



# Literacy Activity Center Planner

Well-planned activity centers engage children and youth in hands-on, independent exploration and learning targeted to specific objectives. Make the purpose, rules, and expectations clear to participants. Centers may be made available at set times, or during homework time for those who have no homework or who finish early, or as a break. Centers may be an area of the room, or simply activities kept in shoeboxes and worked with on a table. Watch centers in use to see if they're working. Check if children seem engaged, distracted, or bored. Talk to students to get ideas for centers and gauge outcomes. Discuss with staff, and make revisions as needed.

Setting up and rotating activity centers as a regular part of your program is a great way to support literacy all year long. As time goes on, build a repertoire of multiple centers that participants can choose from. Experiment with making several different activities available at the same time for students to move among freely.

## Center Starter Ideas

Decide on a theme for the center. Specify the learning objectives in the planning stage, and the materials and resources you would need for the center.

## Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)

K-2: Letter/Sound Match, Alphabet puzzles, magnetic letters, pipe cleaners, Alphabet memory games, ABC flash cards, letter blocks/manipulatives, magnetic letters, percussion/rhythm instruments

3-5: Word cards, word family strips, Puppets for retelling the story, Props for reader's theater

6-12: newspapers, magazines, dictionaries, journals

All: age and level appropriate reading library of informational and fictional texts

## Writing (Pre-writing, Drafting, Revising/Editing, Production)

K-2: Pipe cleaners, magnetic letters, Play Dough to make letters or words

3-5: dry erase boards, chalkboards, paint strips for storyboarding

6-12: dictionaries or reference materials, style guides,

All: writing utensils (e.g. crayons, markers, pencils, colored pencils, colored pens), loose leaf paper or stationary, computer

## Oral Language (Speaking and Listening)

K-2: Finger play, Poetry, Rhyming Games, Word Games, Role Plays

3-5: Books on tape/cd, audio recording devices, Props or costumes for skits or plays

6-12: scripts for skits or plays, poems, films, music lyrics, computer, digital recording devices, audio recording devices





# Literacy Activity Center Planner

**Description or Theme of Center:** \_\_\_\_\_

**Literacy area focus: (check all that apply)**

Reading  Writing  Speaking and Listening  Language  Other

**Learning objectives/purpose:** \_\_\_\_\_

**Number of users at one time:** \_\_\_\_\_

**Primarily for:**  Individual work  Pairs  Small groups  Any

**Instructions:**  Clearly written for users to understand  
 Needs to be explained or demonstrated  
 Users can explain to each other

**Availability:**  Always  Days/times \_\_\_\_\_  
 Homework  By request

**Supervision:**  None, general only  Periodic check  
 Demonstrations and explanations needed  
 Active supervision

**Supplies needed:**

Instructions (instruction card or paper to \_\_\_\_\_  
include): \_\_\_\_\_  
\_\_\_\_\_

**Materials, tools, equipment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Observation Checklist:**

- Actively used
- Instructions clear, little supervision needed
- Used by all participants
- Positive outcomes
- Meeting objectives

**Comments, changes, extensions:**

