

## Instructional Ideas for DI: Reading Centers (aka Work Stations) and Timed Repeated Readings

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New York State Reading First  
Afternoon  
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Differentiated instruction benefits ALL students in the classroom and is vital for the struggling readers.

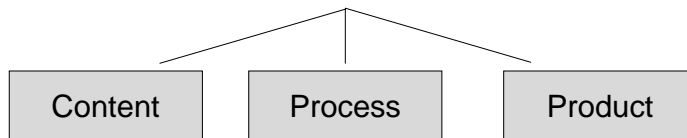
Differentiating reading instruction enables teachers to plan strategically so that they can meet the needs of both weaker and stronger students.

*Tyner (2004)*

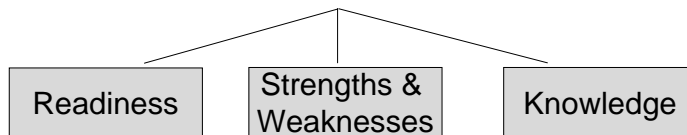
Tina Harrington, 2007



## Teachers Can Differentiate



## According to Students'



## Reading Centers: An opportunity for extended practice

### Composition of Student Centers:

- Individual
- Small Group
- Pairs
- Cooperative Groups



## Reading Centers: An opportunity for extended practice

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### ■ Possible activities at student centers:

- Individualized computer practice
- Paired Reading
- Manipulative Letters
- Written Word Work
- Sorting
- Comprehension
- Vocabulary



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## Is there a “Reading First” Center?

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- What is the goal or objective for student outcomes?
- Are the center skills based on SBRR?
- Is the goal directly related to one of the Fab Five?
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension



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## Implementing and Managing Student Centers in the Classroom

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- I. Form Flexible Groups Based on Assessment
- II. Identify and Develop Appropriate Center Activities Based on Assessment
- III. Design Center Management System
- IV. Implement a Behavior Management System
- V. Give Explicit Center Directions
- VI. Organize the Classroom
- VII. Manage Transitions
- VIII. Establish Accountability

## Pre-Planning Before Implementing Centers

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- I. Form Flexible Groups Based on Assessment
- II. Identify and Develop Appropriate Center Activities Based on Assessment
- III. Design Center Management System

**plan...plan...plan!!**

## Form Flexible Groups Based on Assessment Data

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- Use screening and progress monitoring assessment data to form groups
- Use progress monitoring data to evaluate group membership and change as needed
- Take into account personalities and behavioral issues, but keep the reading assessment data as your primary source of information



## Form Flexible Groups Based on Assessment Data

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- Monitor progress of those most at-risk students **more frequently** for making instructional changes to accelerate learning:
  - Size of the small group
  - Group members
  - Level of explicitness
  - Amount of scaffolding
  - Length of time for targeted instruction



## Where Can I find centers?



## Your Chosen Core Program



## Caution:

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- Not everything in the core reading program for centers is reading related.
- Your core reading program may not have enough “Center” activities listed.
- Some activities in the core that are not labeled for centers are appropriate for centers.
- May not provide enough practice for students with disabilities



## Is it an Appropriate Center?

- Has the skill already been taught explicitly by the teacher?
- Has the student demonstrated the skill correctly?
- Is this practice or review of the skill?



## Examples and Non-Examples

Ask children to draw a picture of an imaginary pet and label it with an imaginary name that contains the same short *e* sound heard in pet, such as “webbret”. Display the pictures on a “Meet My Pet” bulletin board. Invite children to write a sentence telling what their pet likes to eat.



Would this be appropriate for a center?



## Examples and Non-Examples

Bring in a variety of props that are featured in the story such as a pail and shovel, a rock, a toy ant, leaves, pinecones, and a box.



Give each small group of children a set of character cutouts and craft sticks. Have them color, cut out, and glue the characters to the craft sticks to make puppets. Organize children into groups of three. Have one child serve as the reader, while the other two dramatize the story using the props and puppets. Direct children to switch roles.

Would this be appropriate for a center?



## Examples and Non-Examples

Have small groups of children draw a dump truck on a box. Each child can then write words on index cards or slips of paper. Some words should be short *u* words, such as *dump*, *truck*, *bug*, *tub*, *nut*, *sun*, and *gum*. Other words should not contain a short *u* sound. Groups can then swap cards. Children read the words they have been given. They put the short *u* words in the dump truck and put the other words in the envelope.



Would this be appropriate for a center?



# What Makes for Effective Reading Centers?

- They cover skills and knowledge already learned in large-group or small-group instruction.
- The teacher makes sure students have demonstrated the skill or knowledge correctly
- Teacher ensures students aren't practicing errors.

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# FCRR Reading Center Activities

- Available from Florida Center for Reading Research
- Excellent suggestions for forming groups, management, etc.
- Centers for grades K-1, 2-3, and 4-5 available now for download
- URL: <http://www.fcrr.org/Curriculum/curriculum.htm>  
Click on "Student Center Activities"

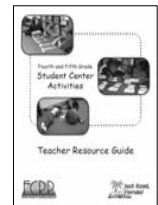
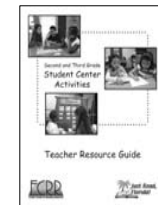
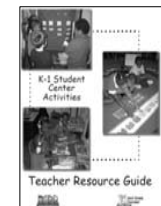


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Reading Centers of the Past	Reading Centers of Today
were used by teachers to keep students busy so they could plan or complete paperwork.	are used by teachers to provide systematic, explicit, small group instruction that meets the needs of the students (Teacher-Led Center).
were only for students who finished their assigned work.	are for all students.
incorporated only theme-based activities	incorporate activities that reflect previously taught reading skills.
engaged all students in the same activities.	engage students in specific activities that are selected to differentiate instruction for each student (or a small group of students).
often included only worksheets.	include hands-on, targeted activities that reinforce and are aligned with previously taught skills.
incorporated a lot of non-academic and trivial projects.	keep students academically engaged in meaningful activities that reinforce and extend learning.

# Teacher Resource Guide

- The Five Components of Reading Instruction
- Frequently Asked Questions Concerning Reading Centers
- Implementing and Managing Student Centers in the Classroom
- Interpretation and Implementation of Activity Plans
- Crosswalk
- Glossary





## Book One K-1 and 2-3




Second and Third Grade  
Student Center  
Activities

Phonemic Awareness  
and  
Phonics

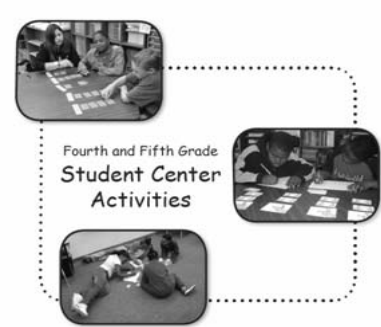




## Book Two K-1 and 2-3



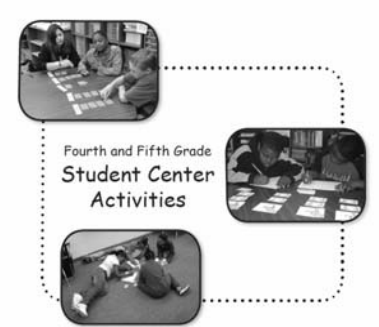


Second and Third Grade  
Student Center  
Activities

Phonemic Awareness  
and  
Phonics





Fourth and Fifth Grade  
Student Center  
Activities

Advanced Phonics  
and  
Fluency



Fourth and Fifth Grade  
Student Center  
Activities

Vocabulary  
and  
Comprehension



## Grades 4 & 5

## Crosswalks

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Crosswalks are sorted by

1. Activity Number and Subcomponent
2. DIBELS measures
3. Kindergarten or First Grade Florida GLE
4. Second or Third Grade Florida GLE

# Crosswalk



#	Name	Sub-Component	DIBELS	K Standard	First Standard
P.098	Prefix and Suffix Flip Book	Morpheme Structures	ORF		
P.099	Inflections Toss	Morpheme Structures	ORF		
P.100	Prefix and Suffix Word Pins	Morpheme Structures	ORF		
F.001	Speedy Alphabet Arc	Letter Recognition	LNF	LA.A.1.1.2.K.2	
F.002	Speed Letter Stamping	Letter Recognition	LNF	LA.A.1.1.2.K.2	
F.003	Glow Go	Letter Recognition	LNF	LA.A.1.1.2.K.2	
F.004	Hungry Letter Mouse	Letter Recognition	LNF	LA.A.1.1.2.K.2	
F.005	Tap Stack	Letter Recognition	LNF	LA.A.1.1.2.K.2	
F.006	Match-It	Letter-Sound Correspondence	NWF	LA.A.1.1.2.K.3	LA.A.1.1.2.1.2
F.007	Clothespin Match	Letter-Sound Correspondence	NWF	LA.A.1.1.2.K.3	LA.A.1.1.2.1.2
F.008	Fluency Letter Wheel	Letter-Sound Correspondence	NWF	LA.A.1.1.2.K.3	LA.A.1.1.2.1.2
F.009	Letter Flash	Letter-Sound Correspondence	NWF	LA.A.1.1.2.K.3	LA.A.1.1.2.1.2
V.001	Memory Word Match	Word Identification		LA.A.1.1.3.K.3	LA.A.1.1.3.1.1
V.002	Contraction Connection	Word Identification			
V.003	Word Finder	Words in Context		LA.A.1.1.3.K.2	LA.A.1.1.3.1.1

## Considerations When Planning Center Activities

- For learning to take place, activities at the student centers should be within each student's zone of proximal development (ZPD).
- Students must participate in activities they may either do independently or with help from a peer of higher skill ability.
- Have a plan in place for what children can do if they finish a center before it is time to rotate.

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## Considerations When Planning Center Activities

### Plan for differentiation within centers

- Same Content/Same Process
- Same Content/Different Process
- Different Content/Same Process
- Different Content/Different Process

## Considerations When Planning Center Activities

- Plan with the learning objective, not the product, in mind.
- Don't need a lot of "fluff."

"If it takes longer to make something than it does for children to use it instructionally, then don't bother making it."

(Diller, *Literacy Work Stations: Making Centers Work* p. 10)



## Team-Based Planning and Creation of Centers

- Don't go it alone!
- Team planning for centers:
  - Saves time
  - Saves effort
  - Saves money
  - Saves resources
  - Provides valuable support and encouragement

## File Centers for Appropriate Time



**Teachers keep ideas until the time is right for students to practice a particular skill.**

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**Many teachers organize their centers in tubs or baskets that students can take to work on that particular center.**



**Each tub is labeled with the named of the station and has directions on what to do.**



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**Others set up specific places in the room for each center that students go to.**



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## Design Center Management System

- Establish time efficient routines and protect instructional time
  - Group Formation
  - Activities
  - Center location/areas
  - Systematic movement of student groups
  - Scheduling of center time

## Center Management Boards

When choosing a management board, it is important to keep in mind the following:

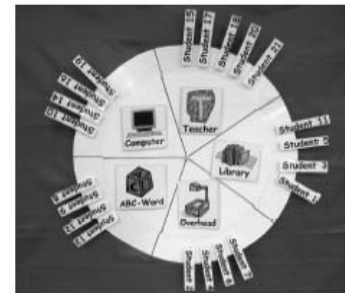
- It should meet the needs of the management system.
- It should be large enough to be seen by all students from different areas of the room.
- Matching icons should be on the management board and in the center areas to help students quickly locate centers.

## Center Management Boards

- Graphic organizers to help students know **where** they should be, **when** they should be there, and **what** they should be doing.
- Allow the teacher to concentrate on organizing the teacher-led center and emphasizes accountability from students.



1. Rotation Wheel



1. Flip Board

Student Groups	Teacher-Led Groups						F
	Day 1	2	3	4	5	6	
1	Student 1	Student 2		Student 10	Student 15		A
2	Student 3	Student 4	Student 13		Student 17		B
3	Student 5	Student 6	Student 12	Student 16	Student 18		C
4		Student 7	Student 9	Student 14	Student 20		D
5	Student 11		Student 8	Student 14	Student 21	✓	E

## Implementing Centers

- IV. Implement a Behavior Management System
- V. Give Explicit Center Directions
- VI. Organize the Classroom
- VII. Manage Transitions
- VIII. Establish Accountability

## Implement a Behavior Management System

- Use what you already have in place to reinforce the behaviors you want
- Make sure expected behaviors are clear

Listening Center	
What should Ms. Smith hear?	What should Ms. Smith see?
Silence as students follow along in the text	Students sitting in chairs with four legs on the floor
Reading as students reread along with the narrator	Students using their pointer finger to follow along in the text
	One student managing the tape recorder



## Students need to know...

- What to do when something does not work
- What to do when they do not understand the activity at a center
- What to do when they complete an activity at a center
- Whom to go to for help
- When and how to interrupt your small group instruction
- How to clean up (where to put their product, where to put materials away, etc.)
- How to decide who goes first when engaged in a pair or group activity



## Reinforcing

- Pay attention to what you want more of
- Reinforce what students do right
- For example,
  - I noticed many of you got ready quickly
  - Excellent job looking at the center board and moving straight to your center
  - I see students at the listening center already choosing their first story.
  - I see Michelle already has her book open and is reading.

Charney, 1992

## Reminding

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- Be proactive and rehearse expected behaviors BEFORE engaging in the activity
- Remind students of what they will do right
- For example,
  - Show me how to change centers
  - Show me how to decide who goes first
  - Before we begin, remind me of what we will do
  - Remind us all of where the markers go
  - What do you need so that you will be able to concentrate and work for the whole period?

Charney, 1992

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## Redirecting

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- When you see or hear behavior that won't work, redirect students to the correct behavior
- Again, focus on what you want students to do, not what you don't want them to do
- For example,
  - I hear a lot of talking. This is the time...
  - I see students coloring. What are we...
  - I see a lot of paper at that center. Think about how many sheets you will need. What is a good thing to do with the rest?

Charney, 1992

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## Implement Behavior Management Plan

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- Establish and teach routines
- Circulate among centers at first to reinforce, remind, and redirect
- Expect students to engage in learning at their centers
- Once students know what to do, begin paradoxical groups
  - Goal is for students to be profitably engaged in independent learning while you teach small groups
  - Paradoxical groups will provide a way for you to get there

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## Paradoxical Groups

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- **“teach” a small group while still focusing on the whole group**
- **Have students do an activity that they really don't need you to do so that you can continue to pay attention to the whole class and reinforce, remind, and redirect**
- **If needed, you can occasionally circulate and pay attention to what the children are doing to reinforce how important their learning at the centers is.**



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Charney, 1992

## Paradoxical Groups

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- While doing paradoxical groups, you can focus on transitions and making sure students know how to change centers, transition to your small group, etc.
- As your class gets used to working independently, you can focus more of your attention on the small group and less to the whole group, gradually shifting most of your attention to the small group and the instruction there.



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Charney, 1992

## Things to ask yourself if behavior problems develop

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- Did I do an effective job explicitly teaching the activity?
- Is the activity interesting to the student?
- Have the students mastered the skill and need to move on?
- Is this center too difficult for students to do independently?
- Did I introduce too many new centers at once?



## Give Explicit Center Directions

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- Processes and procedures for center activities are taught explicitly.
  - Teach how to “do centers”
  - Teach each individual center and introduce one at a time until all are present
  - Teach each new center as they are adjusted and changed.
- Center activity results in a product for individual monitoring and accountability.

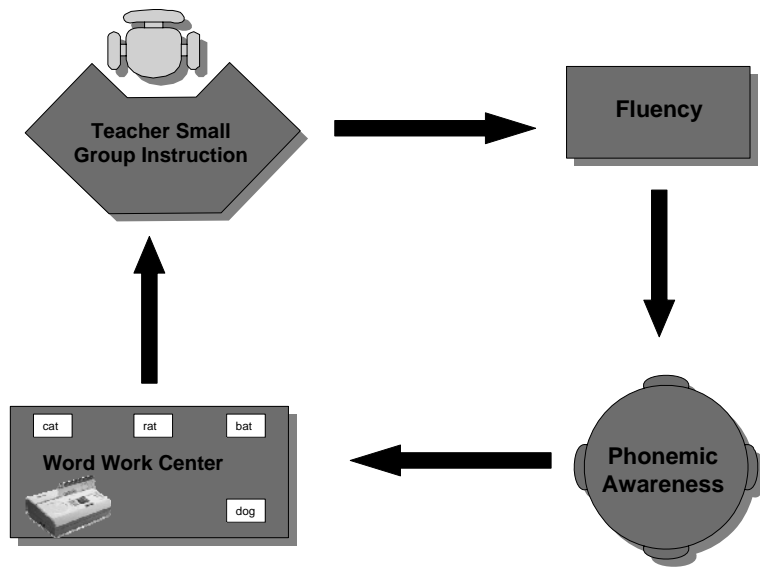


## Organize the Classroom

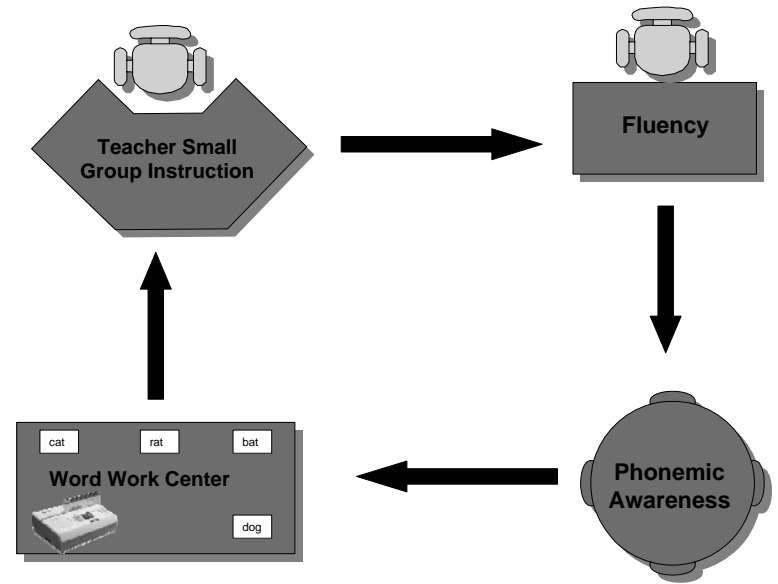
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- Make sure your center is where you can see the whole room and all the centers
- It must be clear that what the children do away from your small group is important, serious, and has purpose.
- Make sure students can
  - Easily locate materials
  - Focus on academics
  - Use Center time productively

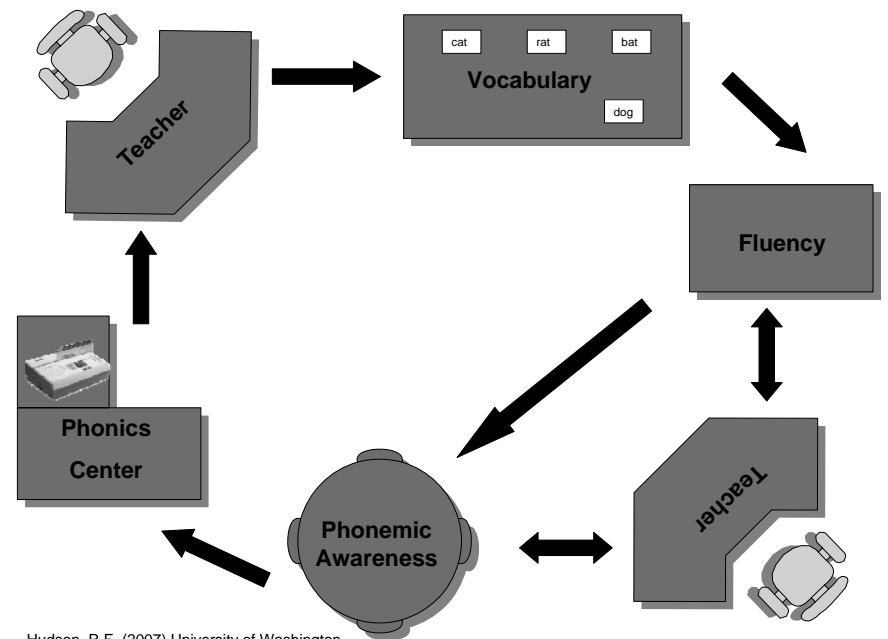
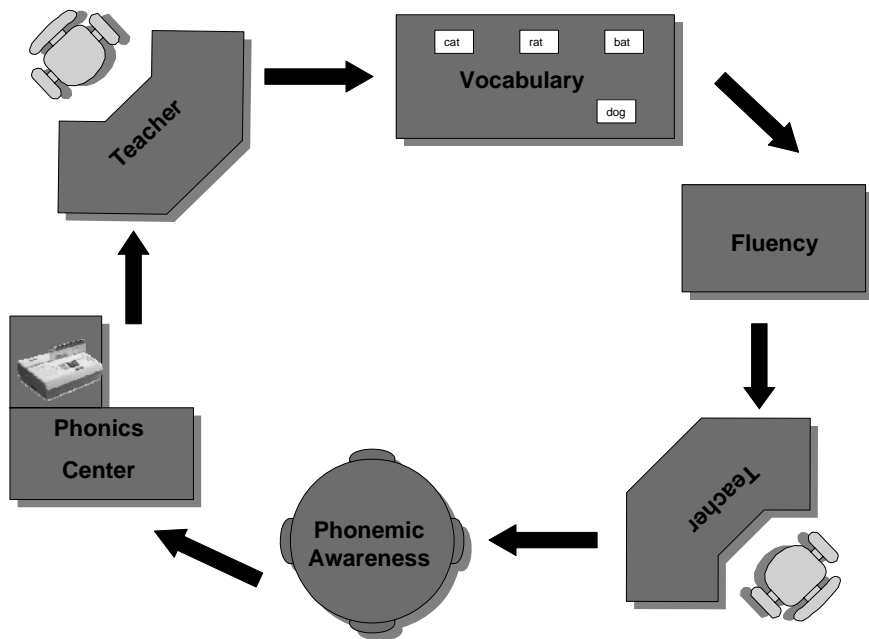




Eisenhart, 2006



Eisenhart, 2006



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# Manage Transitions

- Teach how to transition between centers
- Protects and maximizes valuable instructional time
  - Routines
  - Expectations
  - Use the time instructionally
- Involve the students in management by assigning roles



# Establish Accountability

- Make sure all centers result in a student product that can be evaluated.
- Prevents students from making the same errors
- Provides opportunity for teachers to instill the importance of quality work
- Conveys the importance of each academic task

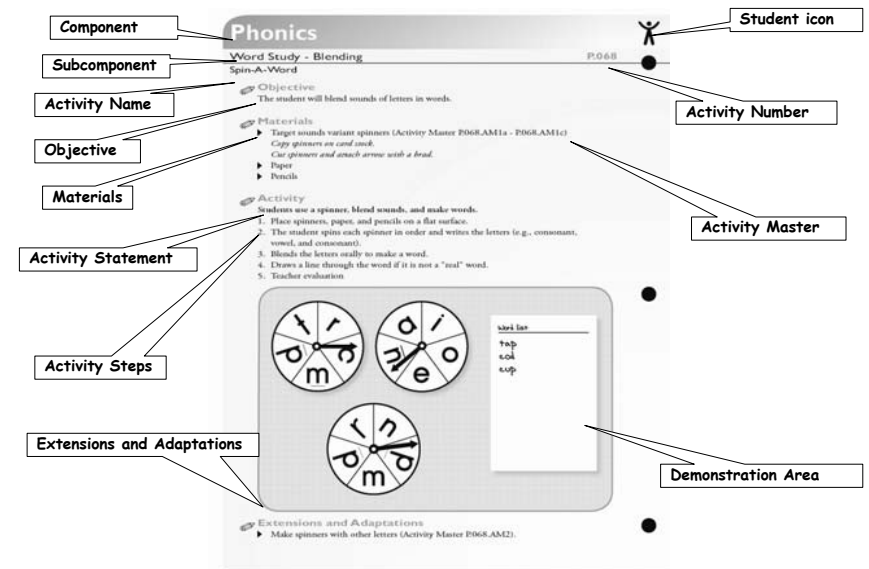


# Materials in FCRR Center Activities

- Activity Plans
  - Used by the teacher to plan and teach an activity
  - Sequenced in order of difficulty within each component
- Activity Masters
  - Used by the students
  - May need to be copied
  - Can be laminated and stored for future use
- Student Sheets
  - Used by students (consumable)
  - Need to be copied for each student



# Interpretation and Implementation of Activity Plans

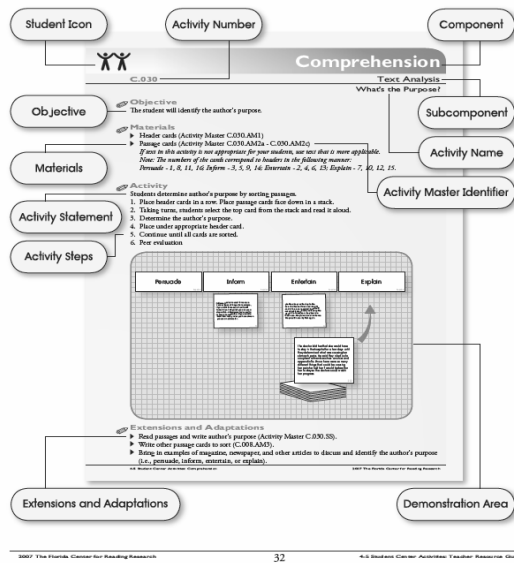


## Teacher Resource Guide

### Interpretation and Implementation of Activity Plans

#### Overview

Throughout this section, a sample Activity Plan will be used as a reference. It is called *What's the Purpose?*.



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32

K-5 Student Center Activities Teacher Resource Guide

# Examples of Reading Centers

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Example Center	Example Activity
Read-Along Center	Students listen to books on tape at their instructional reading level while reading along in the text
Vocabulary Center	Students work on previously taught vocabulary words using a synonym web
Computer	Students work on computerized programs targeted at their instructional level
Fluency Center	Timed Repeated Readings

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### Phonological Awareness

PA.032

Phoneme Matching

One Card Out

**Objective**  
The student will match initial sounds in words.

**Materials**

- Set of matching initial sound picture cards (Activity Master PA.032.AM1a - PA.032.AM1e)
- One card (Activity Master PA.032.AM2)
- Make new copies.
- Pocket chart
- Paper
- Claytons

**Activity**

Students place the **Q** card over the picture that does not share the same initial sound.

- Display the set of picture cards on the pocket chart in groups of three. (Each row will have two pictures with matching initial sounds and one odd.)
- The student states the names of the pictures in a given row and determines each initial sound.
- Places the **Q** card over the picture that does not have the same initial sound as the other two cards.
- Illustrates five pairs of the matching initial sound pictures.
- Teacher evaluation

**Extensions and Adaptations**

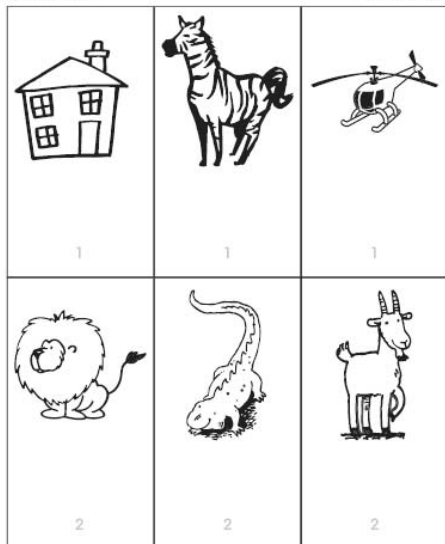
- Use medial or final sounds (Activity Masters ELSC-M.1 - ELSC-M.13 and ELSC-F.1 - ELSC-F.16).

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## Phonological Awareness

One Card Out

PA.032.AM1a



house, zebra, helicopter, lion, lizard, goat

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  - Curriculum Review Team
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