



LITERACY CORNERS

Theresa Hinkebein
Cape Girardeau Public Schools
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KEY POINTS

- There is not a “cookie cutter” plan of organization. Organization is dependent on the number of students in the classroom, available furniture, materials and supplies, and what makes a workable learning environment for all.
- Once new learning in whole and small group instruction becomes understood and can be performed independently by students, it moves to the literacy corners where it can be practiced and becomes permanent.
- The literacy corners are always a reflection of the instruction that occurs in the classroom.
- Literacy corners provide students with authentic practice of their new learning while giving the teacher an opportunity to work with small groups of students.



KEY POINTS (CONTINUED)

- Literacy corners give students an opportunity to manage their own learning.
- Students are held accountable for their learning in the literacy corners. They record what they do and what they learned each day. Students write a narrative response or draw pictures about their learning. This process helps keep the student focused and thinking about his/her learning during corner time. It also provides them with an opportunity to put their thoughts into words and practice writing skills.
- Literacy corners allow students to develop two important tools that will enable them to become lifelong learners: accountability and self-management.
- Kindergarten students may begin with corners like block building, puzzles, etc. The teacher will gradually phase in other, more challenging, literacy corners to replace these as students increase in competence.



PROCEDURES

- Start with corners that you are used to having: reading, listening, writing, etc.
- Model all of the activities in each corner. You may have to model more than one time.
- Let students go to the corners the first two weeks without you starting guided reading groups. This will give the students a chance to ask questions and time for you to troubleshoot potential problems. This will also give you time to complete individual testing.
- Practice rotating corners the first two weeks. Clap, clap, clap-clap-clap. Go to a meeting place or back to desks. Rotate using the system you have designed.



PROCEDURES (CONTINUED)

- Once students have become accustomed to the corner activities and rotations, add the accountability notebooks or binders the third week.
- You will need to model the accountability notebooks several times.
- Form your guided reading groups according to the reading levels achieved on DRA and classroom observations.
- You will soon be ready to start guided reading groups.
- Gradually phase in more corners, as you and the students are ready.



LITERACY CORNER SUGGESTIONS K-2

- ABC Corner
- Reading Corner
- Writing Corner
- Rhythm & Rhyme Corner
- Listening Corner
- Names Corner
- Math Corner
- Puzzle Corner
- Spelling Corner
- Word Building Corner
- Science Corner
- Social Studies Corner
- Arts & Crafts Corner

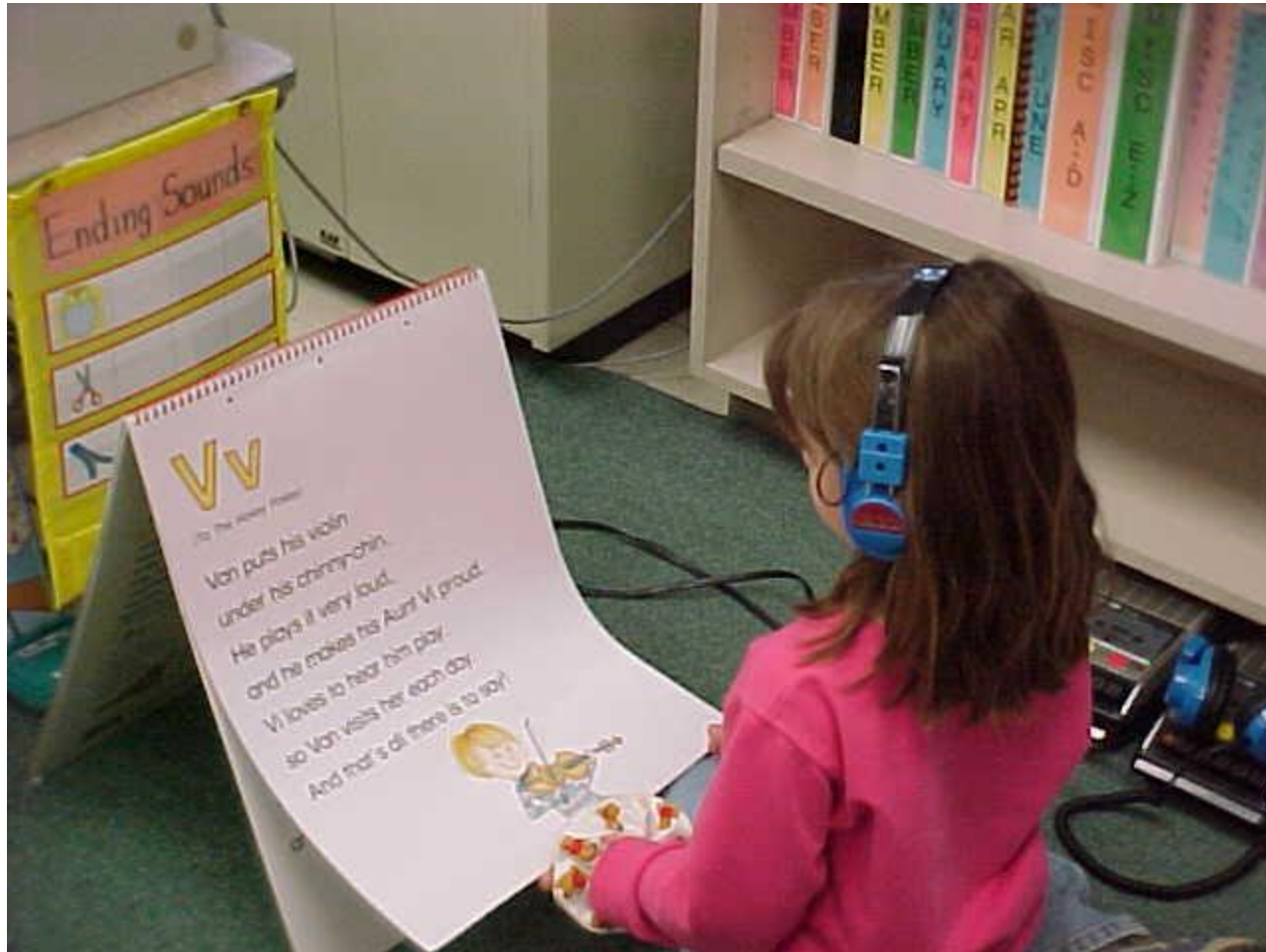


LITERACY CORNER SUGGESTIONS 2-4

- Reading Corner
- Writing Corner
- Rhythm & Rhyme Corner
- Listening Corner
- Math Corner
- Spelling Corner
- Science Corner
- Social Studies Corner
- Arts & Crafts Corner
- Accelerated Reader Corner
- MAP Skills Corner



ABC CORNER



RHYTHM & RHYME CORNER



READING CORNER



LISTENING CORNER



MATH CORNER



COMPUTER CORNER



ACCOUNTABILITY



LITERACY CORNER RULES

- Establish
- Post
- Model, Model, Model
- Review

- When you are developing corner rules, consider:
 - Everyday classroom rules
 - How do you want the students to work?
 - Where will the students go for help when you are working with a small group of students?
 - Rotations
 - Accountability



LITERACY CORNER MANAGEMENT/ROTATIONS

Abby Brian Caitlin	Computer Corner	Math Corner	Science Corner	Listening Corner	Writing Corner	Reading Corner
Danny Elijah Fernando	Reading Corner	Computer Corner	Math Corner	Science Corner	Listening Corner	Writing Corner
Grace Henry Ivy	Writing Corner	Reading Corner	Computer Corner	Math Corner	Science Corner	Listening Corner
Jeff Kewanna Lindsey	Listening Corner	Writing Corner	Reading Corner	Computer Corner	Math Corner	Science Corner
Marty Neal Olivia	Science Corner	Listening Corner	Writing Corner	Reading Corner	Computer Corner	Math Corner
Paul Kate	Math Corner	Science Corner	Listening Corner	Writing Corner	Reading Corner	Computer Corner



LITERACY CORNER MANAGEMENT/ROTATIONS



DAILY 5

