanying Professional Development DVD can be accessed online at [www.fcrr.org](http://www.fcrr.org).

I hope you and your students enjoy these activities,

Marcia L. Kosanovich, Ph.D.  
Director of Curriculum and Instructional Projects  
Florida Center for Reading Research

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## The Five Components of Reading Instruction

Research has made great strides in identifying critical skills that consistently relate to reading success. Based on a comprehensive review of reading research, the Report of the National Reading Panel (2000) concluded the need for systematic and explicit instruction in the following five components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Considered core elements of successful classroom reading instruction, these five components are a fundamental part of the Reading First Initiative, which is the reading portion of the No Child Left Behind Act.

Reading programs that are aligned with current reading research include systematic and explicit instruction in the five components. Systematic instruction is the direct presentation of skills/concepts in a pre-specified sequence taught in a logical, defined order. For example:

- Skills and concepts begin with the most simple and move to the most complex
- Student objectives are clear, concise, and driven by ongoing assessment results
- Students are provided with appropriate practice opportunities which directly reflect instruction

Explicit instruction is taught directly through teacher modeling, guided practice, and independent practice. For example:

- Teacher models and explains
- Teacher provides guided practice
  - Students practice what the teacher modeled and the teacher provides prompts and feedback.
- Teacher provides supported application
  - Students apply the skill as the teacher scaffolds instruction
- Independent practice

This section of the Teacher Resource Guide accompanies the Kindergarten and First Grade (K-1) Student Center Activities developed by the Florida Center for Reading Research. It is designed to assist teachers in implementing the independent student center activities that support skill building in each of the five components. Each of the following sections includes a definition, a goal, and a brief description of how the K-1 Student Center Activities support growth in each of the five components.

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## The Five Components of Reading Instruction

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### Phonological Awareness

Phonological Awareness is defined as one's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. It encompasses an awareness of individual words in sentences, syllables, and onset and rime segments as well as awareness of individual phonemes in words. Phonological Awareness is considered an "umbrella" or broad term, which covers aspects of sound identification and manipulation in spoken language. Activities in Phonological Awareness are based on a progression of skill difficulty (i.e., rhyme, alliteration, sentence segmentation, syllable, onset and rime, and phonemes). The goal of Phonological Awareness instruction is to develop an awareness that words are composed of individual sounds, or phonemes, and to develop the ability to manipulate sounds in words.

The Phonological Awareness section of the K-1 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The activities are designed around specific Phonological Awareness skills and are sequenced from simple to complex by the difficulty level of the skill. The activities are divided and identified by the following tabs: Rhyme, Alliteration, Sentence Segmentation, Syllables, Onset and Rime, and Phonemes. Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation in the classroom.

#### **Rhyme**

Students practice recognizing and producing words that rhyme.

#### **Alliteration**

Students practice repeating and producing alliterative phrases.

#### **Sentence Segmentation**

Students practice segmenting sentences into words.

#### **Syllables**

Students practice blending and segmenting syllables in words.

#### **Onset and Rime**

Students practice identifying the initial consonant or consonants (onset) and the vowel and any consonants that follow it (rime).

#### **Phonemes**

Students practice blending, segmenting, manipulating, and deleting the individual phonemes (sounds) in words.



### Phonics

Phonics is the study of the relationship between letters and the sounds they represent; it is also used to describe reading instruction that teaches sound-symbol correspondences. The goal of Phonics instruction is to help children use the sound-symbol relationship to read and write words.

The Phonics section of the K-1 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The activities are designed around specific Phonics skills and are sequenced from simple to complex by the difficulty level of the skill. The activities are divided and identified by the following tabs: Letter Recognition, Letter-Sound Correspondence (initial, final, and medial sounds), Onset and Rime, Word Study, Syllable Patterns, and Morpheme Structures. Results from on-going assessment and teacher monitoring are factors in determining the order of implementation in the classroom.

#### **Letter Recognition**

Students practice matching, identifying, and ordering the letters in the alphabet.

#### **Letter-Sound Correspondence**

Students practice identifying and matching sounds to letters (initial, final, and medial).

#### **Onset and Rime**

Students first practice identifying the initial consonant or consonants (onset) and the vowel and any consonants that follow it (rime); then practice blending, sorting, and segmenting the onset and rime.

#### **Word Study**

Students practice sorting, blending, segmenting, and manipulating the sounds of letters in words and practice identifying high-frequency words.

#### **Syllable Patterns**

Students practice blending and segmenting syllables in words.

#### **Morpheme Structures**

Students practice blending compound words, roots and affixes, and roots and inflections to make words.

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## The Five Components of Reading Instruction

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### Fluency

Fluency is the ability to read text quickly, accurately, and with proper expression and is the bridge between word recognition and comprehension. Fluency emerges gradually over time through supported and repeated practice in automatic word recognition, and is developed through Phonological Awareness, accurate letter-sound correspondence, sound blending, and guided oral reading. The goal of fluent reading is to recognize words automatically.

The Fluency section of the K-1 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The activities are designed around specific skills in the area of Fluency and are sequenced from simple to complex by the difficulty level of the skill. The activities are divided and identified by the following tabs: Letter Recognition, Letter-Sound Correspondence, High Frequency Words, and Oral Reading. Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation in the classroom.

#### **Letter Recognition**

Students use timed practices to identify and order letters in the alphabet.

#### **Letter-Sound Correspondence**

Students use timed practices to identify letter sounds.

#### **High Frequency Words**

Students use timed practices to read words.

#### **Oral Reading**

Students use timed practices to read with accuracy.

Students practice reading with prosody.

### Vocabulary

Vocabulary refers to the meanings and pronunciation of words necessary for communication. Vocabulary is often categorized as oral (listening and speaking) or reading (reading and writing) vocabulary. The goal of Vocabulary instruction is to provide students with an understanding of the meaning and use of words so that they can comprehend what they are reading and communicate effectively.

The Vocabulary section of the K-1 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The activities are designed around specific skills in the area of Vocabulary and are sequenced from simple to complex by the difficulty level of the skill. The activities are divided and identified by the following tabs: Word Identification/Words in Context, Words That Describe/Word Meaning, Word Categorization/Word Knowledge, and Word Structure/Word Analysis. Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation in the classroom.

#### **Word Identification/Words in Context**

Students practice identifying words.

Students practice using words to complete or form sentences.

#### **Words That Describe/Word Meaning**

Students practice identifying and producing descriptive words.

Students practice identifying and producing the meaning of words.

#### **Word Categorization/Word Knowledge**

Students practice sorting and producing words by categories.

Students practice identifying synonyms, antonyms, and homophones.

#### **Word Structure/Word Analysis**

Students practice identifying compound words, contractions, and affixes.

Students practice identifying similarities and differences between the meanings of words.

# Teacher Resource Guide

## The Five Components of Reading Instruction

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### Comprehension

Comprehension is defined as the ability to understand and get meaning from spoken and written language and is the ultimate goal in learning to read. The goal of Comprehension instruction is to teach children specific strategies to use for understanding text as they are reading.

The Comprehension section of the K-1 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The activities are designed around specific skills in the area of Comprehension and are sequenced from simple to complex by the difficulty level of the skill. The activities are divided and identified by the following tabs: Sentence Structure and Meaning, Story Structure, Monitoring for Meaning, and Main Idea/Summarizing. Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation in the classroom.

#### **Sentence Structure and Meaning**

Students practice identifying important text elements and arranging words to make sentences.

#### **Story Structure**

Students practice identifying the sequence of events (beginning, middle, end) and story grammar (setting, characters, problem, solution, important events).

#### **Monitoring for Meaning**

Students practice organizing information to gain meaning.

#### **Main Idea/Summarizing**

Students practice stating the main ideas in their own words.

Students practice summarizing large sections of text.

## Frequently Asked Questions Concerning Reading Centers

### 1. What is differentiated instruction?

The Literacy Dictionary (p. 60) defines differential reading instruction as “the provision of varied learning situations, as whole-class, small-group, or individual instruction, to meet the needs of students at different levels of reading competence.”

Put simply, differentiated instruction involves matching instruction to meet the diverse needs of learners in a classroom. When considering the Florida formula, 5 + 3 + ii + iii = No Child Left Behind, it is important to keep in mind that differentiated instruction is part of initial instruction (ii). After a whole group lesson, Reading Centers provide time for teachers to effectively differentiate instruction to meet the needs of all students. This can be accomplished by the teacher working with an individual or with a small group of students at the teacher-led center while the other students practice, demonstrate, and extend skills independently at the student centers. This is an ideal time to keep students actively, yet academically, engaged and moving during the 90 minute reading block. Reading Centers can also provide time for teachers to implement immediate intensive intervention (iii) with individual or small groups of students.

### 2. What is a Reading Center?

A Reading Center is a place where students practice, demonstrate, and extend learning independent of the teacher (student center) or with the assistance of the teacher (teacher-led center).

To elaborate, Reading Centers, sometimes referred to as Literacy Centers (see question 4), are special places organized in the classroom for students to work in small groups, pairs, or individually. Each center contains meaningful, purposeful activities that are a reinforcement and/or extension of what has already been taught by the teacher in reading groups or in whole group. Each center Activity must be pre-taught before it is placed in a center for independent practice since Reading Centers offer students the opportunity to apply previously taught skills.

All Reading Center activities focus on and reflect the content of reading instruction and require careful planning. It is recommended that teachers not bring in material from other content areas (e.g., from science or math) unless the Activity specifically focuses on a skill that is being addressed in reading instruction. Usually students work at centers while the teacher is conducting teacher-led reading groups.

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## Frequently Asked Questions Concerning Reading Centers

### 2. What is a Reading Center? (cont.)

Students practice phonics skills at the phonics center; sort word cards at the Vocabulary center; read books, listen to taped books, record the reading of a book, and read in pairs at the reading practice center. The Reading Center should contain a variety of books clearly marked at various reading levels to meet the needs of all students. Activities at these centers may consist of writing and spelling activities (see question 4), pocket charts, white boards, magnetic letters to practice word building, sentence strips and word cards to create stories, sequencing activities with pictures, story boards, or sentence strips to retell a story that has been read. Some centers may be permanent; others will change according to the skills, books and activities being currently addressed.

Reading Centers can provide a system for accountability. Monitoring progress on a daily basis is an important part of instructional time and helps teachers determine student mastery. When an effective classroom management system is in place (see *Implementing and Managing Student Centers in the Classroom*), feedback can be provided to students in a timely manner to help prevent students from practicing errors.

### 3. How are these Reading Center activities different from the Centers of the past?

Reading Centers of the Past	Reading Centers of Today
Were used by teachers to keep students busy so they could plan or complete paperwork	Are utilized by teachers to provide systematic, explicit, small group instruction that meets the needs of students
Were only for students who finished their assigned work	Are for all students
Incorporated only theme-based activities	Incorporate activities that reflect previously taught <u>reading</u> skills
Engaged all students in the same activities	Engage students in specific activities that are selected to differentiate instruction for each student (or a small group of students)
Often included only worksheets	Include hands-on, targeted activities that align with and reinforce previously taught skills
Incorporated a lot of non-academic and trivial projects	Keep students academically engaged in meaningful activities that reinforce and extend learning

Figure 1  
Centers of the Past Versus Today

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## Frequently Asked Questions Concerning Reading Centers

### 4. Why are these Reading Centers and not Literacy Centers?

According to the National Research Council report *Preventing Reading Difficulties in Young Children* (p. 42), it is necessary to differentiate reading and literacy:

“In our sense, literacy is both broader and more specific than reading. Literate behaviors include writing and other creative or analytical acts and at the same time invoke very particular bits of knowledge and skill in specific subject matter domains (e.g., history, physics, mathematics, etc.) (Anderson and Pearson, 1984). The reading difficulties that we are considering are those that impede what virtually all literacy activities have in common – the use of the products and principles of the writing system to get at the meaning of a written text.”

For Reading First schools, the 90 minute block is intended to focus on reading instruction. Reading and writing are closely correlated and it is important to explicitly teach both. It is expected that spelling, writing, and handwriting will be taught, but if the lesson does not pertain to one of the five components of reading, the lesson should be outside of the 90 minute block (i.e., outside of the reading portion of the language arts block). Since differentiated instruction is included in the block, reading skills should be the primary focus during this time. For more information on this topic, please visit <http://www.justreadflorida.com/faq/default.asp?Cat=25>

### 5. Can other, more traditional centers be used?

Yes, other centers should be used throughout the day, outside of the 90 minute block. Especially in Kindergarten, housekeeping, art, math and science manipulatives, painting, blocks, music, etc. should be included in the weekly routine.

# Teacher Resource Guide

## Frequently Asked Questions Concerning Reading Centers

### 6. What are examples of Reading Centers and Activities?

Example Center	Example Activity
Listening Area (tape recorder and headphones)	Students listen to books on tape while following along in the text.
Overhead Projector	Students use letter tiles to spell words with a target initial sound or use Vis-à-Vis markers to circle rhyming words in a nursery rhyme passage.
Computer	Students work on computerized programs targeted at their instructional level.
Pocket Chart	
Library Area (leveled books sorted by colored stickers or placed in assorted tubs)	Students “partner read” books at their independent reading level.
Word Center	Students put together alphabet puzzles or manipulate letter tiles to make words.

Figure 2  
Centers and Activities

Keep in mind that **center** refers to a place in the room where students go to work; some teachers prefer to keep centers consistent and others prefer to vary them. As long as the centers are managed in an organized fashion with clear expectations, either way may be effective. Center space may include the floor, a table, a counter, a large piece of tagboard, or any other defined work area (including those in the examples above). Centers may be portable due to classroom space limitations.

The **Activity** placed at the center is what the student does and it changes frequently based on student assessment outcomes.



## Implementing and Managing Student Centers in the Classroom

There are eight elements that can assist in developing and implementing an effective classroom management system. These elements include procedures that help to facilitate differentiated small group instruction and to support independent student center activities. The first three elements are considered pre-planning activities for the teacher:

- I. Form Flexible Groups Based on Assessment
- II. Identify Appropriate Center Activities Based on Assessment
- III. Design Center Management System

The next five elements are used to implement and manage independent student center activities with the students (these steps are not necessarily listed in sequential order, but may be done simultaneously):

- IV. Implement a Behavior Management System
- V. Give Explicit Center Directions
- VI. Organize the Classroom
- VII. Manage Transitions
- VIII. Establish Accountability

### **I. Form Flexible Groups Based on Assessment**

When forming flexible groups based on assessment, important guidelines to consider are:

- Keep group sizes small (5-7 students as a maximum)
- Reduce the group size to 3-5 for students in need of intensive support
- Base small groups on instructional need with specific instructional strategies in mind
- Consider attitudes, behaviors, and work ethics of each student
- Monitor the progress of high risk students more frequently in order to make instructional changes, small group changes, and to accelerate learning

One way to formulate flexible groups is to use a Class Status Report from the Progress Monitoring and Reporting Network (PMRN) in conjunction with teacher observation and, when needed, diagnostic assessments.

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## Implementing and Managing Student Centers in the Classroom

### Example: Formation Technique

A Kindergarten Class Status Report from the 2003-2004 academic year will be used as an example of how to form groups and implement a management system throughout this guide. Please note that all data are real and the only things that have been changed are the names (students, teacher, school, and district). Note that on actual class printouts the students are in alphabetical order within each instructional level (red, yellow, green).

**Progress Monitoring & Reporting Network: Reports**

**Class Status Report**

District: <input type="text" value="Your District"/>	School: <input type="text" value="Your School"/>	Teacher: <input type="text" value="KG - Teacher Name"/>
Grade: <input type="text" value="Kindergarten"/>	Probe: <input type="text" value="All"/>	Student: <input type="text" value="All"/>
Assessment: <input type="text" value="4"/>	School Year: 2003-2004	Date/Time:

Click on the column name to sort by that information.

[Recommended Instructional Level](#)  
 [LNF](#)  
 [PSF](#)  
 [NWF](#)

Class List	Assessment 4			
	Benchmark	Benchmark	Target	
	41	36	26	
Student 1	Intensive	24(HR)	0(HR)	0(HR)
Student 2	Intensive	34(MR)	4(HR)	0(HR)
Student 3	Intensive	8(HR)	0(HR)	0(HR)
Student 4	Intensive	19(HR)	38(LR)	9(HR)
Student 5	Intensive	6(HR)	0(HR)	0(HR)
Student 6	Intensive	14(HR)	44(LR)	0(HR)
Student 7	Intensive	21(HR)	3(HR)	2(HR)
Student 8	Intensive	22(HR)	25(MR)	8(HR)
Student 9	Intensive	20(HR)	13(MR)	4(HR)
Student 10	Intensive	25(HR)	41(LR)	21(MR)
Student 11	Intensive	8(HR)	3(HR)	6(HR)
Student 12	Strategic	38(MR)	29(MR)	7(HR)
Student 13	Strategic	29(MR)	15(MR)	13(HR)
Student 14	Strategic	35(MR)	54(AA)	19(MR)
Student 15	Initial	70(AA)	59(AA)	54(LR)
Student 16	Initial	52(AA)	41(LR)	22(MR)
Student 17	Initial	30(MR)	69(AA)	38(LR)
Student 18	Initial	45(LR)	35(MR)	29(LR)
Student 19	Initial	50(AA)	10(MR)	22(MR)
Student 20	Initial	37(MR)	49(AA)	27(LR)
Student 21	Initial	50(AA)	53(AA)	28(LR)

[Show Class Grade Summary Report](#)  
 [Show All Parent Letters](#)

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Table I  
Example PMRN Report

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## Implementing and Managing Student Centers in the Classroom

The first column is the class list. The second column denotes the recommended instructional level (the general level of intensity of support that the student needs to be on grade level). Recall, red indicates the student is in need of immediate intensive intervention to achieve grade level reading by the end of the year; yellow indicates the student is in need of additional support to meet grade level expectations; and green indicates that current reading instruction using the core reading program is meeting the needs of the student. The next three columns display specific DIBELS® measures with each student's raw score recorded in each cell. The cell colors reflect the risk status of the student in meeting the benchmark or goal for the specific skill measured by the DIBELS®. Red indicates high risk, yellow indicates moderate risk, and green indicates low risk for meeting the targeted benchmark. Blue is used to indicate skills that are at or above the 60th percentile. These columns are critical in forming groups and selecting activities to meet students needs. Although the recommended instructional level provides important information, the DIBELS® scores on the specific measures are emphasized in forming reading groups. The rationale for this is twofold:

1. The number of high risk students who are in need of intensive support as indicated in the second column, the instructional level, may exceed the number of students who should be placed in a small group where more intensive instruction is provided by the teacher. For example, this particular kindergarten class has 11 students in need of intensive instructional support which is more than double the appropriate size of an intensive support group.
2. It is important to know which skills to focus on, and this is not indicated in the Recommended Instructional Level column. For example, although eleven students are indicated as needing intensive instructional support overall, student 5 as compared to student 10 will need a very different type of support from the teacher based on the scores received on the individual DIBELS® measure.

It is also important to remember that there is not ONE right answer as to how small groups should be formed. Groups must remain flexible and change according to instructional needs. These groups are skill-based and are formed with the **teacher-led center** in mind. On the next page is one way to form flexible groups for this kindergarten class.

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

### Group 1

Students 1, 3, 5, 11

Students 1, 3, 5, 7, and 11 were at high risk for all three measures. However, five students may be too many to place in an intensive support group. So, one way to form this group is to place the four lowest scoring of these five students in one group. Instruction at the teacher-led center for this group will be intensive and focus on letter-naming, Phonemic Awareness, and Phonics.

In addition to whole group and differentiated small group instruction, this group will also need additional instructional support beyond the 90 minute reading block.

### Group 2

Students 2, 4, 6, 7

Group 2 looks similar to group one but had slightly higher scores on some measures. Students 2, 4, 6, and 7 were placed in this group. Instruction at the teacher-led center for this group will concentrate on phonics skills, particularly letter-sound correspondences and intensive work for students 2 and 7 on phonemic awareness.

In addition to whole group and differentiated small group instruction, this group may also need additional instruction and practice beyond the 90 minute reading block.

### Group 3

Students 8, 9, 12, 13

Students 8, 9, 12, and 13 were placed in group three since they were all at high risk for nonsense word fluency. Instruction at the teacher-led center for this group will also concentrate on phonics skills, particularly letter-sound correspondences.

Students 8 and 9 may be at higher risk for reading problems as we look at their performance on the letter-naming fluency measure. Therefore, the teacher may want to consider additional supplemental work with the basic skills of reading.

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## Implementing and Managing Student Centers in the Classroom

### Group 4

Students 10, 14, 16, 19

Students 10, 14, 16, 19, were all at moderate risk for nonsense word fluency and placed in group 4. Instruction at the teacher-led center will focus on letter-sound correspondences and blending.

The performance of student 10 on the phoneme segmentation fluency and nonsense word fluency measures should be considered as a more accurate estimate of risk level rather than the letter-naming fluency score. In situations like this the teacher may want to informally recheck the student's knowledge of letter names.

### Group 5

Students 15, 17, 18, 20, 21

Students 15, 17, 18, 20, and 21 are doing well with the current instruction they are receiving and were placed together in group 5. Reading connected text could be the focus of instruction at the teacher-led center for this group.

Figure 3  
Forming Teacher-Led Groups

Although the focus of these examples has been on the DIBELS® scores and the related instructional implications, it is important to remember that all five components of reading development (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) must be integrated into reading instruction.

Again, these groups are skill-based and were formed with the teacher-led center in mind.

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## Implementing and Managing Student Centers in the Classroom

When grouping for student centers teachers may consider one of two systems:

1. System One – Students are kept in skill-based groups to rotate through student centers.
2. System Two – Students assigned to a specific teacher-led group are not necessarily placed in the same group of students at each student center.

There are advantages to using each system.

- System One is easier to implement (because students stay in the same groups for both the teacher-led and student centers).
- System One may be a good starting place for those teachers who have never implemented centers.
- System One allows students to work together when they need help practicing the same skill.
- System Two allows students with higher skill ability to help those with less ability in a particular skill.

It is important to keep in mind that these are just two examples of the many ways to implement centers. Teachers may design modifications and extensions of these systems to meet the individual needs of students. Both systems are organized and planned according to the Class Status Report from the PMRN (Table 1) and are used as examples throughout this guide.

### Example: System One Formation

In System One, students remain in the same group for the teacher-led center and student centers. A technique to display System One formation will be discussed in the Design Center Management System section.

Teacher and Student Group 1	Teacher and Student Group 2	Teacher and Student Group 3	Teacher and Student Group 4	Teacher and Student Group 5
1	2	8	10	15
3	4	9	14	17
5	6	12	16	18
11	7	13	19	20

Table 2  
System One Formation

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## Implementing and Managing Student Centers in the Classroom

Table 2 depicts the basic formation covered in the above section. Both the teacher-led and student groups are listed vertically since they stay the same throughout the centers.



### Example: System Two Formation

In System Two, students are sent to student centers in mixed skill groups but are pulled to the teacher-led center in skill-based groups (the same groups demonstrated in Figure 3). A technique to display System Two formation will be discussed in the Design Center Management System section.

	Teacher Group 1	Teacher Group 2	Teacher Group 3	Teacher Group 4	Teacher Group 5
Student Group 1	1	2	8	10	15
Student Group 2	3	4	9	14	17
Student Group 3	5	6	12	16	18
Student Group 4	11	7	13	19	20
Student Group 5					21

Table 3  
System Two Formation Step One

Table 3 shows the first step as a vertical listing of teacher-led groups. The shaded area will be addressed in Step Two (Table 4).

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

Using this system the teacher-led groups are set (Table 3), but the student groups must be rearranged (Table 4) with the following considerations:

- Student group size is appropriate
- Not more than one or two students are pulled from each student group when reporting to the teacher-led group
- Skill ability remains balanced within each student group
- Student behaviors complement one another

	Teacher Group 1	Teacher Group 2	Teacher Group 3	Teacher Group 4	Teacher Group 5
Student Group 1	1	2		10	15
Student Group 2	3	4	13		17
Student Group 3	5	6	12	16	18
Student Group 4		7	9	19	20
Student Group 5	11		8	14	21

Table 4  
System Two Formation Step Two

In Step Two (Table 4), student groups are listed in horizontal rows at left. Students are then moved within the horizontal groups (they must stay the same vertically so that teacher-led groups do not change). This formation allows teachers more precision in arranging student groups while keeping the teacher-led group skill based. The following changes were made from Table 3 to Table 4:

- Student 11 was moved from student Group 4 to student Group 5 so that group five had more students.
- Student 8 was moved from student Group 1 to student Group 5 so that there were not so many high risk students in group one (note that student 10 was left in group 1 because his/her scores in two out of three measures were not HR) and Group 5 had more students.



# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

### II. Identify Appropriate Center Activities Based on Assessment

Important things to consider when planning student center activities:

- For learning to take place, activities at the student centers should be within each student's zone of proximal development (ZPD). Lev Vygotsky describes the ZPD as "the distance between a child's actual developmental level as determined through independent problem solving and his or her potential developmental level as determined through problem solving under adult guidance or a collaboration with more capable peers." To put it simply, students must participate in activities they may either do independently or with help from a peer of higher skill ability. Otherwise, student centers may not provide opportunity for optimal learning.
- Plan with the learning objective, not the product, in mind. The whole idea of the "Reading Centers of today" is to advance student reading ability. Though activities should engage students, there need not be a lot of "fluff." As Debbie Diller notes in her book *Literacy Work Stations: Making Centers Work* (p. 10), "if it takes longer to make something than it does for children to use it instructionally, then don't bother making it."
- Time must also be a consideration. If you have allotted 20 minutes for the center and the Activity only requires 10 minutes, the students will need something else to do. Suggestions for extensions and adaptations are provided in each of the Activity Plans. Continuous support materials (such as puzzles, letter stamps, magnetic letters and boards, etc.) should be available at each center for use when students finish a specific Activity.

### Planning for Each System

If grouping students by skill (System One), choose activities for student centers that target each group's instructional need. For mixed skill groups (System Two) choose activities for student centers which are at the targeted skill level for each student in the group or one Activity modified to meet varying levels of ability.

#### Example: Planning for System One

Remember, in System One, student groups stay the same at the teacher-led center and all student centers. Since these groups are skill-based, the activities they complete will be at the same skill level within each group. Within each student center, students are all engaged in the same Activity: working individually, in pairs, or as a small group. The following chart (Figure 4) provides examples of what students might be doing at the teacher-led center and at the student ABC-Word center (remember, other centers will be available):

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

Group	Teacher-Led Center	Student ABC-Word Center (activities have been introduced previously either whole group or at the teacher-led center)
<p><b>One</b> (students 1, 3, 5, 11)</p>	<p>Elkonin Boxes with 2 and 3 phoneme words</p>	<ul style="list-style-type: none"> <li>Alphabet Arc P.004</li> <li>Say and Slide Phonemes (with 2 and 3 phoneme words) PA.055</li> </ul>
<p><b>Two</b> (students 2, 4, 6, 7)</p>	<p>Elkonin Boxes with 3 and 4 phoneme words including variant correspondences</p>	<ul style="list-style-type: none"> <li>Say and Slide Phonemes (with 3 and 4 phoneme words including variant correspondences) PA. 055</li> <li>Letter Bag P.037</li> </ul>
<p><b>Three</b> (students 8, 9, 12, 13)</p>	<p>Word work with letter tiles</p>	<ul style="list-style-type: none"> <li>Say It Now P.048</li> <li>Say and Write Letters P.074</li> </ul>
<p><b>Four</b> (students 10, 14, 16, 19)</p>	<p>Word work including phoneme manipulation</p>	<ul style="list-style-type: none"> <li>Say and Write Letters (including variant correspondences) P.074</li> <li>Letter Cube Blending P.065</li> </ul>
<p><b>Five</b> (students 15, 17, 18, 20, 21)</p>	<p>Choral reading</p>	<ul style="list-style-type: none"> <li>Letter Tile Blending P.071</li> <li>Rime Closed Sort P.055</li> </ul>

Figure 4  
System One Example Activities

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

### Example: Planning for System Two

In System Two, student groups are skill-based at the teacher-led center and are meshed, creating mixed skill ability groups, for the student centers. There are two approaches for planning appropriate activities at each center for this system:

- Approach One - Students work at the same center, but on different activities which meet their individual skill level.
- Approach Two - Students work on one Activity which has been modified to meet varying level of abilities.

### Approach One

Depending on grouping, students may work individually or in pairs. In this system, the students are working within their independent-instructional level range but may request the assistance of a peer. This is easily accomplished if the teacher leaves file folders or tubs containing activities with each skill set for students to choose appropriate activities. File folders or tubs are color coded or labeled so students know which file folder or tub to select.

In the Example: System Two Formation (Table 4) all students listed vertically see the teacher, but attend student centers with the students horizontally. The teacher-led center activities are the same as in the Example: Planning for System One (Figure 4). The activities for the student centers are also the same if the teacher uses System One, but the activities are divided and labeled for each student.

Student Tab Colors	Students	Example ABC - Word Center Activity
Orange	1, 3, 5, 11	Alphabet Arc
Purple	2, 4, 6, 7	Letter Bag
Brown	8, 9, 12, 13	Say It Now
Blue	10, 14, 16, 19	Letter Cube Blending
Yellow	15, 17, 18, 20, 21	Rime Closed Sort

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

Students are all at the same center (in this example the ABC-Word Center), but completing different activities. The other students from the teacher-led groups will also do the same Activity once they rotate to the ABC-Word center. For example, students 1, 3, 5, and 11 will all pull the orange tub when at the ABC-Word Center even though they are now in a different group.

### Approach Two

Depending on grouping, students may work individually or in pairs. In this system, the students are working within their independent-instructional level range but may request the assistance of a peer. Although students are working on the same Activity, the activities are modified. In order for each student to understand his/her task for the Activity, teachers may need to leave file folders or tubs color coded or labeled with specific instructions.

In the Example: System Two Formation (Table 4) all students see the teacher when pulled in the vertical groups, but attend student centers in the horizontal groups. The teacher-led center activities are the same as in the Example: Planning for System One (Figure 4). The activities at the student centers are the same, but simply modified to meet the needs of each student.

Student Tab Colors	Students	Example ABC - Word Center Activity
Orange	1, 3, 5, 11	Say and Slide Phonemes (Elkonin Boxes with 2 and 3 phoneme words)
Purple	2, 4, 6, 7	Say and Slide Phonemes (Elkonin Boxes with 3 and 4 phoneme words including variant correspondences)
Brown	8, 9, 12, 13	Say and Write Letters (Elkonin Boxes with letters)
Blue	10, 14, 16, 19	Say and Write Letters (Elkonin Boxes with letters including variant correspondences)
Yellow	15, 17, 18, 20, 21	Letter Tile Blending to build words

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

Students are all at the same center (in this example the ABC-Word Center), completing the same Activity which has been modified based on skill. The other students from the teacher-led groups will also do the same Activity once they rotate to the ABC-Word Center. For example, students 1, 3, 5, and 11 will all pull the orange tub when at the ABC-Word Center even though they are now in a different group.

### III. Design Center Management System

Center management systems help to establish time efficient routines, protecting valuable instructional time. A center management system helps coordinate the following:

- Group formation
- Activities
- Center locations/areas
- Systematic movement of student groups
- Scheduling of student center times

Center management boards are graphic organizers and may be displayed in a variety of ways. Center management boards help students know where they should be, when they should be there, and what they should be doing. This allows the teacher to concentrate on organizing the teacher-led center and emphasizes accountability from students. When choosing a management board, it is important to keep in mind the following:

- It should meet the needs of the management system (System Two most likely requires a more complex board).
- It should be large enough to be seen by all students from different areas of the room.
- Matching icons should be on the management board and in the center areas to help students quickly locate centers.
- Students should know how to independently use/read the center management board to help them know where they should be and when.

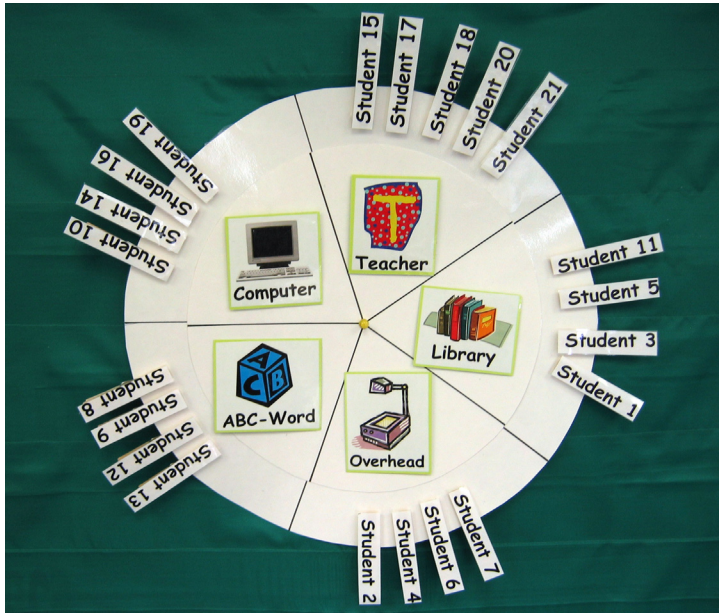
# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

The following examples may be adjusted to meet the needs of a specific class. Rotations may be added or deleted, the number of student or teacher groups may be modified, and icons may be replaced, etc.

### Example: Center Management Boards for System One

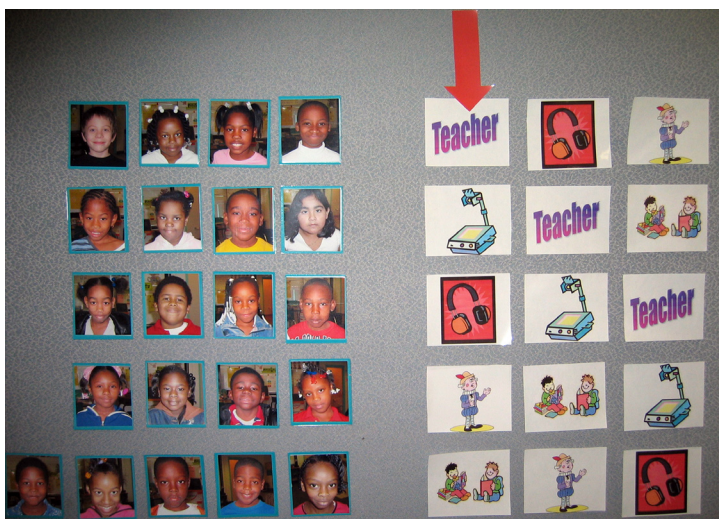
#### 1. Rotation Wheel



On a rotation wheel student names (hot glued to clothespins) are placed in groups on the larger laminated circle. Student clips may be moved as groups change. Using Velcro, center icons are placed on the smaller laminated circle and may be replaced as centers change. Turn the wheel to rotate centers.

This example shows five centers (including the teacher group) with five rotations. There is not a specific time for rotation completion.

#### 2. Bulletin Board



On a bulletin board, student pictures are placed in groups using Velcro. Icons are placed on the right side denoting each rotation. Both the student pictures and the icons may be moved when student groups or centers change. Move the red arrow to the right to rotate centers.

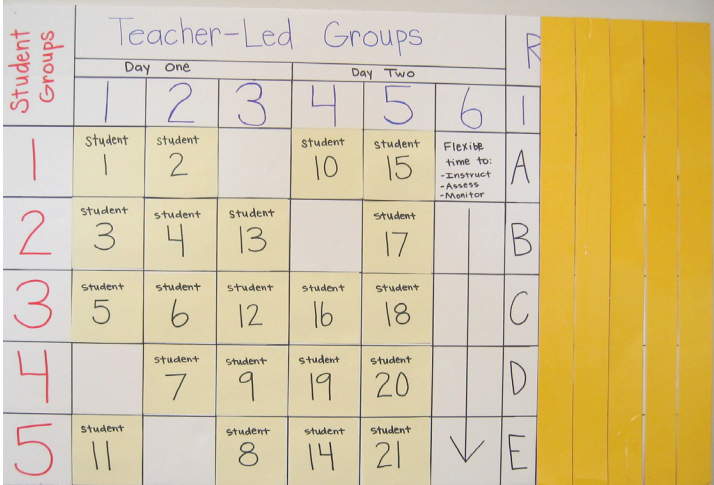
This example shows three rotations with five centers (including the teacher group). Rotations are completed in one day.

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

### Example: Center Management Boards for System Two

#### 1. Flip Board



Student Groups	Teacher-Led Groups						R
	Day One			Day Two			
1	Student 1	Student 2	Student 3	Student 10	Student 15	Flexible time to: -Instruct -Assess -Monitor	A
2	Student 3	Student 4	Student 13		Student 17		B
3	Student 5	Student 6	Student 12	Student 16	Student 18		C
4		Student 7	Student 9	Student 19	Student 20		D
5	Student 11		Student 8	Student 14	Student 21	↓	E

On the poster board, teacher-led groups are placed vertically and student groups horizontally. Student names are written on sticky notes so that they may be moved as needed. Letters represent centers and are written to the right side. Yellow poster board strips are flipped behind the white poster board to rotate centers.

In this example, students 1, 10, and 15 go to center A while student 2 is with students 4, 6, and 7 at the teacher-led group. Student 2 will rejoin the student group during the next rotation.

This example shows six rotations with five student centers (students are pulled to the teacher group). Rotations are completed in two days.

#### 2. Pocket Chart



On a pocket chart, teacher-led groups are placed vertically and student groups horizontally. Icons are placed to the right denoting center rotations. The second set of icons is turned over to rotate student centers. Black arrows point student groups to centers. The red arrow points to students who are pulled to the teacher-led groups.

In this example, students 1, 10, and 15 go to the classroom library while student 2 is with students 4, 6, and 7 at the teacher-led group. Student 2 will rejoin the student group during the next rotation.

This example shows five student centers (students are pulled to the teacher group) with two rotations. Rotations are completed in one day.

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

### IV. Implement a Behavior Management System

It is essential to spend time at the beginning of the school year modeling, practicing, and reviewing appropriate classroom procedures in order to establish time efficient routines and to encourage positive classroom behaviors. Experts suggest that it may take at least six weeks to implement student centers before beginning teacher-led centers (especially in the primary grades). During this time, the teacher should be “roaming the room” monitoring students and providing assistance as needed. Many experts also suggest sending students to one rotation daily until they “get the hang of it” before trying two or three rotations daily. This is a productive use of time for two important reasons:

1. Students need to be on-task in order for centers to support learning.
2. The teacher needs to focus on students at the teacher-led center and this is not possible if the other students are off-task.

When teachers implement a behavior management system students should be involved in role modeling positive classroom behaviors. Boundaries and consequences should be fair, consistent, and age-appropriate. Throughout the year, teachers may want to occasionally use the teacher-led time to circulate during student centers to support on-task behavior. If this is the case, all students go to student centers while the teacher “roams the room.”

Successful implementation of student centers involves helping students know how to problem solve. For example, before implementing a system, students need to know:

- What to do when something does not work
- What to do when they do not understand the Activity at a center
- What to do when they complete an Activity at a center
- Whom to go to for help (e.g., “Ask 3 before you see me.”)
- How to clean up (where to put their product, where to put materials away, etc.)
- How to decide who goes first when engaged in a pair or group Activity

Even in the best managed classrooms, there are many reasons why students may not be academically engaged at student centers. Here is a list of questions for teachers to use when behavior problems begin to impede the successful implementation of student Activity centers:

- Did I do an effective job explicitly teaching the Activity?
- Is the Activity interesting to the student?
- Have the students mastered the skill and need to move on?
- Is this Center too difficult for students to do independently?
- Did I introduce too many new centers at once?

Answering these questions may help teachers reorganize centers so that student behavior gets back on track. It may also be helpful to have a problem solving discussion with the students about a certain Center or Activity.



# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

Teachers have found that creating a chart or checklist with their students is an effective way to ensure positive classroom behavior. These charts or checklists include what the teacher should hear and see at each center. For example:

<b>Listening Center</b>	
<b>What should Ms. Smith hear?</b>	<b>What should Ms. Smith see?</b>
Silence as students follow along in the text	Students sitting in chairs with four legs on the floor
Reading as students reread along with the narrator	Students using their pointer finger to follow along in the text
	One student managing the tape recorder

Figure 5  
Center Chart

The checklist and center management board provide a management system that supports on-task student behavior. Teachers are responsible for:

- Holding all students accountable
- Making consequences meaningful
- Being consistent when implementing the behavior management system
- Reviewing the rules and consequences
- Practicing classroom procedures

It is more important that students practice, practice, and practice classroom routines again and again until the classroom centers and transitions are running smoothly. Additionally, teachers model/review expected behaviors continuously.

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

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### **V. Give Explicit Center Directions**

The goal of explicit directions is to help students understand what they are expected to accomplish at a specific center. Clear directions and work expectations encourage academic engagement in centers. It is essential to model each Activity before students are expected to participate in the center. Giving directions in manageable steps helps students to understand the sequence of completing an Activity. Model the use of new materials before placing them in a center either during the whole group lesson or at the teacher-led center.

Activities to be completed at centers should be introduced by the teacher in the following format:

**1. Teacher Models and Explains the Activity**

Some activities need repeated modeling, while others need to be modeled only one time. For example, an alphabet matching game may be modeled once at the teacher-led center and then placed at a student center. Completing an open sort may require many whole group lessons in addition to modeling at the teacher-led center before being placed at a student center.

**2. Teacher provides Guided Practice**

Students practice what the teacher models and the teacher provides prompts and feedback.

**3. Teacher provides Supported Application**

Students apply the skill as the teacher scaffolds instruction.

**4. Independent Practice**

Students apply the skill independently.

This same format should also be used to teach students how to use the manipulatives and/or technology at each center (e.g., overhead projector, computer, tape recorder, etc.).

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

### VI. Organize the Classroom

The goal of creating an organized classroom is maximum student achievement. Keeping an organized classroom enables students to:

- Easily locate materials
- Focus on academic tasks
- Use center time productively

Clearly define, organize, and label Reading Centers to facilitate the flow of student movement during center rotations. Set center materials in an orderly arrangement, allowing adequate work space for each student. Place skill leveled materials in baskets or tubs and label accordingly. Teach students how to keep materials organized, replace materials when needed, and clean up in an orderly and timely manner. Student cooperation in helping take care of centers and good organization of materials limits classroom disruptions.

Also, preserve and protect materials by laminating or using another creative method so that they don't have to be remade constantly.

### VII. Manage Transitions

The intent of managing transitions is to protect instructional time. It is important to keep a quick pace when transitioning between centers. Instill set routines and expectations for changing centers, putting materials away, and cleaning up center areas. It is important to use this transition time effectively. There are a variety of signals that may be used to indicate to students that it is time to change centers. To reinforce skills, make every minute count by singing rhyming songs, nursery rhymes, or playing word games while the students are cleaning up. Be consistent with all techniques.

### VIII. Establish Accountability

Student centers are an excellent opportunity for teachers to assess student progress. It is important that accountability is established for activities completed at centers. Accountability is a way to encourage students to stay academically engaged and for teachers to determine whether or not students can apply what they have been taught. Communicate the fact that students are expected to stay on task and complete quality work. Students need to receive feedback in a timely manner. Reviewing center work daily:

- Prevents students from practicing the same errors
- Provides opportunity for teachers to instill the importance of quality work
- Conveys the importance of each academic task

This is intended to help students develop an appreciation for learning and to view centers as a meaningful and productive time of day.

# Teacher Resource Guide

## Implementing and Managing Student Centers in the Classroom

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Other key ideas to keep in mind concerning accountability:

- The process of learning to read is more important than creating a product at each center. Students need to be accountable for work completed at centers, but this does not mean there always needs to be a product. Make it a balance.
- Have “with-it-ness”—even though teachers are involved with other students in an intense small group activity, they must be aware of what is going on at the student centers. This is a teaching skill that comes with time and practice!

In conclusion, Reading Centers should provide opportunities for students to practice, demonstrate, and extend previously taught skills. Using assessment data to form groups, planning appropriate teacher-led and independent student center activities, and consistently monitoring progress will help teachers establish a supportive learning environment.

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## References

Diller, D. (2003). *Literacy work stations: Making centers work*. Portland, Maine: Stenhouse Publishers.

Harris, T.L. & Hodges, R.E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, Delaware: International Reading Association.

Snow, C.E., Burns, M.S. & Griffin, P. (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press.

# Teacher Resource Guide

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# Teacher Resource Guide

## Interpretation and Implementation of Activity Plans

This section of the Teacher Resource Guide will help you understand how to interpret the Activity Plans. The student center activities are designed to support sound classroom reading instruction. They are written to provide students with the opportunity to practice, demonstrate, and extend their knowledge of previously taught reading skills.

Activity Plans are compiled in two separate notebooks. Book one contains a collection of Phonological Awareness and Phonics activities. Book two contains a collection of Fluency, Vocabulary, and Comprehension activities. Each Activity Plan includes an explanation of the Activity with an objective, materials, purpose of the Activity, steps to complete the Activity, and ways to extend or adapt the Activity.

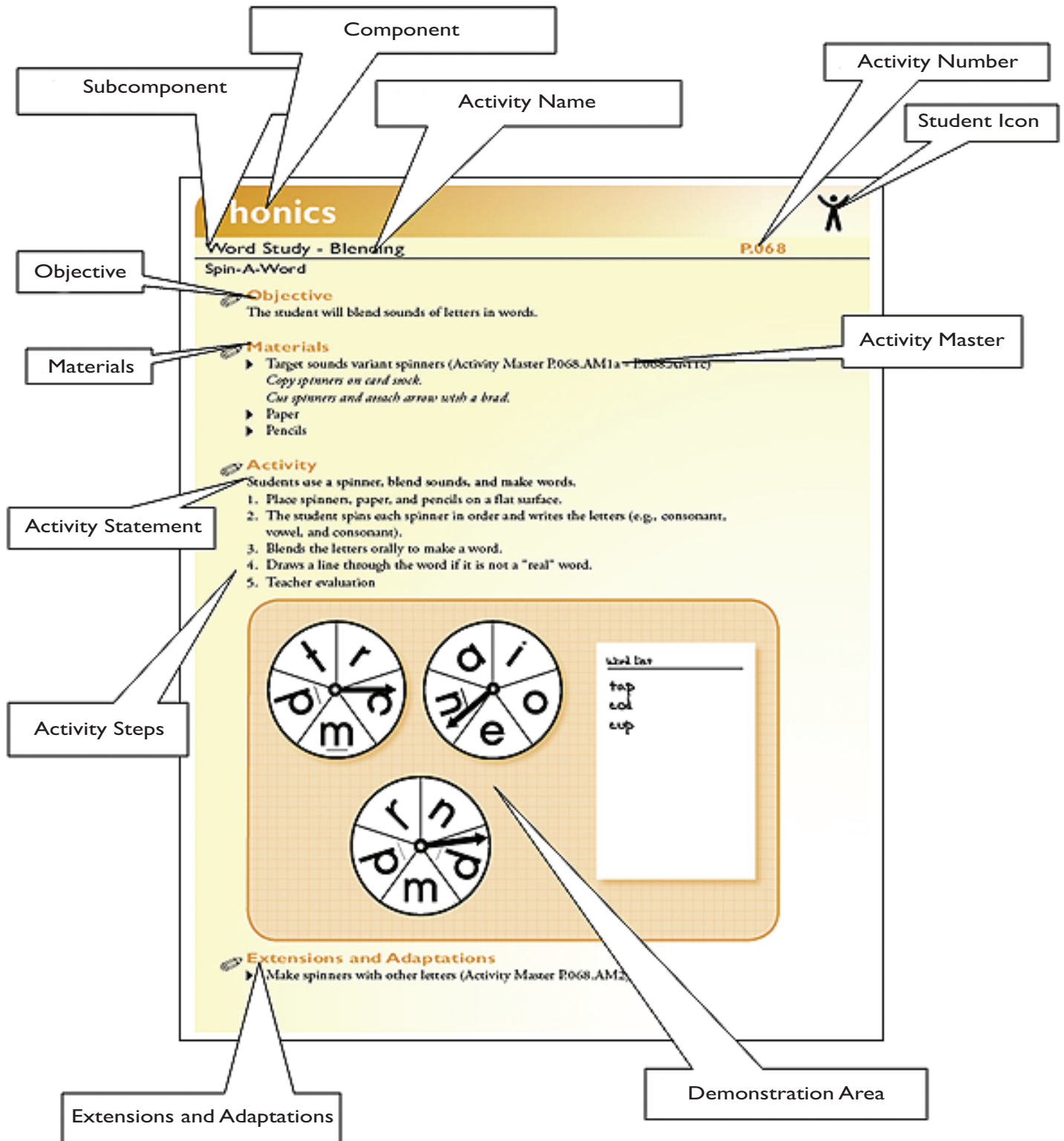
It is important to note that these activities are designed for teachers to use as a resource, guide, and example when implementing student centers. They are not intended to be a curriculum and although they are organized sequentially, assessment results should guide the teacher's decision as to the choice of the Activity and the time line for implementation. Each of the Activities was designed to enhance skill development in the five components of reading. The Activities are intended to be explicitly taught to the whole class or in small group teacher-led centers before they are placed at an independent student center.

Spin-A-Word is a sample Activity that will be used as a reference throughout this section.

# Teacher Resource Guide

## Interpretation and Implementation of Activity Plans

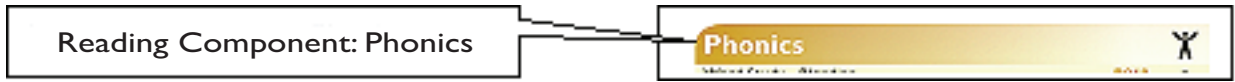
### Overview





# Teacher Resource Guide

## Interpretation and Implementation of Activity Plans



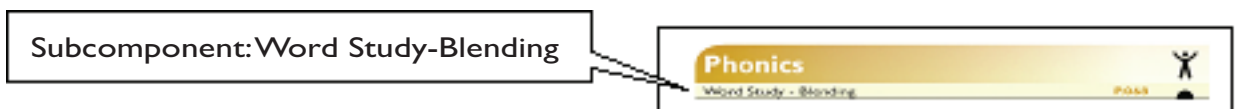
The reading component is placed at the top of the Activity Plan to denote: Phonological Awareness, Phonics, Fluency, Vocabulary, or Comprehension. Note that Phonological Awareness is used as an umbrella term that incorporates phonemic awareness skills and therefore provides a wider range of activities that include rhyme, alliteration, sentence segmentation, and syllables.

Each reading component is color coded. The Phonological Awareness activities are highlighted in purple, Phonics in orange, Fluency in red, Vocabulary in green, and Comprehension in blue (see example activities below).

K-1 Student Center Activities Book One

K-1 Student Center Activities Book Two

**Phonological Awareness**      **Phonics**      **Fluency**      **Vocabulary**      **Comprehension**



The subcomponent is listed under the component. For added convenience each Activity book comes with a set of tabs that have been placed in front of the corresponding sections.



The name of the Activity (e.g., Spin-A-Word) appears under the subcomponent. Across from the Activity name is the Activity number (e.g., P.068). The letter(s) on the Activity number correspond with the component: PA - Phonological Awareness, P - Phonics, F - Fluency, V - Vocabulary, and C - Comprehension. Within each component, the numbers are listed in ascending order. The Activity Plans are sequenced by order of difficulty.

# Teacher Resource Guide

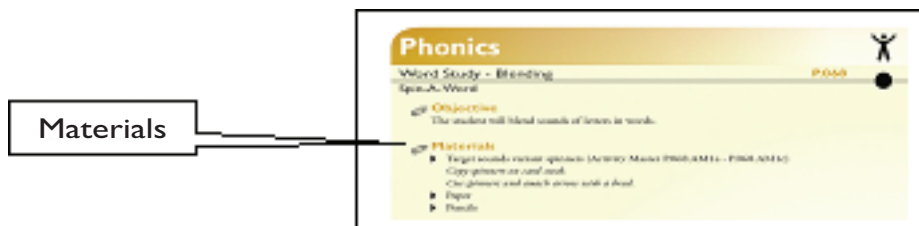
## Interpretation and Implementation of Activity Plans



The student icon at the top of the page denotes the number of students suggested to participate in the Activity. One icon indicates that students may complete the Activity independently, but may also work collaboratively with group members if desired. Two icons indicate that the Activity requires students to work in pairs. Two icons with a plus sign indicate that the Activity requires two or more students.



The objective states the goal of the Activity. The objectives are correlated with the subcomponents and are aligned with specific skills.



When appropriate, correlated Activity Masters and Student Sheets follow the Activity Plan. Both are in blackline master form. The Activity Masters are nonconsumable to be used repeatedly as groups move through the center. The Student Sheets are consumable and should be duplicated for EACH student. If an Activity Master is used for more than one Activity, it is cross-referenced to the original Activity Master and noted on the Activity Plan.

Activity Masters may be adapted or substituted by materials from the core reading program, supplemental curriculum, or teachers' own resources. For example, instead of using the provided letter-sound cards, the teacher may choose to use letter-sound cards from the core reading program.

### Explanations of terms and items used in the Materials section

- **Color-code:**  
Color-coding is one way to organize materials. For example, to distinguish between onset and rime, copy the onsets on blue paper and rimes on red paper.

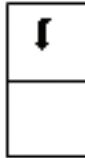
# Teacher Resource Guide

## Interpretation and Implementation of Activity Plans

- **Folding Techniques:**

Terms to help students visualize directions for paper folding.

Hamburger fold: Fold paper in half the short way, like a hamburger bun.



Hot dog fold: Fold the paper in half the long way, like a hot dog bun.



- **Mini-books:**

Mini-books are teacher-made booklets. Cut 8 ½" x 11" paper into fourths and staple (other size booklets can be created).

- **Print materials:**

Print materials for student use may include newspapers, catalogs, and magazines. Screen these materials before placing at a center to ensure content is appropriate for young children. Review print materials to ensure that words and pictures necessary to complete the Activity are included.

- **Text selection:**

The following statement is used in reference to text selection: Choose text within students' independent-instructional reading level range.

**Independent Reading Level:** The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

**Instructional Reading Level:** The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.

- **High frequency words:**

A small group of words (300-500) that account for a large percentage of the words in print. High frequency words can be regular or irregular words.

# Teacher Resource Guide

## Interpretation and Implementation of Activity Plans

- **Regular words:**  
Any word in which each letter represents its respective, most common sound (e.g., sat, fantastic).
- **Irregular words:**  
Words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., was).
- **Sight words:**  
Words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.
- **Target skills:**  
Target skills refer to concepts/skills that have been previously taught. Center activities, adaptations, and extensions provide practice for skill reinforcement of concepts that have been taught in whole group or small group settings. Additionally, activities that are designed to reinforce a specific target skill can be adapted to practice related target skills (e.g., initial sound activities can be expanded to use final and/or medial sounds).

Activity Statement

The image shows a page from a teacher resource guide titled "Phonics". The page is yellow and has a header "Phonics" in a dark box. Below the header, it says "Word Study - Blending" and "Spin-A-Word". There is a small icon of a person with arms raised in the top right corner. The page is divided into three sections: "Objective", "Materials", and "Activity".

**Objective**  
The student will blend sounds of letters in words.

**Materials**  
▶ Target sounds: various spinners (Activity Master F008AM1a - F008AM1c)  
▶ Copy spinners on card stock.  
▶ Cut spinners and attach arrow with a brad.  
▶ Paper  
▶ Pencils

**Activity**  
Students use a spinner, blend sounds, and make words.

Directly under the Activity heading is the Activity statement, *Students use a spinner, blend sounds, and make words*. The statement offers a one sentence explanation of the purpose of the Activity and what the students will do to complete the Activity.

# Teacher Resource Guide

## Interpretation and Implementation of Activity Plans

The image shows a page from a teacher resource guide titled "Phonics" and "Word Study - Blending". The page includes sections for Objective, Materials, and Activity. A callout box labeled "Activity Steps" points to the "Activity" section. The "Activity" section contains a numbered list of five steps: 1. Place spinners, paper, and pencils on a flat surface. 2. The student spins each spinner in order and writes the letters (e.g., consonant, vowel, and consonant). 3. Blend the letters orally to make a word. 4. Draw a line through the word if it is not a "real" word. 5. Teacher evaluation.

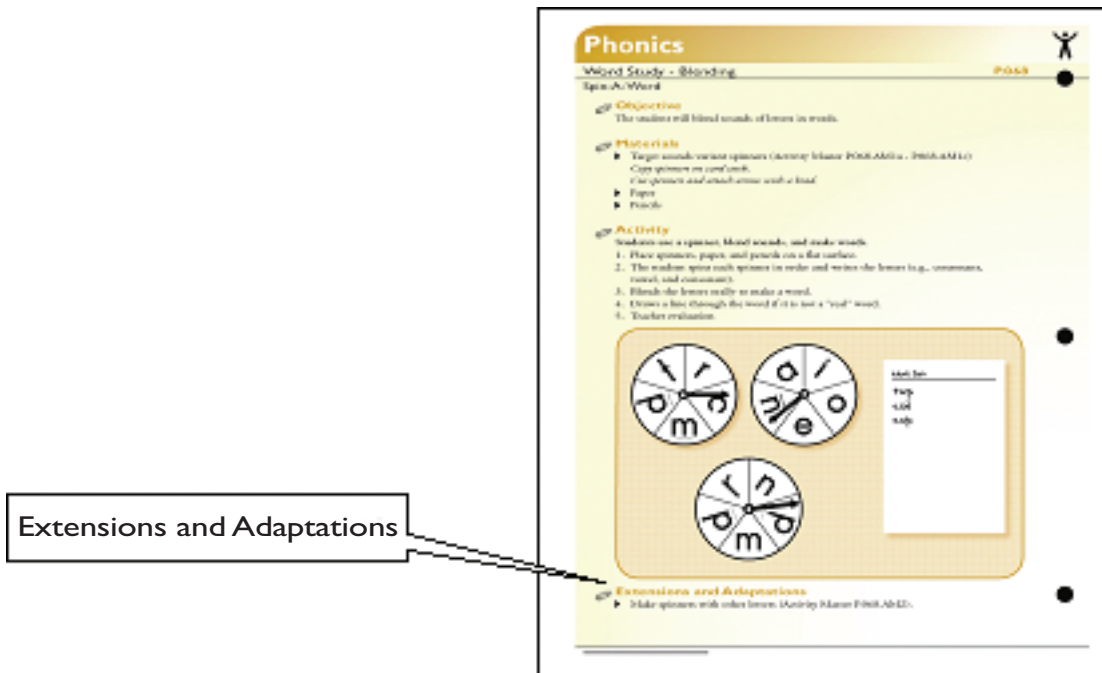
The first step refers to the center set-up which may be completed by the teacher or a capable student. The second step starts the series of steps which the students go through to complete the Activity. Additionally, step two begins with one of the following: The student, Students, Working in pairs, or Taking turns depending on the number of students needed to complete the Activity. The remaining steps are written from the student perspective. The last step pertains to accountability and lists one of three evaluation methods: Self-check, Peer evaluation, or Teacher evaluation.

The image shows the same page as above, but with a callout box labeled "Demonstration Area" pointing to a graphic at the bottom of the page. The graphic depicts three spinners with letters on them, a small table with the heading "Make" and rows for "Try" and "Copy", and a pencil icon.

Under the Activity steps is a display box containing graphics that depict the Activity and key materials.

# Teacher Resource Guide

## Interpretation and Implementation of Activity Plans



Extensions and Adaptations are suggested activities that will extend or provide an adaptation to further develop the target skill. These are written from the student point of view unless otherwise noted. Some require an Activity Master, which is referenced. In this example, a blank spinner is provided for teachers to write other target letters to supplement the three spinners on the original Activity Master.

## Implementation of Activity Plans

In this section we provide suggestions for organizing and preparing materials.

### Prepare Materials for Multiple Use

- For initial preparation, copy Activity Masters on card stock and laminate to increase durability.
- Student school pictures may be copied and used for various activities.
- Products created while teaching a skill from an Activity Plan can be used at the student centers. For example, story sequence events elicited from the students may be written on sentence strips. These sentences strips may then be mixed up and placed in the center for students to sequence independently.

# Teacher Resource Guide

## Interpretation and Implementation of Activity Plans

### Provide Consistent Materials

In addition to the activities provided, centers can also contain consistent materials that have been previously introduced to the students. These materials remain available to students throughout the year, even as other center activities are rotated. Consistent materials are aligned with students' instructional needs allowing students and teachers uninterrupted productivity throughout center time. These consistent materials will enable students to stay academically engaged until it is time to move to the next center. Examples of materials that may remain consistent at a center are: magnetic letters, alphabet tiles, alphabet puzzles, rubber stamp letters, dry-erase marker boards, blank mini-books, word games, word sorts, flannel boards, puppets for retelling, CDs and tapes for listening centers.

These consistent materials need to be well organized and easily accessible to students. They may be stored in containers. It is important to label or color-code the containers according to instructional needs of students. The intent is to have appropriate materials available for each student to practice and reinforce skills at his/her instructional level.

### Preparing a Computer Center

Computer-based activities are beneficial to differentiating student instruction and adapt well to Reading Centers. Like other activities, it is important to note that the results from ongoing assessments and teacher monitoring should be factors in determining the specific software used and the skills that are targeted.

### Guidelines for Effective Computer Centers

- Include computer-based activities along with other student centers.
- Assure that students are familiar with all needed computer functions in order to use the selected program effectively.
- Provide computer-based activities specific to those skills that have been pretaught and that need additional practice or reinforcement.
- Assign each student or group of students a specified component of the software program that addresses the specific skill that needs practice. This helps to reduce non-academic engagement time.
- Select software that is within students' instructional-independent reading level range.
- Monitor student use of computer-based activities. Many programs have built-in progress monitoring and generate reports. These progress monitoring reports can be helpful when planning small group teacher-led instruction.
- Choose software and online programs which are based on the five components, support the latest scientific reading research, and are aligned with Reading First.

# Teacher Resource Guide

## Interpretation and Implementation of Activity Plans

### Selecting Quality Computer Software and Technology-based Curricula Materials

The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Brief FCRR Reports based on the findings from the reviews are posted at the FCRR website ([www.fcrr.org](http://www.fcrr.org)) for use by teachers, administrators, and district level personnel.

The sole purpose of FCRR Reports is to serve as a reliable resource for teachers and administrators as they evaluate the alignment of instructional materials to Reading First guidelines and determine the degree to which programs are consistent with current research in reading. It is important for school district personnel and teachers to read the reports thoroughly and make whatever additional judgments may be appropriate regarding the suitability of the program for their students.

### Materials Needed for K-I Student Center Activities

#### Instructional Materials

Big Books	Foam letters
Books	Letter Dice
Blank Cassette	Letter Stamps
Cassette Tape	Letter Tiles
CD of Word Family Songs	Magnetic Board
CD Player	Magnetic Letters
CD with Alliterative Songs	Pairs of Objects with the Same Initial Sounds
CD with Initial Sound Song	Plastic Letters
CD with Rhyming Songs	Pocket Chart
CD with Songs that Segment Sounds in Words	Small Plastic Letters
Chalk Boards	Stamp Pad
Chart Paper	Tape Player
Counters	Timers (sand or digital)
Dry-Erase Boards	Tub of A-Z Objects
Felt Board	Two Puppets
Fluency Software	Unifix Cubes

#### Classroom Supplies

Ball	Index Cards
Blue Tempera Paint	Markers
Brads	Paper clips
Clipboard	Pencils
Colored Pencils	Permanent Markers
Crayons	Sentence Strips
Dry Erase Markers	Stamp Pads
Erasers	Stapler
File Folders or Plastic Sleeves	Story Tape
Glue	Transparency Film
Headphones	Vis-à-Vis Markers



# Teacher Resource Guide

## Interpretation and Implementation of Activity Plans

### Materials

Alphabet Beads  
Alphabet Border  
Baby Wipes  
Bags or Envelopes  
Ball  
Baskets  
Binder  
Blank Beads  
Blank Tape  
Blocks  
Book Rings or Key Rings  
Book Rings or String  
Box  
Buttons  
Cans  
Checker Board and Checkers  
Clear Tape  
Clothes Hangers  
Clothes Line or String  
Clothespins  
Containers  
Counters  
Craft Box or Tray  
Cups  
Dowel Sticks  
Drawstring Bag  
Elbow Macaroni  
Envelopes  
Felt Pieces  
Felt Story Pieces/Old Story Books  
Fishing Pole (ruler, magnet, string)  
Flyswatter  
Gloves  
Glue  
Hardware Box  
Hopscotch Board (or make with construction paper)  
Hula Hoops (two)  
Labels  
Large Paper Bag  
Large Plastic Bowl  
Lids (yogurt)  
Masking Tape  
Paper Cups  
Paper Plates  
Paper Towel Tubes  
Paperclips  
Pipe Cleaners or String  
Plastic Bottles  
Plastic Scoop  
Popsicle Sticks  
Poster Board  
Print Materials: Magazines, Catalogs, News Paper  
PVC Pipe and PVC Elbows  
Sandpaper (or materials to make tactile letters)  
Scissors  
Shoe Boxes  
Small Paper Bags  
Small Plastic Bowl  
Small Stickers  
Small Trash Cans (with swinging lids)  
Sock  
Spaghetti  
Sticky Notes or Bookmarks  
Story Objects  
Story Pieces (coloring/old books)  
String or Yarn  
Styrofoam Cups or Containers  
Ten Small Objects  
Three Cans  
Three Carpet Squares  
Three Egg Cartons  
Three Ring Binders  
Tissue  
Tongue Depressors  
Trays  
Tub  
Two Magnifying Glasses  
Two Plastic Containers  
Two Small Basketball Hoops (on suction cups)  
Various Size Paper Tubes  
Vegetable Trays  
Video Boxes  
White Plastic Bottle Caps  
Wiggle Eyes  
Yarn

# Teacher Resource Guide

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