











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This manual sets out to assist you in implementing this resource and making literacy come alive in your classroom.

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Introduction

Why Use Literacy Learning Centres?

When literacy learning centres were discussed in 1998, we, like many teachers, felt overwhelmed. It meant spending hours of each weekend preparing activities and resources to be used during our literacy blocks each day. As a staff, we received professional development that explained *why* we should establish literacy learning centres and touched on *how* through the presentation of timetables that told us how much time to devote to this and how much time to devote to that. We loved the concept – but there was nothing to *really* tell us how to establish learning centres that could stand the test of time. We wanted activities that were much more beneficial than teachers photocopying five different sheets that would be rotated over the week. As we searched through resources that dealt with learning centres, we failed to find anything that we were satisfied with. There was only one solution – create it ourselves!

Initially, we were just making it for use in our own school. Discussions with teachers from other schools made us realise that everybody was in the same boat as we were. We hope you find it as useful and practical as we do and that your children receive the same benefits as ours have – both academically and socially. Don't be afraid to build on our work to ensure it caters for the needs of your children, after all, that is our wish. Many of these activities can be completed or enhanced through the integration of classroom computers. Helpful programs are *PowerPoint*, *Hypercard*, *Hyperstudio*, *ClarisWorks*, *Micro Worlds* and *Logo Writer*. There are many commercial products just waiting to be integrated.

The importance of teaching to the individual needs of each child in the classroom has never been more evident. The introduction of learning centres allows you to set activities that are appropriate to the different learning styles and developmental stages of your children and allows you to provide individual instruction to a small group of children.

The most significant obstacle facing teachers when setting up learning centres in the classroom is creating the resources required. This was our motivation for creating Literacy Alive!

Literacy Learning Centres can be used for several years without children ever repeating the same combination of activities!

How to Start the Day

This is a suggested format.

Each school will have varying obligations to fulfil before classes can start.

✓ Remember to assess and record children's progress throughout the morning.

Time	What's Happening
8:50	Assembly and administration
9:00	<ul style="list-style-type: none">✓ Shared reading – this may be where you focus on a specific grammatical skill, punctuation, fluency, expression etc.✓ Start circle reading with adult helpers – or your own method of reading✓ Start 'Literacy Alive!' learning centres.✓ I.S.P.'s✓ Guided reading✓ Whole class reading, spelling or writing task.✓ This may include extension-spelling activities, dictation, modelling of different genre, free creative writing etc.
10:50	Allow time for the children to verbalise what they have learnt during the activities.
11:00	Morning recess

A Weekly Model for Literacy Learning Centres

Rotational Activities for Monday to Thursday

Group 1.

Modelling instructional writing – teacher instructed

Group 2.

Compound Combo – Literacy Learning Centres #10
Focus on identifying basic compound words.

Group 3.

Sentence Scramble – Literacy Learning Centres #13
Focus on writing meaningful sentences.

Group 4.

Wonder Words – Literacy Learning Centres #8
Focus on verbs and linking words, e.g. first, then, after.

Group 5.

Sequence Scuttle – Literacy Learning Centres #24
Focus on sequencing instructional texts.

Friday

- Revise verbs such as *cut*, *put*, *place*, etc.
- Discuss the importance of short, concise instructions used in instructional texts.
- Reinforce that instructions are written in present tense.
- Children follow simple instructional text on how to make salad sandwich.
- Children select from list of instructional text topics such as 'How to clean your teeth.'
- Use 'circle reading' groups for children to share instructional texts.
- Whilst child reads instructional texts, other children act out instructions to provide feedback on sequence and instructions.

Assessment

- Assess knowledge of present tense, verb usage, sequencing and instructional writing through individual written task. (see Friday)

Outcomes

- Maintains simple present tense throughout.
- Uses linking words to signal time.
- Omits 'you' and starts sentences with a verb, e.g. stir, add, cut.
- Uses action verbs.

Lots of Letters

Focus

Matches sounds to the letter shapes.
Recognises upper and lower case letters.
Is able to recognise some letters of the alphabet.

What to do

1. Place all lower case letters on table in a random order.
2. Children rearrange these letters into the correct alphabetical order.
3. Children say each sound to adult helper.
4. Place all upper case letters on table in a random order.
5. Children rearrange these letters into the correct alphabetical order.
6. Children say each sound to adult helper.



7. Place all upper and lower case letters on table in a random order.
8. Children match the upper and lower case letters.
9. Children then place the upper and lower case partners into alphabetical order.
For example: Aa Bb Cc
10. Say each sound with the children. Prompt each child in the group to say a word that begins with each sound.




What's My Question?

Focus

Positions words and letters correctly.
Shows one to one correspondence between spoken words and written words.
Demonstrates an understanding of a sentence that they have read.
Shows an ability to connect ideas and events.

What to do

1. Lay single word cards on the floor in front of children so that the words can be seen.
 2. Read through answer cards together.
 3. Give each child an answer card.
 4. Ask the children to place single word cards correctly on their answer card to match the word. Begin at the first word and proceed in the reading direction.
 5. Allow children to read their answer card with the individual cards on top. Make sure that the children are pointing to each of the words as they read.
 6. Lay the single word aside.
 7. Read through one of the answer cards.
 8. Ask the children to suggest the questions that may have been asked for this card to be the answer.
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9. Repeat for all the cards.
 10. Lay the single word cards down in front of the children so that the words can be seen.
 11. Without the answer cards, allow each child to have a turn at forming their own sentences using the single word cards.

