INTEGRATED

Kindergarten

CENTER ACTIVITIES

FOR LITERACY

ALIGNED TO THE MS-CCRS AND KINDERGARTEN GUIDELINES

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DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Mississippi Department of Education

359 North West Street

P. O. Box 771

Jackson, Mississippi 39205-0771

(601) 359-3511

www.mdek12.org/ESE/literacy

Carey M. Wright, Ed.D.
STATE SUPERINTENDENT OF EDUCATION

Kim Benton, Ed.D.
CHIEF ACADEMIC OFFICER

OFFICE OF ELEMENTARY EDUCATION AND READING

Nathan Oakley, Ph.D.
EXECUTIVE DIRECTOR

Tenette Smith, Ed.D.
BUREAU DIRECTOR

Kymyona Burk, Ed.D.
STATE LITERACY DIRECTOR
Office of Literacy

Jill Hoda
ASSISTANT STATE LITERACY COORDINATOR
Office of Literacy

Casey Sullivan
ASSISTANT STATE LITERACY COORDINATOR
Office of Literacy

Kristen Wells
ASSISTANT STATE LITERACY COORDINATOR
Office of Literacy

LeighAnne Cheeseman
ASSISTANT STATE LITERACY COORDINATOR
Office of Literacy

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OVERVIEW

The following ELA ***Integrated Kindergarten Centers*** provide guidance for early childhood educators, kindergarten teachers, and literacy coaches on center activities that may be used during the literacy block. Please note that this is not an inclusive list of activities that could be used to meet the kindergarten standards and guidelines, and all resources may be modified and personalized to meet the thematic components and needs of individual students. Additional information and resources for educators may be found by visiting http://mdek12.org/ESE/literacy.

NOTE: *Local school districts have discretion over which technology partners and products are utilized in their districts. For legal advice regarding technology services, please contact your local school board attorney.*

Integrated Creative Arts CENTER for Literacy

Story Retell

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RL.K.2 SL.K.6	• props from a familiar story (puppets, masks) • writing utensils • construction paper	1. Select a familiar story. 2. Use props to retell the story. 3. Sequence by illustrating each event in the story. ***Note:*** *Selected stories should be stories students know well.*

CENTER ACCOUNTABILITY	Finished Product

Create a Letter

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.1.d	• letter tiles • construction paper • card stock • different mediums (paint, clay, paper, pipe cleaners, etc.)	1. Select a letter. 2. Say and skywrite the letter. 3. Use paper and medium of choice to create the selected letter.

CENTER ACCOUNTABILITY	Finished Product

Create a Cover

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RI.K.5	• paper (chart paper, manila paper) • writing utensils (pencils, crayons, markers)	1. Write the name of the title, author, and illustrator. 2. Illustrate the characters, setting, and a major event from the story.

CENTER ACCOUNTABILITY	Finished Product

Letter – Sound Collage

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.3.a	- magazines - scissors - glue - large drawing paper - markers - specific target letters	1. Browse a magazine for pictures that represent the target initial, medial, or final sound. 2. Say the target sound while browsing through the magazine. 3. Cut and paste pictures that match the target sound onto the large drawing paper to create a collage. 4. Label the pictures and underline the letter(s) that represent the target sound. ***Note:*** *Teachers may pre-select pages from magazines that contain the target sound for differentiation.*

CENTER ACCOUNTABILITY	Finished Product

Gestures

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
L.K.4.a	- vocabulary word list - writing utensils - recording sheet	1. Choose a word from the vocabulary list. 2. Create a kid-friendly definition for the selected vocabulary word. 3. Generate a motion to represent the meaning of the vocabulary word.

STUDENT PROCEDURE

1. Take turns acting out the motion while reciting the kid-friendly definition for the word.
2. Write the word, kid-friendly definition, and motion illustration on the recording sheet.

CENTER ACCOUNTABILITY	Recording Sheet

MS CCRS for Science for Kindergarten: Life Science (L); Physical Science (P); Earth and Space Science (E) http://www.mdek12.org/docs/elementary-education-and-reading-library/2018-ms_ccrs---sci_k-12_final-20170502.pdf?sfvrsn=2

Show What You Know

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RI.K.1 RI.K.2 RI.K.3 RI.K.4 L.K.1 L.K.2 P.K.5 E.K.8 E.K.10	• audio recordings of informational texts about different science topics • listening center equipment • graphic organizer • paper • writing utensils	1. Select an informational text about a science topic of their choice. 2. Listen to an audio-recording of the text selected. 3. Complete a graphic organizer and/or draw an illustration representing what was learned from the recording.

CENTER ACCOUNTABILITY	Recording Sheet (Graphic Organizer)

Write About Animal Life Cycles

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
W.K.2 SL.K.5 L.K.3	• informational texts and/or audio-recordings about different life cycles (i.e. frog life cycle, chick life cycle, butterfly life cycle) • white paper • writing utensils	1. Read an informational text or listen to an audio-recording. 2. Draw illustrations to depict the life cycle of the animal. 3. Use words from the word wall and/or inventive spelling to label or describe the illustration. ***Note:*** *An informational text is a subset of nonfiction text. Its primary purpose is to inform. It does not utilize characters.*

CENTER ACCOUNTABILITY	Finished Product

Write About Plant Life Cycles

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
SL.K.1	*The Life Cycle of a Pumpkin* or another book about a plant's life cycle - anchor chart paper - writing utensils	1. Read the book. 2. Draw illustrations to depict the life cycle of the plant. 3. Use words from the word wall and/or inventive spelling to label or describe the illustration. ***Note:*** *Must include topics read and/or written about. (i.e. <u>The Life Cycle of a Pumpkin</u> by Ron Fridell and Patricia Walsh)*

CENTER ACCOUNTABILITY	Finished Product
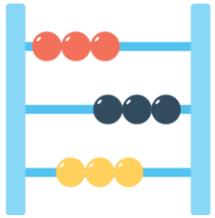
Syllable Counting

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.2.b	• picture cards • sorting mat with headings labeled 1, 2, and 3 • writing utensils (pencil, crayons, markers) • recording sheet	1. Place picture cards in a pile and take turns selecting 1 card at a time. 2. Name the picture and segment the word into syllables. 3. Place the picture card under the correctly labeled column on the sorting map (1, 2, or 3). 4. Illustrate the picture on the recording sheet in the column labeled with the number that corresponds to the number of syllables.

CENTER ACCOUNTABILITY	Recording Sheet (Sorting Map)

How Many Words?

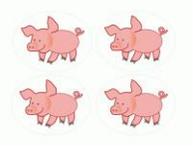| STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.1.c	• pre-written sentence strips with 4, 5, or 6 word sentences • sorting mat with headings (labeled 4, 5, and 6) • writing utensils • recording sheet (pencil, crayons, markers)	1. Sort the sentence strips by the number of words in each sentence. 2. Place the sentence under the correctly labeled column on the sorting map (4, 5, or 6). 3. Record answers on the recording sheet.

CENTER ACCOUNTABILITY	Recording Sheet (Sorting Map)

Frayer Model

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
L.K.4.a	- Frayer model for each student - exemplar Frayer model - number tiles 1 through 20 - writing utensils	1. Display an exemplar Frayer model for students. **STUDENT PROCEDURE** 1. Select a number. 2. Write the selected number and number word selected in square one. 3. Draw a picture that represents the number in square two. 4. Use the number word in a sentence in square three. 5. Create an addition or subtraction problem using the selected number and illustrate in expanded form in square four. *Note: The Frayer Model activity can be differentiated by changing what goes in each square.*

CENTER ACCOUNTABILITY Recording Sheet (Frayer Model)

1	2
4 four	
3 Four pigs ate.	**4** 1 pig +3 pigs 4 pigs + = 4

Math Word Wall Activity

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.3.c	- word wall - sorting map with labeled headings (1, 2, 3, or more) - writing utensils - student recording sheet	1. Conduct a "scavenger hunt" using the word wall looking for words that fit teacher's clues. (i.e. words with 1, 2, 3 or more letters). 2. Sort words on the sorting map under the heading that matches the numbers of the letters in the word. 3. Share answers orally with the group. 4. Decide as a group if the words match the clues and explain why. 5. Record the words on the recording sheet. *Note: This may be completed with phonemes (sounds) and/or syllables.*

CENTER ACCOUNTABILITY	Recording Sheet

"I Have… Who Has…?" Game

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.3.c	"I Have… Who Has…?" cards - sentence cards - recording sheet	1. Each student selects a sentence card. 2. Read the sentence card and find the person who has the match. 3. The matching student reads their card to find the next match. 4. Continue until everyone has a match. *Note: Be sure to create enough cards so that each student has a card match. Example: "I have a 4. Who has a 6?" Or, "I have a circle. Who has a square?" (You may choose to have a picture of the geometric shape beside the word for shapes or the number of objects beside the numbers on the cards to provide additional support to students.)*

CENTER ACCOUNTABILITY	Recording Sheet

Integrated Cooking Center for Literacy
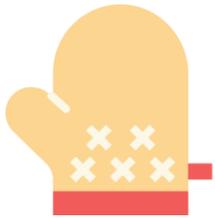
What's Next in the Recipe?

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
SL.K.5	• simple recipes • pictures matching steps in recipes • manila paper • glue • anchor chart paper • teacher exemplar (anchor chart)	1. Display a recipe on an anchor chart. 2. Read and discuss the sequential steps in the recipe with the class. 3. Associate a picture with each step while reading the recipe aloud.

STUDENT PROCEDURE

1. Arrange pictures in the correct sequential order.
2. Glue the pictures in the correct order on manila paper then self-check by looking at exemplar model.

CENTER ACCOUNTABILITY	Finished Product

Grocery List

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
SL.K.5	• a grocery list example posted on an anchor chart with 3 or 4 items created using numbers, words, and drawings • pictures of food • writing utensils • paper	1. Display grocery list. 2. Read and discuss the items on the list 3. Explain how to use the pictures to help with drawings.

STUDENT PROCEDURE

1. Create their own grocery list using numbers, words and drawings.

CENTER ACCOUNTABILITY	Finished Product

Let's Cook!

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
W.K.3	• recipe • writing utensils • anchor chart paper	1. Discuss the cooking sequence with the class and model writing the first step on the anchor chart.

STUDENT PROCEDURE

1. Write the remaining steps using the word wall and inventive spelling.

Note: *Emphasize that inventive spelling is acceptable.*

CENTER ACCOUNTABILITY	Finished Product

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Build the Setting

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RL.K.3	• a familiar story • blocks • manila paper • writing utensils (crayons, markers, pencils)	1. Read a familiar story. 2. "Build" the setting of the story using blocks. 3. Illustrate and label the setting on a piece of paper.

CENTER ACCOUNTABILITY	Finished Product

Plot Blocks

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RL.K.2	• labeled blocks that say beginning, middle, end • pictures that represent the story • writing utensils • recording sheet	1. Spread out the labeled blocks (beginning, middle, end). 2. Choose pictures from the story and match them to the labeled blocks (beginning, middle, end).

CENTER ACCOUNTABILITY	Recording Sheet

Consonant-Vowel-Consonant (CVC) Blocks

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.3	• letter blocks • pictures of CVC (Consonant-Vowel-Consonant) words (i.e. "cat," "dog," "man") • writing utensils • recording sheet	1. Choose a picture. 2. Using the letter blocks, build the CVC word for the chosen picture. 3. Record word on the recording sheet.

CENTER ACCOUNTABILITY	Recording Sheet

Nursery Rhymes and Cars

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.1.a	• nursery rhyme posters • toy car (wheel toy)	1. Roll the car from top to bottom and left to right on the table as they read the nursery rhyme.

CENTER ACCOUNTABILITY	This activity should be completed at a teacher-led center, allowing for immediate feedback and correction while students complete the task.

Nursery Rhymes and Cars

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.1.b	• toy cars (wheel toy) labeled with words and letters • "Word" heading card and "Letter" heading card • writing utensils • recording sheet	1. Choose a labeled car and decide if the car has a word or letter on it. 2. Roll the toy and "park" it under the correct heading. 3. Record correct answers on the recording sheet.

CENTER ACCOUNTABILITY	Recording Sheet

Sentence Blocks

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.1.c	• small blocks • word cards • writing utensils • recording sheet	1. Create sentences with the word cards, using blocks to represent the spaces between each word. 2. Write the new sentences on the recording sheet.

CENTER ACCOUNTABILITY	Recording Sheet

Letter Skyscraper

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.1.d	• construction blocks with letters • uppercase letters • lowercase letters	1. Attach uppercase and lowercase letters to construction blocks.

STUDENT PROCEDURE

1. Sort the letters into uppercase and lowercase structures.
2. Build two structures: one structure using uppercase letters and a second structure using lowercase letters.

CENTER ACCOUNTABILITY   Finished Product

Letter Dump

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.1.d	• cube blocks with letters • dump truck (wheel toy) • sorting mat • writing utensils • recording sheet	1. Attach uppercase and lowercase letters to cube blocks.

STUDENT PROCEDURE

1. Use the dump truck to empty the blocks onto the sorting mat.
2. Sort blocks to classify uppercase or lowercase.
3. Record answers on the recording sheet.

CENTER ACCOUNTABILITY   Recording Sheet (Sorting Map)

Word Family Building

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.3.a RF.K.3.d	• construction blocks with "word family" words (i.e. –op and –at)	1. Display two different "word family" words on construction blocks.
		STUDENT PROCEDURE
		1. Build two separate structures: one structure using the –op "word family" words, and another using the –at "word family" words.

CENTER ACCOUNTABILITY	Finished Product

Say It, Spell It

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.2.b	• picture cards • word cards • multicolored linking cubes • labeled sorting map (1, 2, 3) • writing utensils • recording sheet	1. Provide picture cards, word cards, and multicolored linking cubes.
		STUDENT PROCEDURE
		1. Identify the picture word or read the word card. 2. Determine the number of syllables. 3. Place different colored linking cubes on the sorting map under the correct heading (1, 2, 3) to identify the number of syllables in the word (i.e. the word "table" would be represented with two different colored linked cubes and place under heading number 2). *Note: The activity may be differentiated by word choice.*

CENTER ACCOUNTABILITY	Recording Sheet (Sorting Map)

Word Race

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.3.d	- wheel toys with onset (initial sounds) - blocks with rimes (the string of letters that follow the initial sound usually a vowel and final consonant) - writing utensils - recording sheet	1. Display onset on the wheel toys and display rimes on the blocks. **STUDENT PROCEDURE** 1. Roll the wheel toy in front of each block to create new words. 2. Read the words created (after combining the onset and rime). 3. Record the words created on the recording sheet.

CENTER ACCOUNTABILITY	Recording Sheet

Sound Match

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.3.a	- CVC words written in a rounded arch - wheel toy	1. Display words written in a rounded arch. **STUDENT PROCEDURE** 1. Drive a wheel toy to a particular word and produce that sound (initial, medial, and final sounds).

CENTER ACCOUNTABILITY	Teacher observation

Sight Word Sort

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.3.c	- blocks with sight words and decodable words attached to them - labeled sorting map (Sight Word, Decodable Word) - writing utensils - recording sheet	1. Attach sight words and decodable words to individual blocks.

STUDENT PROCEDURE

1. Classify word blocks as sight words or decodable words.
2. Sort them by placing them under the correct heading on the labeled sorting map (Sight Word, Decodable Word).
3. Record answers on the recording sheet.

CENTER ACCOUNTABILITY	Recording Sheet (Sorting Map)

Fishing for Letters

STANDARD(S)	MATERIALS
RF.K.1	- magnetic letters - magnetic board - sorting map - wooden dowel - magnet - string - plastic bin of sand or water

TEACHER PROCEDURE

1. Create a fishing rod using wooden dowel, string, and magnet.
2. Place magnetic letters in sand or water bin.

STUDENT PROCEDURE

1. Fish or dig for letters.
2. Use the sorting map to sort the uppercase and lowercase letters or match uppercase to lowercase letters.
3. Write the answers on the recording sheet.

Note: *Depending on student's level of learning, the teacher can decide if they will fish or dig for uppercase letters, lowercase letters, or both.*

CENTER ACCOUNTABILITY	Recording Sheet (Sorting Map)

Seashell Syllables

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.2	• laminated picture cards (with 2, 3, or 4 syllables) • sand shovel • plastic sand bucket with sand • large tri-folded unlined paper labeled 2, 3, 4 • drawing utensils • recording sheet	1. Dig for a picture. 2. After finding a picture, say the word represented by the picture and clap the number of syllables in the word. 3. Sort the picture by the number of syllables. 4. Place the picture on the large tri-folded unlined paper under the correct heading (2, 3, 4). 5. Draw the picture under the number heading corresponding to the number of syllables in their word on their recording sheet. *Note:* *This activity may be adapted for rhyming words or initial, medial, and final sound sort.*

CENTER ACCOUNTABILITY	Recording Sheet (Sorting Map)

Dinosaur Dig

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.3	• word cards with previously taught "word family" words and a matching picture • shovel • container filled with sand • writing utensils • recording sheet	1. Use the shovel to dig for "word family" word cards. 2. Match "word family" word cards to the correct picture. 3. Illustrate and write the correct word for three matching pairs on their recording sheet.

CENTER ACCOUNTABILITY	Recording Sheet

Picture Dig

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.3	- CVC pictures - magnetic letters - magnetic board - writing utensils - recording sheet	1. Dig for a CVC picture. 2. Use magnetic letters to build the CVC word for the corresponding picture. 3. Students will write each CVC word as they build them. 4. Repeat until all CVC have been found.

CENTER ACCOUNTABILITY	Recording Sheet

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Woodworking CENTER FOR LITERACY

Hammer Tees

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.1.d	- golf tees *Sharpie* (to add letters to each tee) - clay or floral foam - paper - rubber hammer - writing utensil - recording sheet	1. Hammer lettered golf tees into the clay or floral foam to spell CVC words. 2. Say, sky write, and write each CVC word created on the recording sheet. ***Note:*** *This activity may be adapted to hammer letters in abc order or match uppercase and lowercase letters before hammering.*

CENTER ACCOUNTABILITY	Recording Sheet

Build It

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
W.K.2	- hammer - nails - wood scraps - paper - procedure/ sequencing thinking map	1. Use the given materials to build an object. 2. Write and/or illustrate the steps used on the procedure/sequencing thinking map. ***Note:*** *Safe procedures for use of tools should be taught explicitly and modeled. This activity may be adapted and supervised for safety as hand-eye coordination and strength develop.*

CENTER ACCOUNTABILITY	Recording Sheet (Thinking Map)

Build a Word

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.3.c	- bolts - nuts with letters written in black permanent marker - piece of wood with holes drilled to fit bolts - screwdriver - writing utensils - recording sheet	1. Build CVC words by placing nuts onto bolts, and then screwing each bolt into the piece of wood. 2. Say, spell, and write each CVC word. 3. Record the words on the recording sheet. *Note: The teacher may choose to write vowels in a red color for extra scaffolding.*

CENTER ACCOUNTABILITY	Recording Sheet

Ladder Building

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.3.c	2 long pieces of wood per child - multiple shorter pieces of equal size wood (rungs) with sight words written on them, - hammer - nails - writing utensils - recording sheet	1. Model how to build a ladder by attaching the smaller pieces (rungs) of wood between the 2 longer pieces of wood.

STUDENT PROCEDURE

1. Say the words as they hammer and attach the rungs onto the ladder.
2. Say, spell, and write each word after attaching each rung.

Note: 1.) The teacher may substitute letters for words on the shorter pieces of wood.

2.) Safe procedures for use of tools should be taught explicitly and modeled.

CENTER ACCOUNTABILITY	Finished Product/Recording Sheet

Rhyming with Rhythm

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.2.a	- music for the song that will be used (i.e. "Little Boy Blue") - equipment to play music - pictures to represent the rhymes from the chosen song - writing utensils - recording sheet	1. Explain to students that many songs are rhymes put to music. 2. Review rhyming words with the students. 3. Model raising your hand to signify hearing words that rhyme in the song. 4. Say the rhyming words and choose the pictures that match the rhyming words. 5. As students listen to a nursery rhyme song, they will raise their hands to signal when they hear a rhyming word.

STUDENT PROCEDURE

1. Listen to a nursery rhyme song (individually or in a small group).
2. Choose pictures that match the rhyming words heard in the song.
3. Say the rhyming words and share pictures with the group.
4. Write matches on the recording sheet.

Note: *Students may produce other rhyming words that rhyme with the ones identified in the various songs used for the initial activity.*

CENTER ACCOUNTABILITY	Recording Sheet

Counting and Sorting Syllables

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.2.b	- rhythm sticks finger cymbals (and/or other small instruments that can be used to mark a beat) - picture/word cards - student sorting mats - writing utensils - recording sheet	1. Model orally breaking select words into syllables and clapping a rhythm.

STUDENT PROCEDURE

1. Clap the syllables to the examples given.
2. Use the same examples to model marking the syllables with sound (rhythm sticks, finger cymbals, or other).
3. Use the instruments to mark the number of syllables in the chosen words independently.
4. Place a tally mark in the correct column of the sorting mat as the number of syllables are identified.
5. Record answers on recording sheet.

Note: Have students use other words to work in groups and identify the number of syllables. Students place tally marks in the correct column of their group's sorting mat. This activity could also be reversed by asking students to find a given number of one, two, and three syllable words in a familiar song.

CENTER ACCOUNTABILITY	Recording Sheet (Sorting Map)

Reader's Theatre

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RL.K.2	• script of a familiar story (i.e. *The Three Little Pigs, Goldilocks and the Three Bears)* • props	1. Choose a familiar story to read with props that match the characters, setting, and events. 2. Take turns retelling the story by acting it out.

CENTER ACCOUNTABILITY	Student Performance

Puppet Show

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RL.K.2	• socks • paper lunch bags • buttons • felt • yarn • glue • markers	1. Provide students the opportunity to work together to stage a puppet show with dialogue and music. **STUDENT PROCEDURE** 1. Create puppets by using the listed materials 2. Tell a story using the puppets. *Note: Set requirements prior to the puppet show. (Example: Include three events, a problem, and a solution.)*

CENTER ACCOUNTABILITY	Student Performance

Vocabulary Charades

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RL.K.4	- high frequency word cards - unit vocabulary word cards - paper - writing utensils - Frayer model	1. Review the meaning of the focus words in small groups. 2. Give each student a word card to develop a motion representing the meaning of the word.

STUDENT PROCEDURE

1. Take turns acting out a word, while the remaining students guess which word they are representing.
2. Tally the number of words guessed during center time and record them on the paper provided.

Note: *Extension: Students will complete a Frayer model, or quick sketch, for at least one of the correctly guessed vocabulary words.*

CENTER ACCOUNTABILITY	Recording Sheet

Story Elements Retell

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RL.K.3	cards labeled with story elements from a familiar text, sequencing cards, or sequencing puzzle pieces	1. Choose a card and act out a representation of it to create a cohesive retelling of the story. 2. Take turns acting out the story for the group.

CENTER ACCOUNTABILITY	Student Performance

Syllable Sort

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.2.b	• community helper picture cards • labeled sorting map (1,2,3 or more) • writing utensils • recording sheet	1. Take turns selecting picture cards and saying the name of the community helper represented on the card. 2. Clap out the number of syllables in the community helper's name or title. 3. Sort the community helper cards on a sorting map by the number of syllables in their names or titles. *Note: Community helper cards can be substituted with picture cards from different units of study as the year progresses (i.e. transportation, historical figures).*

CENTER ACCOUNTABILITY	Recording Sheet (Sorting Map)

Initial Sound Sort

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.2.d	• community helper picture cards • sorting map • writing utensils • recording sheet	1. Select a picture card and say the name of the community helper on the card. 2. Sort picture cards by the initial sound of their name or title. *Note: Community helper cards can be substituted with picture cards from different units of study as the year progresses (i.e. transportation, historical figures).*

CENTER ACCOUNTABILITY	Recording Sheet (Sorting Map)

Sentence Creator

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
W.K.2 L.K.2	• community helper picture cards • writing utensils • recording sheet	1. Select a community helper picture card. 2. Using the picture card as a prompt, compose sentences about the card and write them on the recording sheet. *Note: Community helper cards can be substituted with picture cards from different units of study as the year progresses.*

CENTER ACCOUNTABILITY	Recording Sheet

Opinion Writing

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
W.K.1 L.K.2	• community helper picture cards • writing utensils • recording sheet	1. Select a card representing their favorite community helper. 2. Write an opinion piece about their favorite community helper explaining why he/she is their favorite community helper. *Note: 1.) Community helper cards can be substituted with picture cards from different units of study as the year progresses.* *2.) Scaffold support based on student. Allow student dictation or sentence frame if needed.*

CENTER ACCOUNTABILITY	Finished Product

Descriptive Writing

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
L.K.6 SL.K.4	• community helper picture cards • paper • writing utensils	1. Take turns selecting a community helper picture card (with a partner or in a small group). 2. Using the picture card, use unit vocabulary words to describe the picture to a partner/group. 3. Using the picture card and unit vocabulary words, write a description of the picture. *Note: 1.) Community helper cards can be substituted with picture cards from different units of study as the year progresses.* *2.) Scaffold support based on student. Allow student dictation or sentence frame if needed.*

CENTER ACCOUNTABILITY	Finished Product

Picture Sequence

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RI.K.2 RI.K.3	• informational text • story sequence cards • graphic organizer • writing utensils	1. Sort picture cards from a familiar informational text into sequential order or onto a graphic organizer. 2. Retell the main idea and key details from the text to a partner.

CENTER ACCOUNTABILITY	Recording Sheet (Graphic Organizer)

Picture Sequence

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RF.K.3 RI.K.2	• informational text passages • highlighters	1. Read an informational text aligned to the unit of study. 2. Highlight words with the phonics skill or sight words of the day/week.

CENTER ACCOUNTABILITY	Highlighted Text

Sky Writing

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.1.a RF.3.a RF.3.d RF.1.d	• teacher-selected letters or words	1. Identify the focus letter.

STUDENT PROCEDURE

1. Write the letter with large motions in the air using two fingers.

Note: Move from sky writing to crayons, and then to standard writing pencils.

CENTER ACCOUNTABILITY	Teacher Observation

Hop to It

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RL.K.2 RF.K.3	• letters or words written on paper plates	1. Securely tape paper plates on the floor in a safe area.

STUDENT PROCEDURE

1. Hop to selected paper disks to spell words or create sentences.

Note: May be adapted with story elements or retell.

CENTER ACCOUNTABILITY	Teacher Observation

String a Word

STANDARD(S)	MATERIALS	STUDENT PROCEDURE
RL.K.2 RF.K.3	• beads (with letters, words, or phrases) • string	1. String the beads to create letters, words, or sentences.

CENTER ACCOUNTABILITY	Finished Product

Pick Up

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.3	- tweezers or tongs - Styrofoam balls - printed cards (letters, words, phrases) - writing utensils - recording sheet	1. Spread out Styrofoam balls for students to easily see.

STUDENT PROCEDURE

1. Select a card from the deck and say the letter, word, or phrase.
2. Use tweezers or tongs to pick up the Styrofoam ball that matches the letters, words, or phrase called out.
3. Write each letter, word, or selected phrase.

Note: *1.) Styrofoam balls and printed cards should have corresponding letters, word phrases.*

2.) This activity should be done in stages – upper case and lower case letters first semester, then phrases during the fourth nine weeks. Build a strong letter recognition foundation first!

CENTER ACCOUNTABILITY   Recording Sheet

Storylineonline.net

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
W.K.3	• computer • headphones • internet access • 4-square thinking map • writing utensils	1. Register as an educator on the website www.storylineonline.net. 2. Select a read-aloud story from the website.

		STUDENT PROCEDURE
		1. Listen to the story read-aloud. 2. Retell the story using a 4-square thinking map labeled with temporal words (first, next, then, last). 3. Retell the story using illustrations, dictation, and/or writing.

CENTER ACCOUNTABILITY	Teacher Observation/Finished Product

Chatterpix Kids

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RL.K.2 W.K.3 W.K.6	• tablet • headphones • microphone • book	1. Download and open the Chatterpix Kids app from the iTunes App Store (https://itunes.apple.com/us/app/chatterpix-kids-by-duck-duck-moose/id734046126?mt=8). 2. Using the app, take a picture, draw a mouth line, and record the student's voice.

		STUDENT PROCEDURE
		1. Use the app to retell any story using different characters or to create a story.

CENTER ACCOUNTABILITY	Finished Product

Educreations (Interactive Whiteboard)

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.4 RL.K.3 RI.K.7	• tablet • headphones • microphone	1. Download and open the Educreations app from the iTunes App Store (https://itunes.apple.com/us/app/educreations-interactive-whiteboard/id478617061?mt=8). 2. Take a picture of the text that students are expected to read.

		STUDENT PROCEDURE
		1. Record your voice reading the text. 2. Illustrate the setting and characters using the writing tools on the tablet.

CENTER ACCOUNTABILITY	Interactive Whiteboard Creation

See Saw (App)

STANDARD(S)	MATERIALS	TEACHER PROCEDURE

RF.K.4
 	
SL.K.5
 	
Various RI, RL, RF, and L standards
	• computer or tablet
	• headphones
	• microphone
	• book
		1. Review http://web.seesaw.me/ for more information.
		2. Use the app to create a virtual portfolio.
		3. Student portfolios may include:
		  • self-recording of reading for teacher to later review;
		  • capturing images and adding a voice-over;
		  • creating worksheet blanks or writing completed through the mark-up tool.
		
		Note: *The video portfolios created by students can be accessed by teachers at a later time.*

CENTER ACCOUNTABILITY	Digital Portfolio

Readingbear.org

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
RF.K.3	- computer - headphones - phonics journal - writing utensils	1. Register and review www.readingbear.org website. 2. Website includes: 50 presentations of basic to advanced phonics skills - presentations mapping phonemes to graphemes - modeling reading the word - pictures, definitions, and videos for targeted practice words 3. Create subaccounts to track students' progress. 4. Select 1 of 6 levels of scaffolding included in the presentation to assign to students.

STUDENT PROCEDURE

1. Complete the interactive presentations and quizzes.

Note: *Students will maintain a phonics journal to record letters, key words, pictures, etc.*

CENTER ACCOUNTABILITY	Phonics Journal

National Geographic

STANDARD(S)	MATERIALS	TEACHER PROCEDURE
Various RI, RL, RF, and L standards	- computer - headphones - microphone - online *Explorer* magazine - text-dependent questions - writing utensils - recording sheet	1. Review http://nationalgeographic.org/education/explorer-magazine/sample-issues. 2. Display the text to be used in the center. 3. Create text-dependent questions to accompany the digital text. 4. Read the digital text

STUDENT PROCEDURE

1. Answer the text-dependent question using evidence from the text.

CENTER ACCOUNTABILITY	Recording Sheet