

In the Beginning...

Literacy Corner ROUTINES Mini Lessons

“What are Literacy Corners?”

- Define the term. Literacy Corners.
- Share why students will work in Literacy Corners
- Show students the Literacy Corner work board.
- Count the number of Literacy Corner signs on the work board.
- Share the names of the Literacy Corners, while pointing to signs on the work board.

“Where are the Literacy Corners?”

- Take the Literacy Corner signs down from the work board.
- Take a tour of the room and match work board signs to signs in the Literacy Corner areas.
- Discuss Literacy Corner signs and work areas.

“How many Literacy Corners do we work in per day?”

- Establish that students will work in ONE area per day.

“How many children can work in a Literacy Corner?”

- Show students the pockets/dots/etc for each area on the work board.
- Count the pockets/dots/etc to determine how many students per area.
- Share how partners will be determined and who determines partnerships.
- Share how many days students will work in partnerships and how often partnerships change.

“How do we know which Literacy Corner we are supposed to work in?”

- Point out the Literacy Corner work board to students.
- Point out the Literacy Corner signs on the work board to students.
- Show students their name cards or picture cards for the work board.
- Randomly place student names [or pictures] on the work board.
- Have students practice finding their name or picture.
- Have students practice determining which Literacy Corner they would work in.
- Have students practice going to their respective Literacy Corners.

“How do we know where the Literacy Corner materials and activities are located?”

- Take a tour of the room and show containers for organizing work.
- Point out how the containers are labeled with pictures of the Literacy Corner they belong to.

“What does it look like and sound like when we are working in Literacy Corners?”

- Discuss working conditions during Literacy Corner time.
- Discuss consequences for not working in appropriate ways.
- Create a “rubric” anchor chart to establish working behavior guidelines:

I bring in mini cupcakes. I set aside three cupcakes for the “rubric” that we create as a class. The rest are saved for snack time.

To prepare for the mini lesson I do the following - - -

I scrape the frosting off of the 1st cup cake.

I take the sprinkles off the 2nd cupcake.

I leave the cupcake as is for the 3rd cupcake.

I cover the three cupcakes and reveal each one - - one at a time. We talk about the differences that we see in the cupcakes. I then ask them to rank them according to GREAT, good, and not so good. We then parallel the cupcakes to how we work and learn. We decide on learning behaviors for each cupcake and create an anchor chart to reflect the behaviors. I secure the cupcakes to the anchor chart and we leave the anchor chart up all year long and refer to it often.

The 1”, 5”, and 10” under refer to our voice levels. I bring out a ruler and show them how far my voice travels by putting the ruler up to my mouth so they can visualize how loud the voice is when I am talking and how far away the needs to be in order to hear my voice.



“What do we do if we need help during Literacy Corners?”

- Discuss various situations students may find themselves needing help with.
- Problem solve as a class for those situations.
- Establish first line of defense - - students ask their partner.
- Establish second line of defense - - students ask a neighboring partnership.
- Establish third line of defense - - students ask the teacher, at an appropriate time.

“How do we know what to do at the _____ Literacy Corner?”

- Provide EXPLICIT explanations for each and every activity added to a Literacy Corner.
- Provide students with guidelines on
 - how items should be transported
 - how items should be used
 - how items should be cleaned up
- Provide students with “I Can” posters at each area.
- Every time you add an activity to a corner, add to the “I Can” poster.

“How do we know when Literacy Corners are over?”

- Share with students that when they hear “bananarama” [or whatever you say] they are to stop working.
- Share with students that at this point, they are then to start cleaning up their area.

“How do we clean up after Literacy Corners?”

- Discuss importance of cleaning up after ourselves.
- Share that both partners are responsible for the clean up process.
- Establish consequences for not cleaning up appropriately.
- As you introduce and add activities, take pictures of the “clean” areas as they should look.
- Add pictures to each Literacy Corner.
- Refer to them as “postcard perfect pictures” for students to refer to as they clean up.

“What do we do after Literacy Corner time?”

- Tell students that after they clean, they are to meet at the share carpet.
- Tell students that you want them to sit next to their Literacy Corner partner.
- Tell students that you want them to sit in a circle/oval for share time.
- Establish that after Literacy Corners, we will share our learning during share time.

“What does Literacy Corner share time look and sound like?”


- Inform students of expectations and practice them.
- Ask students to gather around the share time area in a circle/oval.
- Ask students to sit cross-legged.
- Ask students to sit quietly.
- Ask students to raise hands to indicate that they’d like to share.

“How will we remember *all* of this information?”


- Once students are in the routine of Literacy Corners, take pictures of each stage.
- Once you have the pictures, gather as a class and ask them to help you sequence the pictures.
- Discuss why the pictures are in the order the class (and you) have arranged them in.
- Review each “stage” or “step” of Literacy Corners time.
- Establish common language for each step.
- Glue each picture to a poster board.
- Add simple text (common language) next to each picture.
- Number the pictures to show the order in which the “stages” are to be completed.
- Laminate the poster board.
- What you have just created is an ANCHOR CHART.
- Use the Anchor Chart to review procedures before Literacy Corners.
- Use the Anchor Chart to review procedures when problems arise.
- The ANCHOR CHART *could* look like this...

LITERACY CORNERS									
1	2	3	4	5	6	7	8	9	10
<i>Look at work board to see where we go.</i>	<i>Work with 1 partner.</i>	<i>Work in 1 Literacy Corner.</i>	<i>Find Literacy Corner materials.</i>	<i>Work Hard. Work Quietly</i>	<i>Ask partner or teacher if I need help!</i>	<i>Listen for "banana rama" key word.</i>	<i>Clean up work area. Make it look like nice!</i>	<i>Meet at the gray carpet for share time.</i>	<i>Share!</i>

Literacy Corner SEPTEMBER Planning Grid . . .

Monday	Tuesday	Wednesday	Thursday	Friday
		<p>Literacy Corners</p> <p>MINI LESSON: <i>What Are Literacy Corners?</i> <i>Where are Literacy Corners?</i> <i>How many do we work in per day?</i> <i>How many children in each area?</i></p>	<p>Literacy Corners</p> <p>MINI LESSON: <i>How do I know which one to go to?</i> <i>Where are the activities stored?</i></p>	<p>Literacy Corners</p> <p><i>Introduce. . .</i> three ABC Corner activities. <i>Add the activities to the Corner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Bottled Up ABCs <input type="checkbox"/> ABC Train <input type="checkbox"/> ABC Books <input type="checkbox"/> ABC Sound Bins
<p>Literacy Corners</p> <p><i>Introduce. . .</i> two NAMES activities. <i>Add the activities to the Corner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Bingo Dot Names <input type="checkbox"/> Rainbow Color Names 	<p>Literacy Corners</p> <p><i>Introduce. . .</i> two MAGNET activities. <i>Add the activities to the Corner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Magnet Letter Names <input type="checkbox"/> Magnet ABC Chart 	<p>Literacy Corners</p> <p><i>Introduce. . .</i> two POCKET CHART activities. <i>Add the activities to the Corner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> ABC Chart Cards <input type="checkbox"/> Colors Sort <input type="checkbox"/> Shapes Sort 	<p>Literacy Corners</p> <p><i>Introduce. . .</i> one HANDWRITING activities. <i>Add the activities to the Corner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Write and Wipe Letter Sheets 	<p>Literacy Corners</p> <p><i>Introduce. . .</i> two LISTENING activities. <i>Add the activities to the Corner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Operating a BOOM BOX <input type="checkbox"/> Labeling the Buttons <input type="checkbox"/> Practicing <input type="checkbox"/> Add 3 Books on Tape/CD
<p>Literacy Corners</p> <p><i>Introduce. . .</i> three FELT activities. <i>Add the activities to the Corner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> ABC Felt Letters <input type="checkbox"/> Five Green and Speckle Frogs <input type="checkbox"/> Felt Shapes 	<p>Literacy Corners</p> <p><i>Introduce. . .</i> one READING activities. <i>Add the activities to the Corner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Library Books 	<p>Literacy Corners</p> <p><i>Introduce. . .</i> three FINE MOTOR activities. <i>Add the activities to the Corner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Trace Templates <input type="checkbox"/> Lace Templates <input type="checkbox"/> Nuts and Bolts Basket 	<p>Literacy Corners</p> <p><i>Introduce. . .</i> two WORDS activities. <i>Add the activities to the Corner.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> "I" and "Can" Itty Bitty ☆ Word Books <input type="checkbox"/> Spell It Five Times: "I" and "Can" 	<p>Literacy Corners</p> <p><i>Introduce. . .</i> "I Can" Posters</p>
<p>Literacy Corners</p>  <p>Students work in Literacy Corners on established tasks.</p> <p>Take photos of <u>EVERY</u> step for Friday -- so students can sequence Literacy Corner procedures and routines for Anchor Chart.</p> <p>MINI LESSONS: <i>How do we know what to do at the Literacy Corners?</i></p>	<p>Literacy Corners</p>  <p>Students work in Literacy Corners on established tasks.</p> <p>Take photos of <u>EVERY</u> step for Friday -- so students can sequence Literacy Corner procedures and routines for Anchor Chart.</p> <p>MINI LESSONS: <i>How do we know when Literacy Corners are over?</i> <i>How do we clean up Literacy Corners?</i></p>	<p>Literacy Corners</p>  <p>Students work in Literacy Corners on established tasks.</p> <p>Take photos of <u>EVERY</u> step for Friday -- so students can sequence Literacy Corner procedures and routines for Anchor Chart.</p> <p>MINI LESSONS: <i>What does Literacy Corner Share Time look and sound like?</i></p>	<p>Literacy Corners</p>  <p>Students work in Literacy Corners on established tasks.</p> <p>Take photos of <u>EVERY</u> step for Friday -- so students can sequence Literacy Corner procedures and routines for Anchor Chart.</p> <p>MINI LESSONS: <i>What do we do if we need help during literacy corners?</i></p>	<p>Literacy Corners</p>  <p>Students work in Literacy Corners on established tasks.</p> <p>Take photos of <u>EVERY</u> step for Friday -- so students can sequence Literacy Corner procedures and routines for Anchor Chart.</p> <p>MINI LESSONS: <i>What do we do after Literacy Corner time?</i></p>

Literacy Corner October Planning Grid . . .

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Literacy Corners</p> <p>MINI LESSON: <i>How will we REMEMBER all of this information about Literacy Corners?</i></p> <p>Create Anchor Chart:</p> <ol style="list-style-type: none"> 1. Gather as a class and sequence pictures. 2. Discuss why the pictures are in the order the class (and you) have arranged them in. 3. Review each "stage" or "step"[routines and procedures] of Literacy Corners time. 4. Establish common language for each step. 5. Glue each picture to a poster board. 6. Add simple text (directions) for each picture. 7. Number the pictures to show the order in which the "stages" are to be completed. 8. Laminate the Anchor Chart 	Students work in Literacy Corners on established tasks.	Students work in Literacy Corners on established tasks.	Students work in Literacy Corners on established tasks.	Students work in Literacy Corners on established tasks.
<p>Literacy Corners</p> <p>MINI LESSON: <i>What does it look and sound like when we work in Literacy Corners?</i></p> 	Students work in Literacy Corners on established tasks.	Students work in Literacy Corners on established tasks.	Students work in Literacy Corners on established tasks.	Students work in Literacy Corners on established tasks.

As the year progresses, I will continue introducing activities for each Literacy Corner.

After it has been introduced, modeled, and practiced, it will be added to the Literacy Corner and to the "I Can" poster at the Literacy Corner.