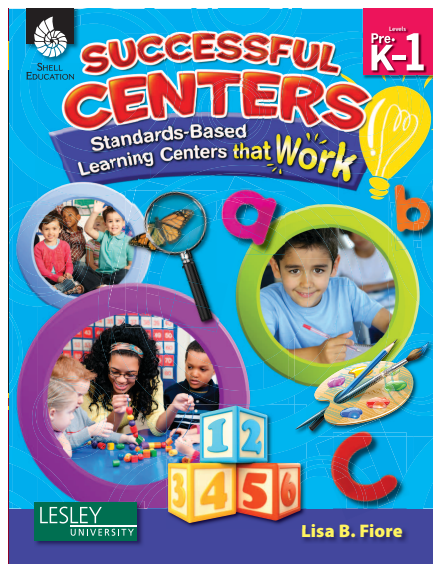


Sample Pages from

**Successful Centers: Standards-Based Learning
Centers that Work**



The following sample pages are included in this download:

(List as applicable:)

- Table of Contents
- Introduction excerpt
- Sample lesson

For correlations to Common Core and State Standards, please visit
<http://www.teachercreatedmaterials.com/correlations>



SHELL
EDUCATION

Levels
Pre-K-1

SUCCESSFUL CENTERS

Standards-Based
Learning Centers that **Work**



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LESLEY
UNIVERSITY

Lisa B. Fiore

Table of Contents

Introduction and Research	4
Success at the Center	4
Creating a Classroom Culture.....	6
Players and Protagonists	10
Attitude	11
Managing Learning Centers.....	12
Assessment.....	15
Looking, Listening, and Learning	16
Documentation.....	16
Active Listening.....	18
Technology.....	18
Connections to Standards.....	19
Reflection	20
How to Use This Book	22
Correlation to Standards	24
Standards Correlation Chart	25
Math Centers	30
Language and Literacy Centers	51
Science Centers	80
Social Studies Centers	101
Art Centers	136
Music Centers	156
Mystery Centers	171
Appendix A: References Cited	192
Appendix B: Recommended Resources	194
Appendix C: Center Resources	198
Appendix D: Contents of the Digital Resource CD	208

Introduction and Research *(cont.)*

Early childhood classrooms often include a variety of learning centers. Teachers can strike a balance between permanent centers such as art and math and thematic centers that grow out of children’s specific interests and therefore change over time. This book integrates learning across curricula in that permanent centers may anchor some desired learning outcomes yet provide opportunities for children to strengthen skills through activities that are not limited to one exclusive domain. For example, the math center may include a computer that children use to type math news stories. Thus, children are gaining literacy skills while focusing on math concepts. The classroom culture supports clear expectations for learning center activities, but the centers are not simply areas for children to complete closed-ended exercises. Research has shown that “the best and most productive centers involve open-ended inquiry” (Fountas and Pinnell 1996, 49).

The open-ended quality of learning center experiences contained in this book relieves teachers of the pressure to develop new lessons and activities every day. The classroom culture shapes the use of the learning centers and supports routines that children come to master. Young children learn how to access and explore the materials, and teachers are therefore able to focus their attention in numerous ways. The centers listed below are highlighted in this book but are not intended to represent a definitive list of possible learning centers. Some features of each center are included here, and will be discussed in greater detail in the sections that follow.

Center Type	This center supports understanding and development of:
Math	<ul style="list-style-type: none"> • attributes of objects • patterns • seriation • classification • matching • concept of number • sequence • math vocabulary
Language and Literacy	<ul style="list-style-type: none"> • concepts of print • concepts of writing • foundations for reading • books and publishing • poetry • language and vocabulary development • storytelling • plot/sequence • characters • mastery with writing tools and paper

Introduction and Research (cont.)

Center Type	This center supports understanding and development of:
<p style="text-align: center;">Science</p>	<ul style="list-style-type: none"> • science concepts • connections with nature • problem solving • scientific thinking • delay of gratification • cause and effect • living vs. nonliving things
<p style="text-align: center;">Social Studies</p>	<ul style="list-style-type: none"> • appreciation of diversity • time, chronology, and sequence • maps and geography • citizenship and responsibility
<p style="text-align: center;">Art</p>	<ul style="list-style-type: none"> • fine-motor skills • art concepts • self-expression • creative expression
<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> • appreciation of different styles of music • singing • music concepts • rhythm and rhyme • aural discrimination
<p style="text-align: center;">Mystery</p>	<ul style="list-style-type: none"> • mindfulness • resilience • empathy • self-regulation • personal strengths • creativity

How to Use This Book

In this book, there are 70 activities that support children’s learning experiences. Each unit focuses on a specific learning center and provides opportunities for integrating content areas that are often treated as exclusive domains. These activities encourage children to practice academic skills but also offer opportunities for children to learn other valuable skills such as empathy, self-regulation, responsibility for self and others, and how to participate fully and exercise basic freedoms.

The **standard** listed indicates the area of focus for each center.

The **overview** provides a quick description of what will be done in each center.

A **materials** list for each center is provided.

A **preparation note** is included for centers that require action prior to the implementation of the center.

Buddy Blocks

Standard
Understands that numbers are symbols used to represent quantities or attributes of real-world objects

Overview
Children manipulate photo blocks to understand position in a sequence and identify first, second, third, and so on.

Materials

- small wooden or foam blocks (one for each child)
- children’s photos (laminated)

Preparation Note
Each block should feature one laminated photo of one child in the class glued to one side. Photos of children’s faces can be used in several center activities in this book (see Daily Graph, page 50), so it will be helpful to create laminated photo cards with children’s faces on them in addition to the photos used for this activity.

Procedure

1. Arrange the blocks at the center, photos up, so that children can see all of the faces. Decide in advance how many blocks you will use. Place the blocks in a row.
2. Point to each block and ask children to say the name of the person whose photo is on the block, one by one.
3. Ask one child to choose three blocks and place them in a row. With children, point to each block and say who is first, second, and third in the row. For example, “Sammy is first, Adam is second, and Talia is third.” Some children may create vertical rows, and others may create horizontal rows. Either choice provides an opportunity to discuss position and relationship to other blocks.
4. Ask children to choose several blocks and to create their own rows. Children can work in pairs or independently to create their rows and to articulate the number of blocks, the children’s names, and their respective positions.

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Icons in the top corners indicate the content area of each center.

The **procedure** provides step-by-step instructions to successfully implement each center.

Buddy Blocks

Extension
Continue to draw upon the concept of ordinal numbers by relating it to a child’s activities throughout the day. Have them draw their day’s activities on sheets of paper, such as waking up and getting out of bed (first), brushing their teeth (second), washing their face (third), and so on.

Home Connection
Send home the Family Letter (page 198), inviting children to make family and friends blocks (or cards) with their families. Encourage children to include as many family members and/or friends as they wish. Have them bring their blocks to school to share with the class.

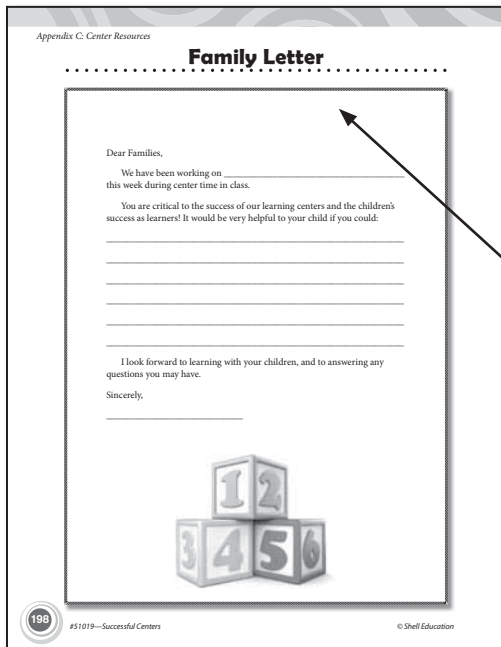
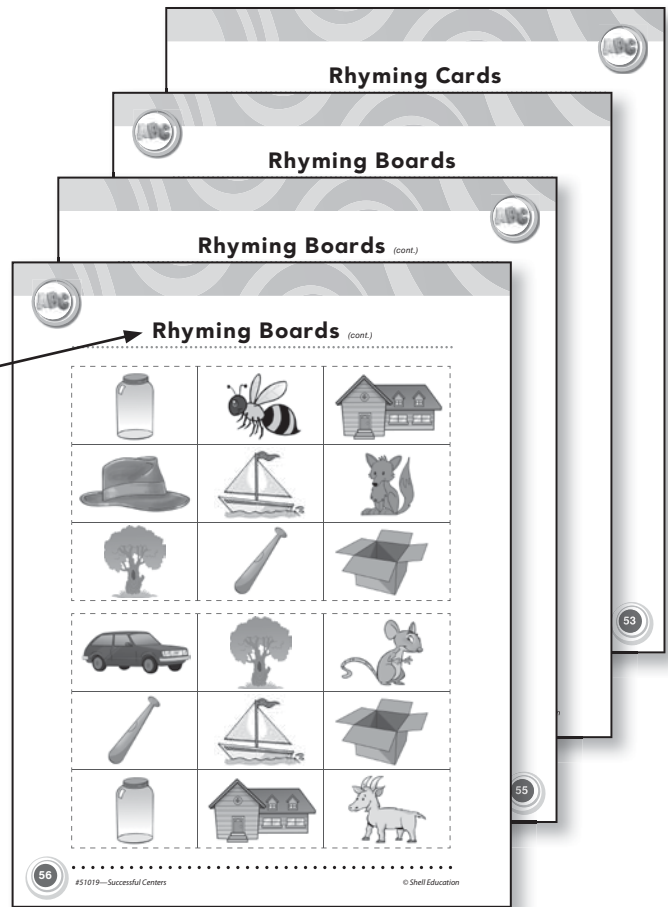
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The **extension** offers opportunities to expand children’s learning after completing the center.

The **home connection** allows children to deepen their learning with their families in the home.

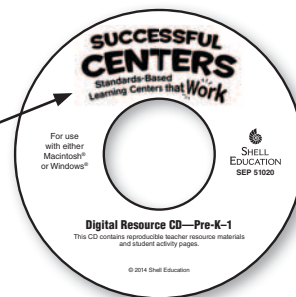
How to Use This Book (cont.)

Activity cards and templates are included in some centers. You may wish to laminate the cards for durability.



Complete and send home the **family letter** on page 198 to inform families on how they can help further their child's learning.

A **digital resource CD** is provided and includes resources, such as activity cards and recipes, needed to implement specific centers.





Rhyming Board

Standard

Knows rhyming sounds and simple rhymes

Overview

Children draw a card from a pile and match the card to a corresponding image on a board based on rhyming.

Materials

- Rhyming Cards (page 53)
- Rhyming Boards (pages 54–56)
- game markers (e.g., buttons, pennies)

Preparation Note

Make copies of and cut out the Rhyming Cards (one set per group) and Rhyming Boards (one board per child).

Procedure

1. Explain to children that they will play a rhyming game. Begin by showing a card and naming the picture. Have children look on their Rhyming Boards for a picture that rhymes with the card chosen.
2. Have children take turns drawing cards and naming the objects on the cards aloud as they look for a match. Have the group place markers on the rhyming picture on their Rhyming Boards.
3. Children should continue until all of the cards are used to match items on their Rhyming Boards. Comment on the rhyming pairs that children have identified.

Extension

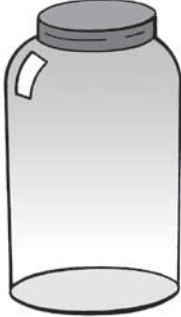





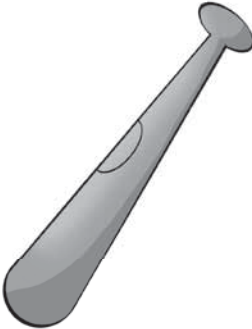




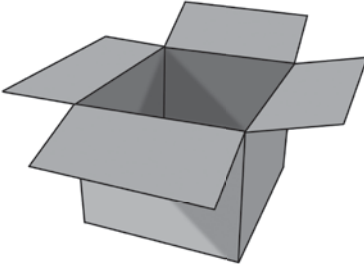
Have children use the Rhyming Card Template found on the Digital Resource CD (filename: rhymingcardstemplate.pdf) to draw their own rhyming cards. Put children in pairs and ask them to play Memory. They can place all of their cards facedown and take turns flipping them over to create a match.












Home Connection

Send home the Family Letter (page 198) inviting children to notice rhyming objects at home and to share them with the class.

Rhyming Cards

Rhyming Boards

Rhyming Boards (cont.)

Rhyming Boards *(cont.)*

