



Literacy Centers For ISAT Prep

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Center Activities

Inference	Inference Snap
Figurative Language	MAP Concentration
Use antonyms to define words	Synonym Snap
Determine meaning using affixes	Spin-A-Word
Fact/Opinion	Fact/Opinion SNAP Just the Facts
Informational Text	Headlines B-D-A Cards Scratch off Cards
Determine meaning of unknown words using context clues	Fish For It
Causes of events in fiction and nonfiction	Card Match
Written response to reading	Pick-A-Stick

Literacy Centers According to Common Core Strands for Reading

Key Ideas & Details

(theme, main idea, literary elements)

1. Beach Ball:

- Use a beach ball with questions printed on it.
- Toss it around the center (carefully) and have fun answering the questions in either written or oral form.

2. Character Cube:

- Decorate a square Kleenex box.
- List the main characters with describing words and affix them to sides of the box.
- You could also cut out pictures of characters from magazines and affix them to sides of the box.
- This could be rolled (like a giant die) and characters could be described based on what side came up.

Craft & Structure

(author's craft, genre study, opinions, features of non-fiction, point of view)

1. Nonfiction features:

- Students go on a scavenger hunt to find different features of nonfiction texts.

2. Fact/Opinion Card Sort

- Students sort cards into two groups: fact and opinion. This could be done on a picket chart.
- Students record the statements on a T chart and underline the key words in the opinion column.

Integration of Knowledge and Ideas

(compare/contrast more than one text source)

1. Diagram:

- Take ideas or concepts or ideas from two books and compare them using a Venn diagram.
- Use string or hula hoops to construct a Venn diagram on the bulletin boards to use in categorizing and comparing the two concepts or ideas.
- Put sticky notes in the two circles and then put the common responses in the overlapping part of the string Venn diagram.

2. Basket of Books:

- Set up basket of books with different genres, perhaps related to the same topic.
- Have students make some type of web map that compares them.

Academic Vocabulary

1. The Unknown Word:

- Words are written on an index card.
- The student writes on the back of the card what they believe to be the word's definition.
- They check the dictionary for accuracy.
- Then they turn the card in for the weekly drawing (Word Bank Box).

2. Scrambled Eggs:

- Vocabulary words are broken into letter tiles.
- The words are scrambled and placed into plastic Easter eggs.
- There is one word per egg.
- Students crack the plastic eggs and then assemble the words.

3. Fancy Word Envelopes:

- Four labeled envelopes are needed per person.
- The labels are noun, verb, adjective, adverb.
- Each student will also need one manila envelope to store the four envelopes..
- As students read a passage, short story, (fiction or non-fiction) they write words on a note cards and sort them into each envelope.
- This becomes a source for writing lab

4. Word Family Work:

- Using one word family, have students brainstorm as many word family words as they can.
- Write 1 to 5 sentences using as many of the words as possible; silly sentences are allowed.

5. Word Work:

- Using some familiar and new vocabulary terms, have students do two-way or three-way closed sorts (may vary with open sorts).
- Cut or have students cut out words.
- Students will sort words in a pocket chart and record on a worksheet.
- Provide glue stick, scissors (optional) and worksheets.

6. Word Continuums:

- Have linear charts with various degrees of words, love \longleftrightarrow hate.
- Students arrange in order.

7. Progressive Story:

- Use vocabulary words on cards.
- Pull one word out of a hat.
- Write a sentence using that word to begin the story.
- Repeat process to create each sentence in the story until all the vocabulary words have been used. (silly, whimsical, narrative).
- Give the story a title.

Fluency

1. Taping of Self-Reading:

- Students read a passage on tape along with the taped presenter.
- Each student has their own audio tape – read short paragraph into tape recorder. Listen to it and think about rate, rhythm, and fluency.
- Open microphone, poetry.
- Child reads along with tape to hear a model of phrased, fluent reading. Child then reads into a recorder, timing with a timer. Child listens to his/her tape and rates his reading using a rubric.
- Tape voices at various times throughout the year. It becomes a way to chart their progress in fluency.

2. Timed Repeated Readings:

- Partners – 1 uses timer while other reads.
- Graph of number of words read per minute.
- Student tracks own progress on a chart.

Literacy Centers According to Common Core Strands for Writing

Text types and purpose

(Narrative, Persuasive, Expository)

1. Pick-A-Stick Writing Prompts:

- Students select a stick with either an expository, narrative or persuasive essay prompt on it from the can.
- Students write a rough draft of their response.

2. Fancy Words Story

- Students write a narrative or expository essay using their Fancy Words that they have collected from their reading.