

Second Grade

LITERACY CENTERS



CREATED BY BROOKE BROWN

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

Spelling



Choose 3 activities to complete and make a Tic-Tac-Toe.


Top Ten



Choices:


1	
2	

Reading Response Code




Fiction
Nonfiction

Writing Windows



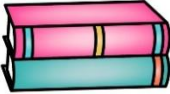
Look for:

Word Sort



Sorting pattern:


Vocabulary



Choices:

1	Flipbook
2	Flip and Match Cards


Write a Letter



Choices:





1	
2	

Read and Write the Room



Look for:

Squiggle Story

1	DRAW	
2	WRITE	
3	HIGHLIGHT:	
4	COLOR	

BLANK EDITABLE HEADERS

9 Centers

Simple Student Templates

Words in ABC Order:

1 _____

2 _____

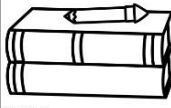
3 _____

4 _____

5 _____

6 _____

Vocabulary Flipbook Name: _____



DIRECTIONS:
 *Cut the directions off the top of the page and cut apart the flaps on the righthand 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**.

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 facedown 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:	Word:	Word:
Definition:	Definition:	Definition:
Definition:	Definition:	Definition:

Spelling

Name: _____

Spelling Choice Board

Name: _____

Color Code Vowels = one color Consonants = different color	ABC Order	Stair Step
Letter Shapes	Words in a Sentence	Syllable Count 1 2 3 4
Parts of Speech Nouns Verbs Adjectives Other	Fancy Letters	Rainbow Words

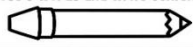
Read and Write the Room

Name: _____

Look for:

1 _____	6 _____
2 _____	7 _____
3 _____	8 _____
4 _____	9 _____
5 _____	10 _____

Choose 5 Words and Write Sentences.



Reading Response Code (NONFICTION)

Prior Knowledge

Topic

Fact 1

Fact 2

Fact 3

Vocabulary Words

Text Features

Favorite Part

Reading Response Code (FICTION)

Characters

Setting

Problem

Solution


Most Important Part

Author's Message

Favorite Part

Text Connection

Word Sort



Word Sort

Name: _____

Word Sort

Name: _____

Word Sort

Name: _____

Write a Letter

Date: _____

Dear _____,


Closing: _____

Signature: _____

Squiggle Story

Name: _____

HIGHLIGHT: _____



Top Ten

Name: _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____


7 _____

8 _____

9 _____

10 _____

On the back of your paper, draw pictures OR write sentences for all 10 items on your list.



Student Tracking Charts

Second Grade Literacy Centers

Month: _____

Name: _____

	1	2
1. Spelling		
2. Vocabulary		
3. Top Ten		
4. Word Sort		
5. Squiggle Story		
6. Write a Letter		
7. Writing Windows		
8. Reading Response Code		
9. Read and Write the Room		

Teacher Comments: _____

Grading Rubric

Second Grade Literacy Centers			
Name: _____			
4	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. Second 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 center's chart or in a binder near the center chart to remind students of exemplary work.
- This student chart is far suggested use AT THE BEGINNING OF SECOND GRADE. As the year goes on and students gain mastery, add new headings to the chart so that students have 12 options instead of 8. The provided student charts are also EDITABLE so you can enter it to your students' pace and learning needs.

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Detailed Instructions



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.
3. TOP TEN	Students make a Top Ten list for one of two suggested topics that you write on the header, then draw pictures of each item or write sentences on the back of their paper. Seasonal or monthly topics are always popular. Ask your students for ideas too! SUGGESTIONS: Summer Activities, Sports, Things to Do on a Snow Day, Recess Activities, People I Love
4. Word Sort	Students cut and paste words according to a given pattern. Type your weekly spelling words into the provided word lists (templates provided for 10 and 8 words) and type the word pattern into the headings of one of the charts. Students will write a silly story using their words once they are sorted. If any words are leftover that do not fit the pattern, students can glue them on the back of their paper.
5. SQUIGGLE STORY	Use a sharpie to draw a simple "squiggle" or shape in the blank space on the template. Make two different squiggle patterns for each chart rotation. Students will turn their squiggle into a picture, write a story to match, and color their picture. Students will also HIGHLIGHT an element of your choice within their writing. SUGGESTIONS: wavy lines, parallel lines, zigzags, half shapes, circles, clusters of shapes SUGGESTIONS FOR HIGHLIGHTED ELEMENTS: nouns, verbs, adjectives, capital letters, ending punctuation, proper nouns

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Center Instructions & Suggestions

6. WRITE A LETTER	Students will write a friendly letter to one of two suggested people that you record on the center header. SUGGESTIONS: teacher, classmates, family members, Student of the Week, Santa, principal, author, book character, Pen Pal
7. WRITING WINDOWS	Copy provided templates front to back and students will use classroom books to find and write the given elements and create a shutter-folded flipbook. Included templates in SEPARATE FILE: story elements, retelling a story, text features, Fun Facts, types of sentences, types of nouns, types of verbs, adverbs, r-controlled vowels
8. READING RESPONSE CODE	Students use any fiction or nonfiction book and the provided template to "code" different reading strategies and write reading responses.
9. READ AND WRITE THE ROOM	Always a Favorite! Get those kiddos up and moving with a pointer and recording sheet. Students will follow a specific pattern that you assign to find words that you type onto the template and write on the header. SUGGESTIONS: phonics patterns, nouns, verbs, suffixes such as -ed or -ing, adjectives, syllable counts

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9 Foldable Writing Windows

WRITING WINDOWS

SETTING
Where and when does the story take place?

CHARACTERS
Who is the story about?

SOLUTION
How was the problem solved?

PROBLEM
What went wrong in the story?

Story Elements

Name: _____
Book Title: _____
Author: _____

WRITING WINDOWS

sh **ch**

wh **th**

Digraphs

Name: _____

Write 2 sentences using the "ch" words that you found: _____
Write 2 sentences using the "sh" words that you found: _____
Write 2 sentences using the "wh" words that you found: _____
Write 2 sentences using the "th" words that you found: _____

WRITING WINDOWS

COMMON NOUN
*Person, place, or thing

PROPER NOUN
*Specific person, place, or thing
*Begins with a capital letter

PRONOUN
*Replace nouns
*Examples: I, you, he, she, they, we, it

PLURAL NOUN
*More than one person, place, or thing
*Usually ends with -s, -es, or -ies

Types of Nouns

Name: _____

Write 2 sentences using the COMMON NOUNS that you found: _____
Write 2 sentences using the PROPER NOUNS that you found: _____
Write 2 sentences using the PRONOUNS that you found: _____
Write 2 sentences using the PLURAL NOUNS that you found: _____

WRITING WINDOWS

NEXT **FIRST**

LAST **THEN**

Retelling a Story

Name: _____
Book Title: _____
Author: _____

Draw a picture to show the CHARACTERS: _____
Draw a picture to show the SETTING: _____

WRITING WINDOWS

FUN FACT **FUN FACT**

Fun Facts (Non-Fiction)

Name: _____

Draw a picture to show Fun Fact 1: _____
Draw a picture to show Fun Fact 2: _____
Draw a picture to show Fun Fact 3: _____
Draw a picture to show Fun Fact 4: _____

WRITING WINDOWS

QUESTION **STATEMENT**

EXCLAMATION **COMMAND**

Types of Sentences

Name: _____

*Asking sentence
*Ends with a question mark

*Telling sentence
*Ends with a period

*Shows strong feeling
*Ends with an exclamation point

*Gives orders
*Ends with a period

Write 2 sentences using the QUESTION words that you found: _____
Write 2 sentences using the STATEMENT words that you found: _____
Write 2 sentences using the EXCLAMATION words that you found: _____
Write 2 sentences using the COMMAND words that you found: _____

WRITING WINDOWS

PHOTOGRAPHS
*Explains who or what is in the photograph

CAPTIONS
*Small words written underneath or near a photograph

CHARTS AND GRAPHS
*CHARTS are grids that show numbers and facts.
*GRAPHS are pictures that represent numbers and data.

BOLDED WORDS
*Used to show more emphasis on a word
*Often used for HEADINGS and important VOCABULARY WORDS

Types of Text Features (Nonfiction)

Name: _____
Book Title: _____
Author: _____

What I learned from PHOTOGRAPHS: _____
What I learned from CAPTIONS: _____

Draw a picture to show Fun Fact 1: _____
Draw a picture to show Fun Fact 2: _____
Draw a picture to show Fun Fact 3: _____
Draw a picture to show Fun Fact 4: _____

WRITING WINDOWS

er **a**

ir **o**

ur **o**

R-controlled Vowels

Name: _____

Write 2 sentences using the "er" words that you found: _____
Write 2 sentences using the "ir" words that you found: _____
Write 2 sentences using the "ur" words that you found: _____

WRITING WINDOWS

PHOTOGRAPHS
*Pictures that match information in the text

CHARTS AND GRAPHS
*CHARTS are grids that show numbers and facts.
*GRAPHS are pictures that represent numbers and data.

BOLDED WORDS
*Used to show more emphasis on a word
*Often used for HEADINGS and important VOCABULARY WORDS

Types of Text Features (Nonfiction)

Name: _____
Book Title: _____
Author: _____

WRITING WINDOWS

PRESENT-TENSE VERB
*Shows action
*Happening now
*Often ends with -s, -es, -ies, or -ing

PAST-TENSE VERB
*Shows action
*Already happened
*Often ends with -ed or -ied

LINKING VERB
*Before a verb
*Form of "be"
*Examples: is, are, was, were

Types of Verbs

Name: _____

Write 2 sentences using the PRESENT-TENSE VERBS that you found: _____
Write 2 sentences using the PAST-TENSE VERBS that you found: _____
Write 2 sentences using the LINKING VERBS that you found: _____