

Learning Centers

Elementary and Middle School Libraries



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MISSISSIPPI
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1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

To create collaborative relationships between school librarians and classroom teachers which transforms the school library program into a support system that strengthens the curriculum by bridging the informational literacy gap.



The AASL National School Library Standards encourage learners to:



INQUIRE

- Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.



INCLUDE

- Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.



COLLABORATE

- Work effectively with others to broaden perspectives and work toward common goals.



CURATE

- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.



EXPLORE

- Discover and innovate in a growth mindset developed through experience and reflection.



ENGAGE

- Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.



Children without basic literacy skills when they enter school are **3-4 times** more likely to drop out later.



Reading to a child in an interactive style raises his or her IQ by over **6 points**.



15 minutes per day of independent reading can equal **1 million+** words in a year.



Daily reading to children puts them almost **1 year** ahead of those who are not being read to.



Children who read 3,000 words per day will be in the **top 2%** of standardized tests.



Warm-Up Talk

What do you already know about learning centers in either the classroom or library?



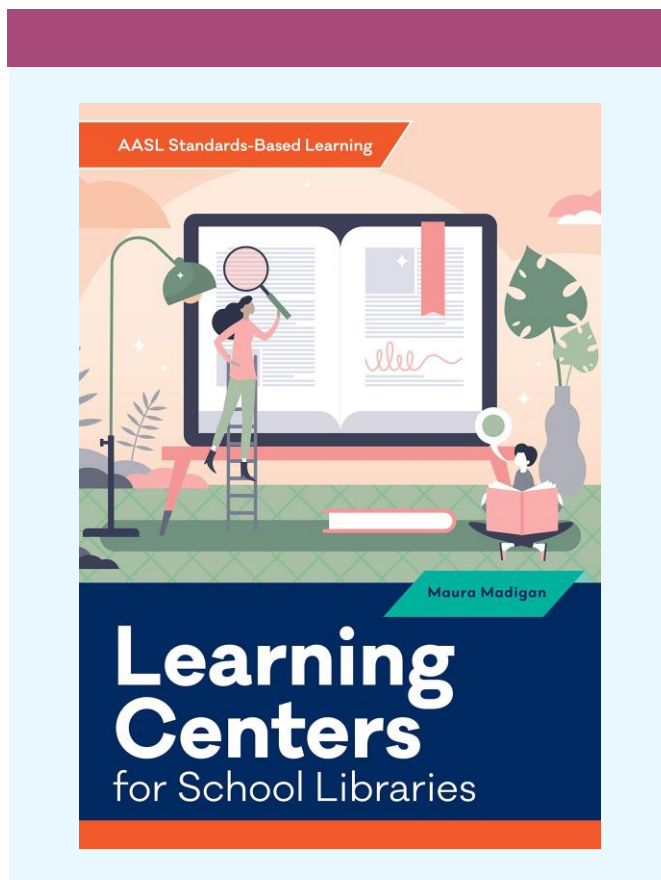
Overview



What is a library learning center?



Resources



Learning Centers for School Libraries

Learning Centers for School Libraries presents innovative, engaging, and fun ideas to target the *AASL National School Library Standards* and content-area standards. It contains almost everything needed to set up learning centers in a school library. The ideas are flexible and can fit different grade levels and lesson lengths. Suggestions for collaboration with classroom educators are also included.

Definition

- Differentiate instruction and target multiple skills
- Flexible and easily adapt to different schedules, grade levels, and content
- Each learning centers offers different activities or challenges



The Benefits

Differentiation: Choice is one of the most important features of learning centers. It empowers the student to take an active role in their learning and increases their buy-in.

Resiliency: No matter how intelligent a person is, they will eventually face challenges and setbacks. Learning centers provide an opportunity to practice this growth mind-set.

Play: When students enjoy an activity, it becomes play and not work. They tend to stay engaged longer, focus more attentively, and retain what they have learned.

The Application

- Best to alternate learning centers with other projects or lessons
- Either all grades could be in centers on the same day or mix it up
- Great before or after a school break or at the end of the year

Logistics

Space, Time, Materials – OH MY!



Overview



- Establish rules and routines
- Introduce each center by modeling
- Limit the number of new centers – especially those that need adult supervision

Elements

Space: Consider your library's layout when setting up learning centers; limit one center per table (if possible); do not block bookshelves so checkout can continue

Time: Set up centers before classes arrive; use a visible countdown timer and give verbal reminders; leave enough time for cleanup

Materials: Use discarded books in centers to give new life; think about storage and cleaning of materials; have multiple sets of materials (if possible) to quarantine; create a "To Clean" bin

Time Tips

Time	Elementary School	Middle/High School
30 Minutes	<ul style="list-style-type: none"> • Students check out books first • Students can choose a center or read their book 	<ul style="list-style-type: none"> • Upper grade lessons are usually collaboratively planned • If using one learning center with the whole class, then there might not be time for checkout
45-60 Minutes	<ul style="list-style-type: none"> • Work at centers and then clean up • Check out books (20 minutes) 	
Lunch	<ul style="list-style-type: none"> • Set up a few centers for students during their lunchtime or free periods • Or let the students choose their favorite center and only take out those materials 	
Before/After School	<ul style="list-style-type: none"> • Upper Grades • Set up a couple of favorite centers and let students select according to preferences 	



RULES

Set rules specific to the situation

Display a chart with rules and provide verbal reminders



ASSESSMENTS

Consider using self- or peer-assessment (rubric)

Remaining assessment-free helps the library nonjudgmental environment



STUDENTS' WORK

Consider how to share or save work

Include photos in newsletter of website



COLLABORATION

Opportunity for collaboration among students and between librarian/teachers

Responsive Classroom: librarian models behavior first, two students model behavior second, whole class practices good behavior

Learning Centers

Lesson Plans



Maker Space: Innovation Station Center

Students are given three Innovation Station Cards and may work individually or collaboratively. They must disassemble the objects pictured on the cards, listing the materials each is made of on the planning sheet. The challenge is to create a new product or innovate a new design of an existing product that uses at least one material from each of two cards. At the end, students draw and label their products. Then they will explain their product's purpose in writing.

Objective: To use creative thinking skills to invent or innovate a product and explain its purpose in writing.

Content Areas: Art | Science | English | Technology

Lesson Duration: 15-30 minutes

Innovation Station Center

Learning Standards for Libraries:

RES.ID.1.2: Apply prior knowledge to new learning and continue to ask “I Wonder” questions to the new information | **DIG.CO.1.2:** Collaborate with others to exchange ideas, make decisions, and solve problems which will broaden and deepen understanding.

Materials: Center Directions | Innovation Station Cards (e.g., bicycle, stapler, umbrella) | Planning Station | Reflection Sheet | Pencils

Optional Materials: Markers and Crayons | Actual Objects from the Cards

Group Work: Directions will be the same, except students will discuss their ideas throughout the process with their partner(s). Although collaborating, each student should have their own planning sheet to record ideas and sketch designs. This helps ensure student accountability.

Innovation Station Center

Modifications: This can be challenging for English Learners, students with learning disabilities, or younger students. The school librarian can offer support by modeling the activity, allowing students to draw instead of listing, or providing concrete objects instead of cards.

Distance Learning: Post the directions online with three to five Innovation Station Cards. Include the planning and reflection sheets online. Students can download and print these or complete them online. Encourage students to photograph.

Extensions: Advanced students can build their design or a model if possible or give their products new brand names and create an advertisement for them.

Literacy: Grammar Hunt Center

Students search discarded books and magazines to find a specific part of speech in word and picture form. They cut these and paste them in the appropriate Grammar Hunt Sheet to create a collage. If including a picture, they must label it with the corresponding word. At the end, the students must ask a classmate to check their sheet.

Objective: To identify specific parts of speech and use them in a collage.

Content Areas: Art | English

Lesson Duration: 15-20 minutes

Grammar Hunt Center

Learning Standards for Libraries:

RES.ID.1.2: Apply prior knowledge to new learning and continue to ask “I Wonder” questions to the new information

Materials: Directions | Grammar Hunt Sheet: Nouns, Verbs, Adjectives, Adverbs | Discarded books and magazines | Scissors and glue | Pencils

Group Work: The center is meant as individual practice, students may choose to work with a partner. If so, they should follow the same steps sharing ideas throughout.

Grammar Hunt Center

Modifications: Learners needing support can work with a partner, focus on identifying pictures that match the part of speech, and focus on nouns or verbs.

Distance Learning: Post the directions and the worksheets online. You can post one at a time or allow students to select one from all the worksheets. Students can print the Grammar Hunt Sheet or use blank paper. Encourage students to share their collages.

Extensions: Advanced students can be asked to sort the words and pictures into categories and list these on the back of the page. Students should explain the rationale behind each category.

Library: Resource Investigation Center

Print reference resources may seem outdated, but having students examine the print versions helps differentiate them. It is important for students enough time to explore all the resources at their own pace before asking them to answer questions. If your encyclopedia is out of date, they can still be used for this lesson.

Objective: To explore different resources and use them to answer questions.

Content Areas: English

Lesson Duration: 20-45 minutes

Resource Investigation Center

Learning Standards for Libraries: **RES.ID.1.4** Find, evaluate, and select appropriate sources to answer questions. | **RES.PR.2.1** Use various reference resources (e.g., encyclopedia, newspaper, magazine, almanac, atlas, biographical sources, internet source, and dictionary) to find information. | **RES.PR.2.4** Understand that resources may be organized according to the type or format alphabetically, numerically, topically, chronologically, or graphically.

Materials: Center Directions | Resource Investigation Sheet | Print almanacs, atlases, dictionaries, thesauri, and an encyclopedia set | Computers | Pencils

Resource Investigation Center

Modifications: This center is suited for Grade 2 and up. Students that need support can benefit from using a simple dictionary with pictures, referring to an alphabet chart, or working with a partner.

Distance Learning: Post the directions and Resource Investigation Sheets online. Post one at a time or allow students to select from all sheets. You should create an instructional video or step-by-step direction sheet to guide learners in accessing digital resources.

Extensions: More advanced students can be challenged to create new resource questions or compare and contrast print/digital encyclopedias.



Wrap-Up Talk

What other resources do you need to feel secure about the learning centers?



To subscribe, send a message to esimmons@mdek12.org with “subscribe library” as the subject of the email.

Please include name, role, and name of school and district.



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