

Table of Contents

Introduction	4
Learning Centers Management Model	5
Getting Organized	6
Preplanning for the Students—Preparing for the Centers—Centers Groups Chart—Locator and Tub Cards—Classroom Arrangement and Model Map	
Getting Started	24
Before the First Day of School—Weeks 1–4	
Setting Up Centers	27
Carrels—Megacenters—Stationary and Mobile Centers	
Arranging the Classroom	32
Sample Maps—Furniture Icons	
Organizing and Using Centers	37
Introducing Learning Centers—Setting Expectations—Positive Reinforcement—Scheduling—Starting New Centers—Keys to Success—Color Coding—Open Work Time—Getting Comfortable	
Class Rotation	44
Centers Chart—Name Tags—Checkerboard—Centers Cards—Pocket Charts—Clothespins, Craft Sticks, and Cups—Rotation Wheels—Sample Schedules	
Record Keeping	54
Sample Forms—Monitoring Choices	
Rules and Guidelines	62
Storage	67
Pails and Canisters—Carts, Boxes, and Crates—Supply Boxes—Folders or Notebooks	
Materials and Supplies	72
Choosing Materials—Materials List—Request for Supplies—Supplies Checklists	
Kindergarten Centers	77
Ancillary Centers	82
About Me—Skills Development—Group Centers—How to Create New Centers	

Table of Contents *(cont.)*

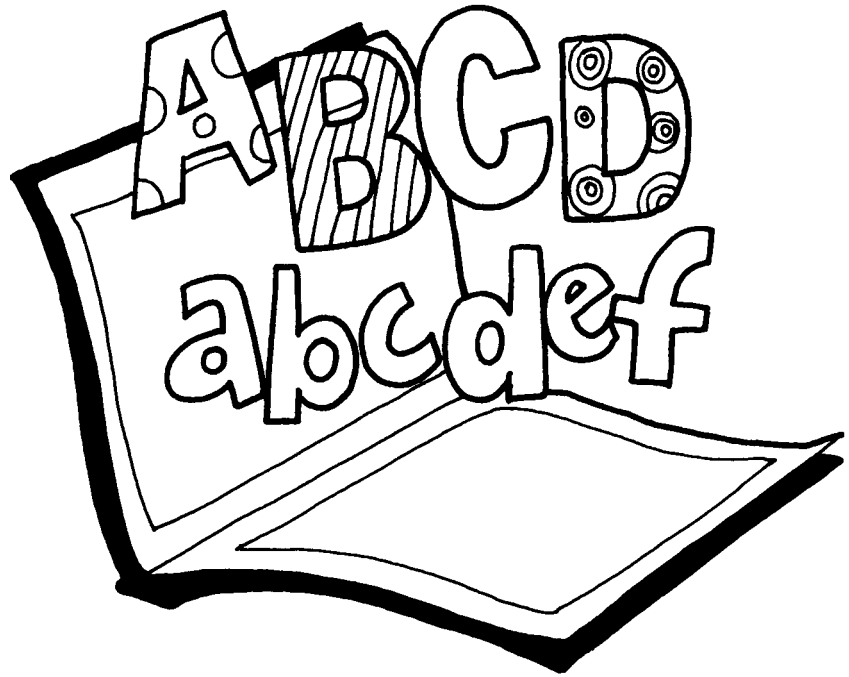
Curriculum Centers	113
Listening	114
Reading	121
Library	134
Writing	139
Math	152
Science	171
Social Studies	180
Research	191
Computer	203
Art	208
Puzzles and Games	213
Hands-On	220
Drama	224
Theme and Seasonal Centers	228
Centers Signs and Markers	243
Assessment and Contracts	269
Observation Based Assessment—Checklists—Anecdotal Records Forms—Using Rubrics— Rubric Criteria—Student Self-Evaluation Forms—Centers Contract—Expectations Contract—Task Contracts—Computer Contract	
Accommodating Students with Special Needs	292
Parent Communications	293
What Learning Centers Are—Why We Are Using Learning Centers—Supplies Needed	
Using Classroom Volunteers	296
Need—Strategies—Communication—Record Keeping—Thanking Volunteers	
Clip Art	301
Bibliography	304

Alphabet/Alliteration Activities Area

An area containing manipulatives and activities involving letters and sounds is necessary in every primary whole language classroom. Children who have not reached the level of taking words apart into letters and sounds will be afforded the opportunity to practice these important skills. Students who have mastered letters and sounds will enjoy and extend these activities that “play” with our language. This type of area is also especially effective for ESL (English as a Second Language) students.

Make available several alphabet, alliterative, and word books for students to use.

Sets of individual alphabet letters and/or pictures with accompanying letters can be purchased. Or you can make them by cutting apart appropriate posters or books, such as *David McPhail's Alphabet Book A to Z* (Scholastic, 1989). Note: If you choose to cut up alphabet books to make individual cards, you'll need to have two books so you can cut out both sides of the back-to-back pages. Glue these on construction paper so that students are not confused as to which side to use. Lamination increases durability.



Be sure to provide a more challenging set where no letter is displayed and the student must identify the letter by using the picture clue only. Here are some alphabet tasks you can encourage students to use. They will invent many more on their own.

- Put the letters in alphabetical order.
- “Walk” the letters by placing them on the floor and then identifying and stepping on each. Students can name the letter, picture, or another word that has that letter at the beginning or end.
- After putting the letters in alphabetical order, play “missing letter” with other students. One student takes out a letter while other players turn away or cover their eyes. Then players are asked to open their eyes and identify the missing letter.
- Purchase magnetic letters and provide these for students to manipulate. These letters can be used on the side of a file cabinet or on large metal cookie sheets. These areas need to be large enough for more than one student to work.
- Provide word cards with phonetic words, high frequency words, or “theme” words for students to write with magnetic letters and read.
- The same kind of activities listed above can be done using individual letter stamps and ink pads.

Writing Centers *(cont.)*

Writer's Box

Each student should have his or her own Writer's Box in which to store writings (completed and/or in progress). Use large empty cereal boxes with their tops cut off and their wide sides cut at a slant. Cover the boxes with colorful contact paper or let each student decorate his/her box and label it with his/her name.

Writer's Workshop Resource Center

There should be one location that contains all writing "props," but this does not mean it is the only location of these items. Many items should be duplicated and placed in various centers and areas around the room. Also, do not put out every writing prop at one time. When you observe children are weary of certain items, introduce, delete, or change some of them.

Instruments	Materials	Electives	References
<ul style="list-style-type: none"> • variety of pens • thin and wide crayons and pencils • bold and pastel colored pencils • bold and pastel colored chalk in various sizes and thicknesses • bold and pastel colored markers in various tip sizes • individual Writer's Boxes (see above) <p>If Available:</p> <ul style="list-style-type: none"> • tape recorders • typewriters • instamatic cameras • computers • class mailboxes 	<ul style="list-style-type: none"> • all types of paper • paper stapled to make small blank books • note pads, memo pads, self-sticking pads • all shapes, sizes, and colors of envelopes • canceled stamps, stickers, address labels • junk mail • variety of adhesive tape, glue sticks, glue, paste, staplers, hole punches, paper clips, erasers, brad fasteners, yarn, string, pipe cleaners 	<ul style="list-style-type: none"> • paints and a variety of paintbrushes • variety of rubber stamps and ink pads in a variety of colors • laminated lists (alphabet numbers, words, children's names) • mini dry erase boards with wipe-a-way markers • mini chalkboards • clipboards • sandpaper • flannel boards • play clay • glitter • dry pasta letters and numbers • letter, number and picture stencils • magnetic board with letters/numbers 	<ul style="list-style-type: none"> • literature books of all kinds (fiction, nonfiction; no text, lots of text; variety of illustration mediums) • dictionaries, variety of levels • telephone books • restaurant menus • maps and globes • mail-order catalogs • magazines, all types and reading levels • newspapers • comic books • old calendars • student-made books • writing wall of words, symbols, and phrases