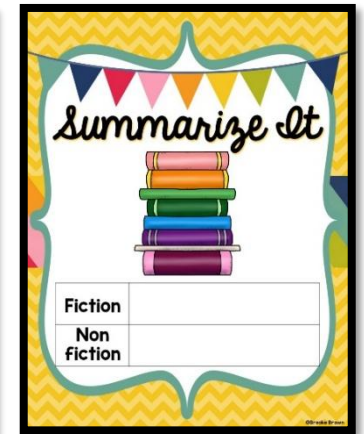
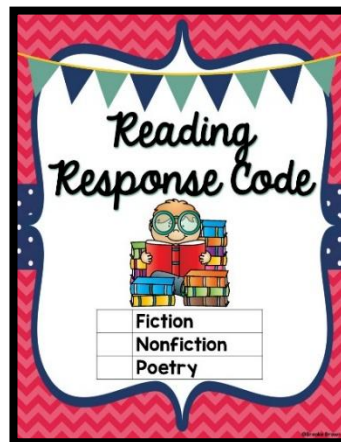
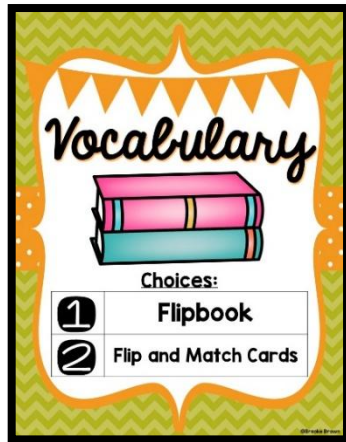
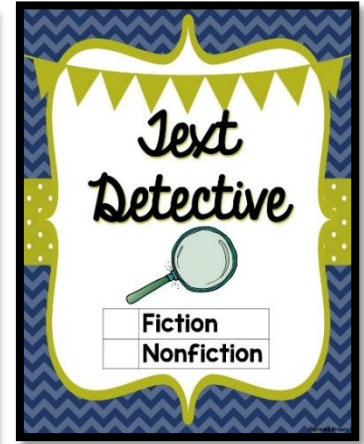


# Fourth Grade LITERACY CENTERS



CREATED BY BROOKE BROWN

Keep the  
**SAME CENTERS**  
**ALL YEAR LONG &**  
**Change Out Topics!**



**9 Centers**



# Simple Student Templates

### Reading Response Code (FICTION)

C	Characters
S	Setting
P	Problem
SO	Solution
MIP	Most Important Part
AM	Author's Message
FP	Favorite Part
TC	Text Connection

### Reading Response Code (NONFICTION)

PK	Prior Knowledge
T	Topic
F1	Fact 1
F2	Fact 2
F3	Fact 3
V	Vocabulary Words
TF	Text Features
FP	Favorite Part

### Reading Response Code (POETRY)

R1	Rhyme
R2	Rhyme
R3	Rhyme
A	Alliteration
P	Personification
S	Simile
M	Metaphor
O	Onomatopoeia

### Spelling Choice Board

Name: \_\_\_\_\_

<b>Color Code</b> Vowels = one color Consonants = different color	<b>ABC Order</b>	<b>Stair Step</b>
<b>Letter Shapes</b>	<b>Words in a Sentence</b>	<b>Syllable Count</b>
<b>Parts of Speech</b> Noun    Verb Adjective    Other	<b>Fancy Letters</b>	<b>Rainbow Words</b>

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### Words in ABC Order:

Directions: Cut the directions off the top of the page and cut apart the flaps on the right-hand side.  
On the front of each flap, write your VOCABULARY WORDS.  
On the backside of each flap, draw a PICTURE for each word.  
Underneath each flap, write a SENTENCE using each word.  
On the back of your booklet, write your words in ABC Order.

1	
2	
3	
4	
5	

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### Vocabulary Flip and Match

Directions: Write your vocabulary words on the "Word" cards. Look up the definition for each word in a dictionary or glossary and write it on the "Definition" cards. Cut out all cards and arrange face-down in an array. Flip over two cards at a time. If the word and definition match, take the pair out and if they don't, flip them back over. Repeat until all matching pairs are found. Store your cards in a baggie.

Word	Word	Word	Word
Definition	Definition	Definition	Definition
Word	Word	Word	Word
Definition	Definition	Definition	Definition

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### I'm a NONFICTION TEXT DETECTIVE!

Name: \_\_\_\_\_  
Book Title: \_\_\_\_\_  
Author: \_\_\_\_\_

<b>Main Topic</b>	<b>Prove It!</b> (Text Evidence)	<b>Page Number</b>
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### I'm a TEXT DETECTIVE!

Name: \_\_\_\_\_  
Book Title: \_\_\_\_\_  
Author: \_\_\_\_\_

CHARACTER TRAITS FOR:

<b>Character Trait</b>	<b>Prove It!</b> (Text Evidence)	<b>Page Number</b>
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### Summarize It

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

<b>FIRST</b>	<b>THEN</b>	<b>Author's Purpose</b>
<b>NEXT</b>	<b>LAST</b>	<b>Text Connections</b>

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### Summarize It

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Main Topic: \_\_\_\_\_

<b>SUBTOPIC</b>	<b>SUBTOPIC</b>	<b>SUBTOPIC</b>
<b>Details</b>	<b>Details</b>	<b>Details</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

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### Roll & Write

Print 3-5 sets of cards, laminate, cut apart, and store in baggies.

<b>Letter</b> Write a friendly letter to a classmate, family member, teacher, book character, or author. Make sure to include: - Heading (Date) - Greeting - Body - Closing - Signature	<b>News Article</b> Write a news article about a recent event that's happened to you, someone you know, or a book character. Make sure to include: - What - When - Where - How?
<b>Comic Strip</b> Fold a piece of paper into 4 equal sections. Design a comic strip about a real or fictional event. In each frame, make sure to include: - At Least 2 Speech Bubbles - One Character	<b>Book Review</b> Write a book review about any recent book that you've read. Make sure to include: - Star Rating (1-5) - 3 Likes - 3 Dislikes - Recommendation or not
<b>Play</b> Write a short play (script) about a real or fictional event. Make sure to include: - Cast List - Set Design - Scene Titles Each cast member speaking at least 3 times	<b>Brochure</b> Fold a piece of paper into 3 equal sections. Design a brochure about a place you've visited before or would like to visit. Make sure to include: - Cover Title - Cover Image and Color - Description of 4 Attractions - 4 Pictures to Match

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### Setting

Name: \_\_\_\_\_

<b>Setting</b>	<b>Prove It!</b> (Text Evidence)	<b>Page Number</b>
<b>Time</b>		
<b>Place</b>		

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### Would You Rather

Name: \_\_\_\_\_

OPINION

Reason and Example 1

Example 2

Example 3

Opinion

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### Research Notes

Source: \_\_\_\_\_

Topic: \_\_\_\_\_

Name: \_\_\_\_\_

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## Student Tracking Charts

### Fourth Grade Literacy Centers

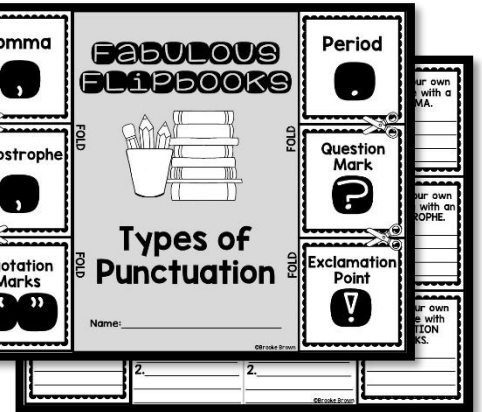
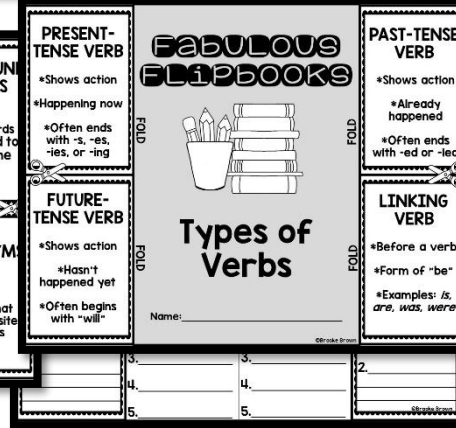
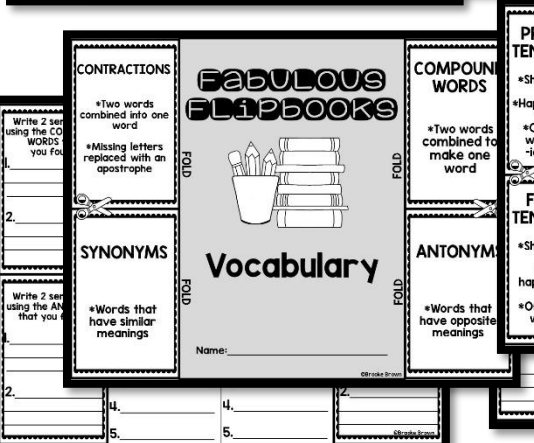
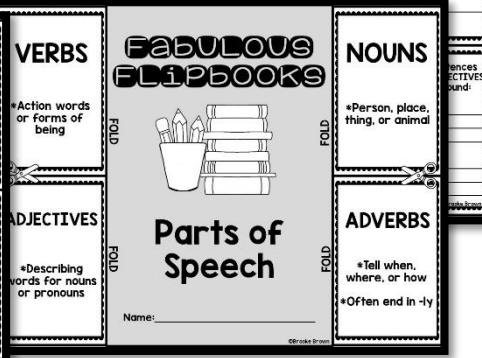
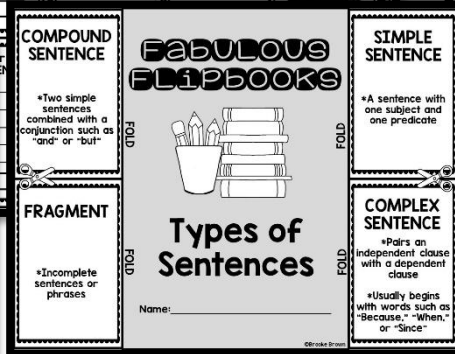
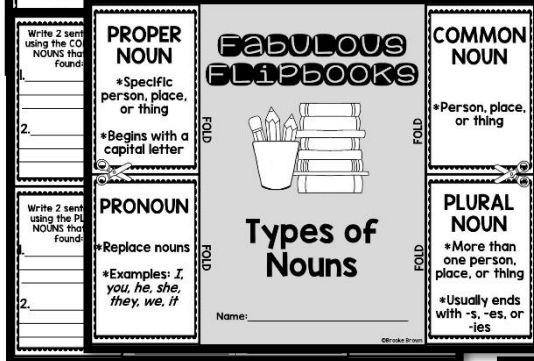
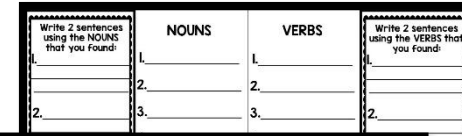
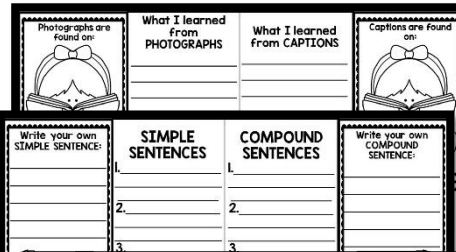
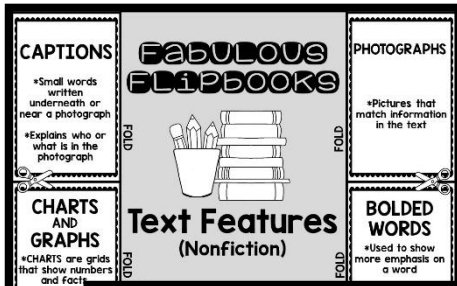
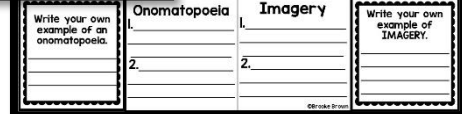
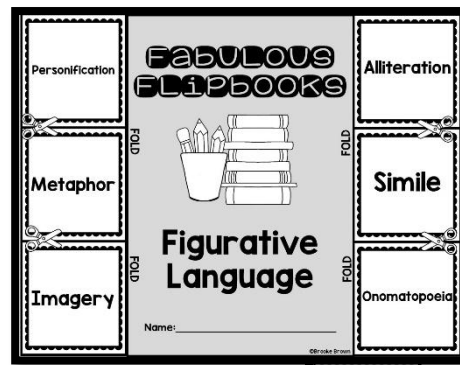
Month: \_\_\_\_\_  
Name: \_\_\_\_\_

1. Spelling		
2. Vocabulary		
3. Text Detective		
4. Would You Rather		
5. Roll and Write		
6. Summarize It		
7. Fabulous Flipbooks		
8. Reading Response Code		
9. Research Report		

Teacher Comments: \_\_\_\_\_

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# 8 Foldable Fabulous Flipbooks



# Grading Rubric

## Fourth Grade Literacy Centers

Name: \_\_\_\_\_

①	③	②	①
More than centers complete.	_____ centers complete.	centers complete.	or less centers complete.
All work shows neatness and best effort.	Most work shows neatness and best effort.	Some work shows neatness and effort.	Work is not neat and shows poor effort.
All center instructions followed correctly.	Most center instructions followed correctly.	Some center instructions followed correctly.	Few center instructions followed correctly.
Correct grammar and spelling used all the time.	Correct grammar and spelling used most of the time.	Correct grammar and spelling used some of the time.	Correct grammar and spelling used little to none of the time.
Student was focused on tasks all the time.	Student was focused on tasks most of the time.	Student was focused on tasks some of the time.	Student was focused on tasks little or none of the time.

Total points: \_\_\_\_\_  
Grade: \_\_\_\_\_

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## Center Management

- \*Mount the Center Headers on construction paper and laminate. Then you can use a Vis-a-vis marker to write and erase topics on each header.
- \*Take two weeks of class time at the beginning of each year to MODEL and PRACTICE each type of center as a whole class. Fourth Graders thrive on CONSISTENCY, which is why this center model is so easy and effective! Also, discuss expectations for the grading rubric.
- \*Staple a Center Chart inside a folder for each student. This is where all center work will be kept until a new chart rotation begins. Each center subject will stay the same but the topics/chart will change every 2-4 weeks, depending on how often your class has center time.
- \*Students may complete centers in ANY ORDER they choose! They may complete each center TWO TIMES but not until they have finished each center ONE TIME. This caters to their interests and keeps them from getting BORED! Your higher students can complete as many centers as they choose while the lower students can take their time on each assignment.
- \*When students begin working on a center, they mark an "X" on the box with their pencil. When the center is complete, they color the box in with a crayon.
- \*Every week, choose 2-3 centers out of their folders to "showcase" in front of the class. This will reinforce expectations for best effort, strong work habits, and meeting expectations on the grading rubric. I like to keep student showcases displayed next to the centers chart or in a binder near the center chart to remind students of exemplary work.
- \*This student chart is for suggested use AT THE BEGINNING OF FOURTH GRADE. As the year goes on and students gain mastery, add new headings to the chart so that students have 10-12 options instead of 9. The provided student charts are also EDITABLE so you can cater it to your students' pace and learning needs.

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# Detailed Instructions



## Center Instructions & Suggestions

### 6. SUMMARIZE IT

On the center header, write two assigned text titles (one fiction and one nonfiction) that you'd like your students to summarize. Student will complete an accordion book to summarize their choice.

### 7. FABULOUS FLIPBOOKS

Copy provided templates front to back and students will use classroom books to find and write the given language arts elements within authentic text.

Included templates in SEPARATE FILE: punctuation, figurative language, text features, types of sentences, types of nouns, types of verbs, parts of speech, vocabulary.

### 8. READING RESPONSE CODE

On the center header, write two topics that you'd like your students to research. (Science and social studies topics are encouraged!) Also, provide necessary books and/or technology devices nearby for students to utilize as sources. Students will record notes on their provided notecards and store them in the research notecard pocket. They can then transfer their research to a written report.

### 9. RESEARCH REPORT

On the center header, write two topics that you'd like your students to research. (Science and social studies topics are encouraged!) Also, provide necessary books and/or technology devices nearby for students to utilize as sources. Students will record notes on their provided notecards and store them in the research notecard pocket. They can then transfer their research to a written report.

## Center Instructions & Suggestions

### 1. SPELLING

Students use individual spelling lists and the included choice board and recording sheet to complete 3 practice options and make a Tic Tac Toe. (See specific instructions that follow.) Students can staple completed work to their spelling boards.

### 2. VOCABULARY

Students use weekly vocabulary lists and glossaries/dictionaries to either complete a vocabulary flipbook or flip and match cards. Both EDITABLE templates are included with specific instructions for each. (TEMPLATES FOR 6 WORDS AND 8 WORDS PROVIDED)

### 3. TEXT DETECTIVE

Students create either a fiction or nonfiction mini-booklet to record text evidence for common story elements and text features. Copy booklets front to back. Students will cut them into thirds on the dotted lines and staple on the left-hand edge. Students select a fiction or nonfiction book of their choice to read and record text evidence for the book.

### 4. WOULD YOU RATHER

This center offers a fun way for students to practice opinion-based writing. On the center headers, write two differing options for things third graders would rather do. (See examples below.) Students will choose an opinion and complete the opinion based organizer to explain and defend their opinion with reasons and examples.

### 5. ROLL AND WRITE

Suggestions: sports, seasonal activities, books to read, book characters to meet, places to visit, subjects to study. Ask students for suggestions too!  
Include 2 dice, 3-5 sets of writing prompt cards, and writing templates or lined notebook paper inside center pocket.  
Students will roll the die and complete the matching writing prompt for the number rolled.

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