

# WORLD LANGUAGE CENTERS FOR ALL LANGUAGES AND LEVELS

KATIE ERICKSON  
HEATHER SHERROW  
HOWARD COUNTY

# About Your Presenters

**Katie Erickson**

Spanish, grades K-5

**Heather Sherrow**

Spanish, grades 6-8



## Outcomes

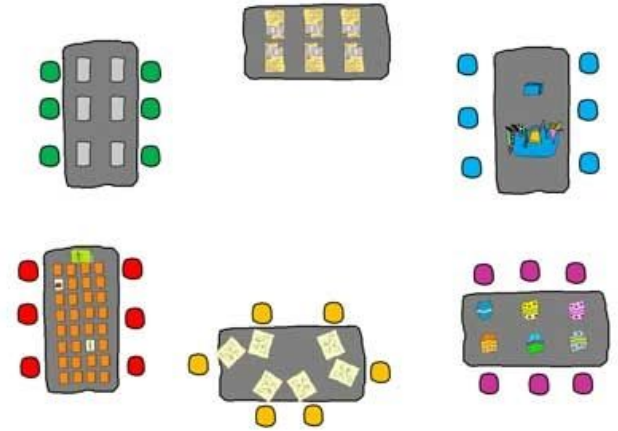
- Discuss the benefits of centers on student learning
- Experience examples of activities to be used at centers
- Discuss logistics for organizing and running centers in your own classroom

## Overview

- Intro & Background Info
- Part 1: Skill Centers
  - Listening
  - Reading
  - Speaking
  - Writing
- Part 2: Logistics
  - Grouping Students
  - Tiering
  - Routine
  - Organization

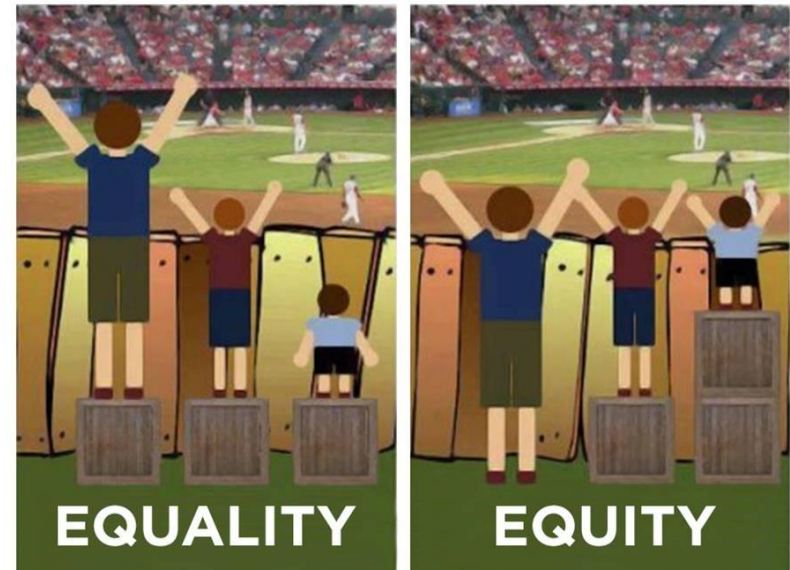
# What are centers?

- Learning Centers or Learning Stations
- Students work on different individual, partner, or group activities
- All activities happening simultaneously



# Why Centers?

- Students grouped according to their needs
- Differentiate for varying proficiency levels in the same class
- Time for teachers to pull students one-on-one or in small groups
- Promote independence
- Students become more responsible
- Learn through self-discovery
- Take risks without fear of failure



# Example Class Plan - Elementary

## Katie's classes - 25 minutes

- Warm-up routine (5 min)
- Center (15 min)
- Closure & clean-up (5 min)

Beginning of each unit - two days of input without centers

## Daily Five - Literacy

- Read to Self
- Read to Partner
- Listen to Reading
- Word Work
- Work on Writing

# Daily Five Centers

- Read to Self
- Read to a Partner
- Listen to Reading
- Word Work
- Work on Writing

## Benefits for young learners:

- Mirror ELA classes
- Support ELA skills
- Establish consistent routines
- Students do not have to re-learn directions at each center

# Example Class Plan - Secondary

## Heather's classes - 50 minutes

- Warm-up routine (5 min)
- Direct instruction (20 min)
- Center (20 min)
- Closure & clean-up (5 min)

## Skill Centers

- Listening
- Reading
- Speaking
- Writing
- Practice (when needed)



# Skill Centers

## Benefits:

- **Listening**
  - **Reading**
  - **Speaking**
  - **Writing**
- Can all fit unit theme, or some could be general skill practice
  - Can do different activities to practice each skill
  - Enough routine to give structure but not get stale

# **Part 1: Skill Centers**

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# Rotation Diagram - Skill Centers

Each center includes:

- Handouts for activities
- Overview & discussion

Tasks:

- Look at each activity
- Discuss questions with group

**Listening**

**Reading**

**Speaking**

**Writing**

**Reading**

**Speaking**

**Writing**

**Listening**

**Speaking**

**Writing**

**Listening**

**Reading**

**Writing**

**Listening**

**Reading**

**Speaking**

# Discussion Questions

- What is the purpose, goal, or outcome of this activity?
- How could you use or adapt this activity for your classroom?
- How could you scaffold this activity to meet different learning needs?
- Which ACTFL proficiency level is this activity targeting?

# Table Talk

## NOVICE HIGH

I can write short messages and notes on familiar topics related to everyday life.

**With your table, brainstorm an activity that your students could do at each Skill Center based on these objectives.**

**I can write information about my daily life in a letter, blog, discussion board, or email message.**

- ☐ I can introduce myself.
- ☐ I can describe my family and friends.
- ☐ I can describe my school.
- ☐ I can describe where I work and what I do.

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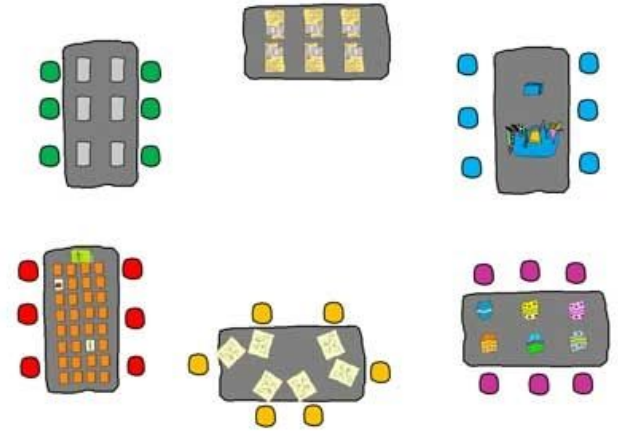
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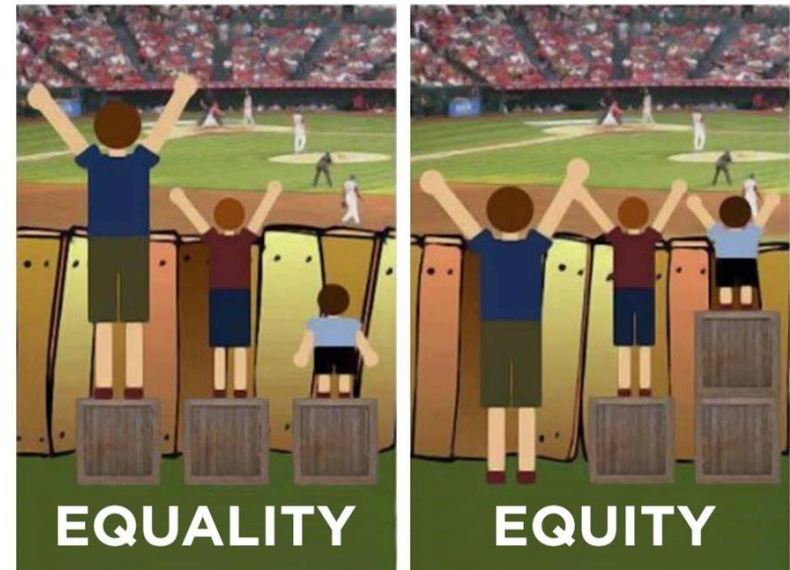
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# **Part 2: Logistics**

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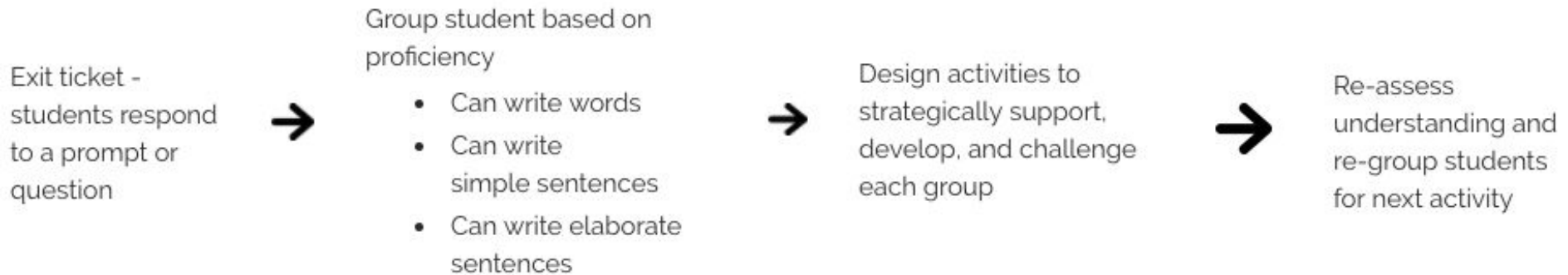
# Grouping Students

- Keep group sizes small (no more than 6 students)
- Reduce the group size for students in need of intensive support
- Be strategic – base small groups on instructional need with specific instructional strategies in mind
- Consider behaviors, attitudes, and work ethics of each student
- Monitor the progress of high-risk students more frequently to make instructional changes or small group changes

# Assessing Student Readiness

- Entrance or exit tickets
- Pre-assessment for unit
- Response to questions in class
- Any formative assessment (classwork, small quizzes)

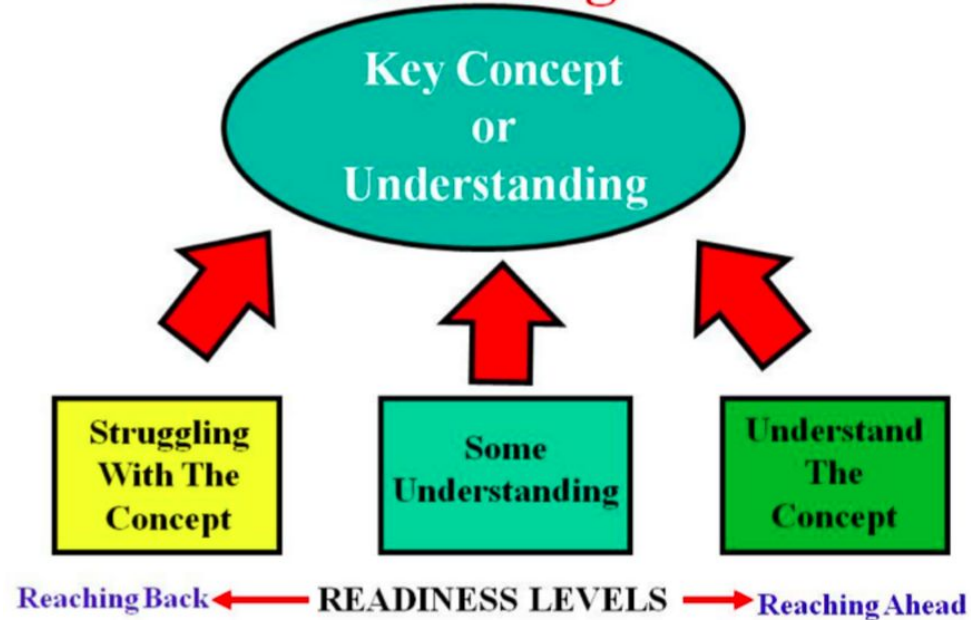
## An example



# Tiering

- Tier for readiness (challenge level)
- Great way to differentiate for students at varying proficiency levels

## Creating Multiple Paths For Learning

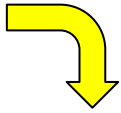


# Organization

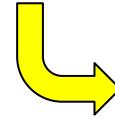
- Determine what materials are needed for each center
- Provide students with all materials in one place
- Example of required materials for one center:
  - Expectations (Yo puedo...)
  - Instructions
  - Handout for activity
  - Other required supplies (computer, scissors, markers, manipulatives, etc)
- Consider having a group leader who is responsible for getting a returning materials and reviewing instructions with the group

# Organization

Katie's Cart



Heather's Cart





# Establish a Routine

Determine procedures for...

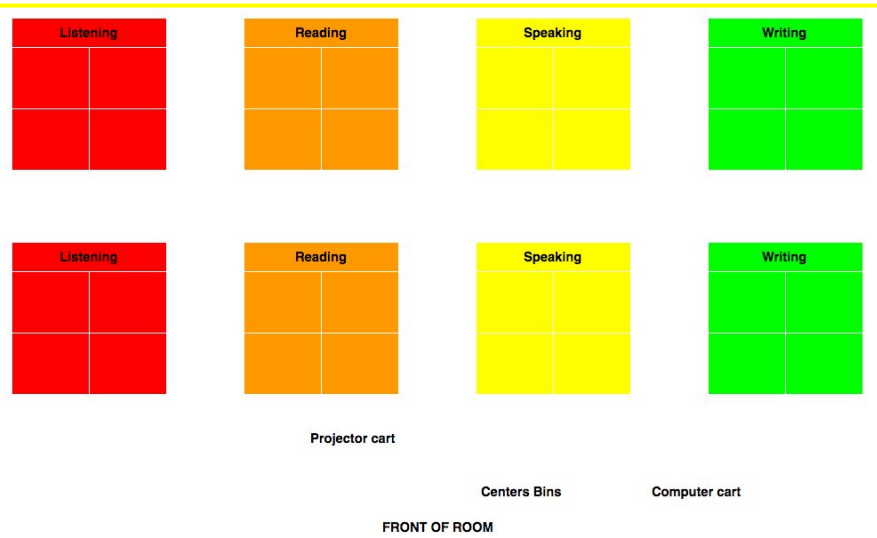
- Managing behavior
- Moving around the room
- Getting/returning materials
- Students asking for help
- Quiet signal

Students need to know what to do when...

- Something does not work
- They do not understand the activity at a center
- They are finished with the activity
- They need help
- It is time to clean up

# Student Procedures

Duplicate centers to keep groups small



Project a diagram so students know their assigned center

Grupos		Día 1	
Escribir	Escuchar	Hablar	Leer
B Kai *1	Emma *3	Aiden *5	Delaney *7
A Jenna	Tina	Sammy	Mikayla
C Matthew	Kenny	Christopher	Ryan
K Alexandria	Kaitlin		Bailey
F James *2	Zilala *4	Samantha *6	David *8
R Robbie	Ananya	Gracie	Neje
O Miranda	Luke	Jaydon	Megan
N Raina	Njeri		
T			

# Set & Review Expectations

Suggestion: Go over expectations each and every time you do centers

## Lee



Yo puedo...

- usar estrategias de leer
  - visualizar, hacer predicciones, preguntar, resumir, usar ilustraciones
- hacer conexiones desde el libro a mi vida personal y al mundo real
- pensar en vocabulario difícil
- leer en silencio

## CENTROS



# Be Consistent!

- Pre-teach each type of activity
  - Best way to prevent student questions during centers
  - Consider doing new activities with the whole class before expecting students to complete them independently.
- Set clear expectations and be consistent
  - Students should know exactly what is expected of them at all times at each center
  - Visual (anchor charts) and verbal reminders help
- Model, practice and review appropriate classroom procedures often

# When to do centers?

- After guided practice, when students are ready for independent work?
- To introduce unit?
- To review at end of unit?
- Every day?

Day	Overview	Activities
1	Unit Pre-Assessment Lunes de leer	
2	Intro - Vocab & Structure A  VOCAB - STRUCTURE -	
3	Guided practice	
4	Guided practice	
5	Guided and/or Independent practice	
6	Lunes de leer	
7	Station-Rotation 1 station per day	
8		
9		
10		

## Table Talk

- Which strategies could you see yourself using with your students?
- What routines do you use in your classroom that could also be beneficial for centers?
- How would you organize centers in your classroom?
- When in your unit would centers be most beneficial to your students?

# Reflection

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# Behind the Scenes

Procedures modeled today:

- Expectations
- Organization of centers
- Timing
- Reflection
- Grouping



Listening

Reading

Speaking

Writing

Reading

Speaking

Writing

Listening

Speaking

Writing

Listening

Reading

Writing

Listening

Reading

Speaking

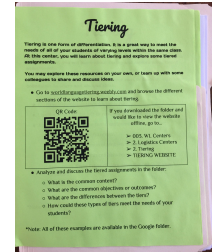
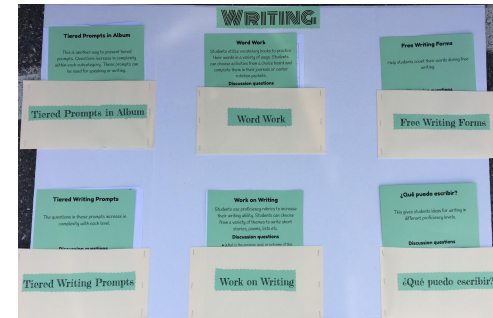
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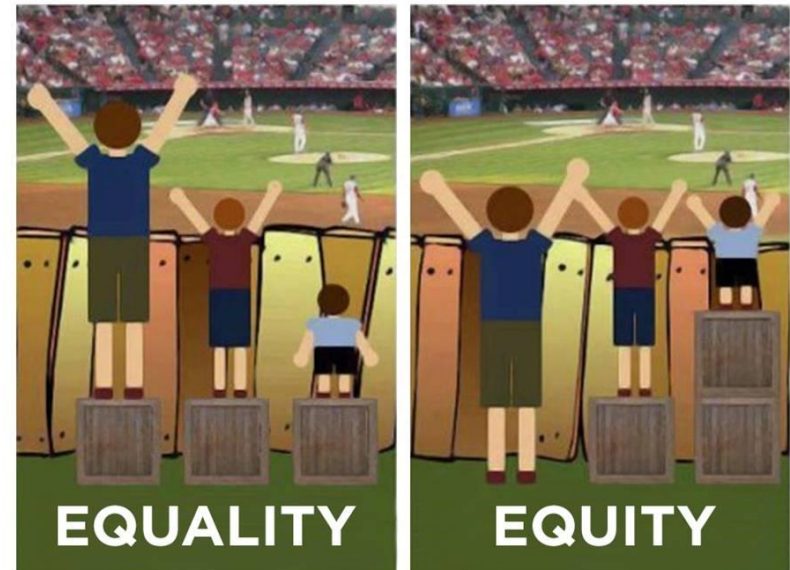
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# Revisit: Why Centers?

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## Table Talk

- What do you like about centers?
- How can centers make a difference for your students?
- What was your favorite activity that you saw?
- What concerns or questions do you have?



# Resources

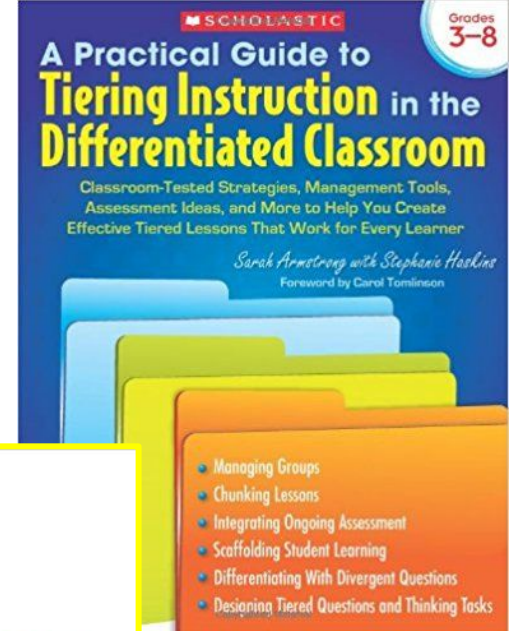
## Centers

[worldlanguagecenters.weebly.com](http://worldlanguagecenters.weebly.com)



## Tiering

[worldlanguagetiering.weebly.com](http://worldlanguagetiering.weebly.com)



- Managing Groups
- Chunking Lessons
- Integrating Ongoing Assessment
- Scaffolding Student Learning
- Differentiating With Divergent Questions
- Designing Tiered Questions and Thinking Tasks

## Keep in Touch!

**Katie Erickson**

Elementary Spanish

[katie\\_erickson@hcpss.org](mailto:katie_erickson@hcpss.org)

**Presentation and Resources:**

[worldlanguagecenters.weebly.com/  
conferences.html](http://worldlanguagecenters.weebly.com/conferences.html)

**Heather Sherrow**

Middle School Spanish

[heather\\_sherrow@hcpss.org](mailto:heather_sherrow@hcpss.org)



[@heather\\_sherrow](https://twitter.com/heather_sherrow)

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