Ideas for Centers that Adresse all 3 Competencies of the English as a Second Language Program

Learning centers are when a teacher sets up distinct areas for specific learning stations or activities. Students move between activities at set intervals of time. Learning centers are a good strategy to get students moving, both at the elementary and secondary level.

When students sit at their desks for long periods of time, their motivation, focus and desire to learn may be reduced. When teachers use centers. students are given the opportunity to move a few times per period (depending on your stations, this could be every 10-20 minutes). Centers can help sustain student engagement and consolidate student learning. Centers can also add variety to your lesson plans.

When planning centers, you will need to determine the length of time you will spend at each activity, the number of activities you want to offer to students, and how the students will know when it’s time to switch activities. You will also need to determine what materials the students will need at each center and how often you will use centers in your class. Often the same ‘type’ of center can be used with different materials so that the students are learning new content, but you do not have to explain the center again. For example, you could use a “write about the picture” center all year, and just print out different pictures each time you do centers.

Centers can be adapted to any class! Here are some ideas that you can use in your classes to integrate stations into your lesson plans. If you would like more information about the centers, please contact one of your educational consultants and we will be happy to help you further.

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| Centers for interacting orally |
| For all levels* Describe of a book to a friend or on IPad
* Use varied images where the student must choose an image and describe it by recording themselves on the IPad.
* Create skits on different subjects
* Create a story with several people - [exquisite corpse](https://medium.com/%40TheLabGU/writing-exercise-exquisite-corpse-1e0e946076d7) principle, but in an oral way
* Play board game with questions to make people talk (snakes game attached)

For elementary students* Make a puppet Theater
* A picture containing shape  Description automatically generatedPractice the AIM play (some schools already have kits)
* Play board games that practice oral production (7 families, Guess who?, word games, etc.).
* Play a mime game
* Play the “[Telephone](https://www.wikihow.com/Play-the-Telephone-Game)" game or " [I packed my suitcase…](https://www.goodplayguide.com/play_idea/packed-suitcase/) " game

For secondary students* Have debates
* Record a “News” report on the IPad
* Discuss about their opinion on a specific topic (you may ask that they record this on the IPad to ensure students stay on task)
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| Centers for writing texts |
| For all levels* Give a list of 4 or 5 verbs (or any other restrictions) and students must write sentences with these verbs.
* Do crossword puzzle
* Give a list of short, simple sentences (e.g. John eats) and have students expand them with add-ons, adjectives, etc.
* Write task cards (For example: Do you want to make a delicious sandwich, write down the steps to follow or what is your favourite movie and why? Write a paragraph to explain your choice)
* Play the [Exquisite corpse](https://medium.com/%40TheLabGU/writing-exercise-exquisite-corpse-1e0e946076d7) game to write stories
* Correct or edit a text
* Create a poster
* Write a text based on selected images

For primary students* Put sentences in order and draw what they mean (also works on reading comprehension).
* Make an alphabet book or other
* Practice calligraphy
* Do word search
* Write a few sentences on a selected image
* A picture containing shape  Description automatically generatedWrite funny sentences, give them to a friend to draw them (also works on reading comprehension)
* Complete words with letters
* Practice vocabulary words

o With modelling clay o With magnetic letterso With a small white boardo With word/image dominoeso By spelling with a friendo By writing them in a sentenceFor secondary students* Write different parts of a text seen in class (introduction, description of a character or place, conclusion, etc.).
* Play board games (Scrabble, Scategories, Boggle, etc.)
* Write a comic strip (separated into different writing workshops)
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| Centers for understanding and responding to texts (listening) |
| For all levels* A picture containing shape  Description automatically generatedUse audio books, interviews, or explanations of a concept

o Questionnaire or ask questions on the audio while the stations are doneo Place the images or the different parts of the story in chronological ordero Illustrate the characters, the place, the trigger, etc.o Make a concept map of the character or placeo Tell the story in your own wordsFor primary students* Listen to songs
* Listen to instructions on an IPad (or any recording device) and follow the instructions

For secondary students* Listen to recordings of the news. Draw or explain to someone else what they heard
* Listen to a recording then write or record their opinion on it (using a device). They should be encouraged to state specific facts from the information they heard
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| Centers for understanding and responding to texts (reading) |
| For all levels* Reading for fun
* A picture containing shape  Description automatically generatedLeveled books or texts with compréhension questions (PM and Eaglecrest collection for primary, Fast Track collection for secondary)

For primary students* Use Reading A-Z subscription on an IPad or computer or printed hard-copies
* Read instructions and doing a drawing to reflect the text
* Link words with drawings
* Play boardgames

For secondary students* Use Currents4kids subscription on IPad or computer
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Some websites to find FREE inspiration!

[Pinterest](https://www.pinterest.ca/)

[Mieuxenseigner](http://mieuxenseigner.ca/) (1,761 freebies)

[Teacherspayteachers](https://www.teacherspayteachers.com/) (149 468 freebies)

More information on how to use centers at the primary level

* Read Scholastic’s [A New Approach to Learning Centers](https://www.scholastic.com/teachers/articles/teaching-content/new-approach-learning-centers/)
* Read [4 Strategies for Implementing Learning Stations in Your Classroom](https://www.teachthought.com/pedagogy/4-strategies-implementing-learning-stations-classroom/)

More Information on how to use centers at the secondary level

* Provide a one-page roadmap of the station progression as described by Ted Malefyt in his blog post, « [Learning Centers in the Secondary Classroom](https://www.edutopia.org/blog/learning-centers-in-secondary-classroom-ted-malefyt)»
* Read Miss G’s 3-part blog series that includes [research-based benefits of learning stations](https://writeonwithmissg.com/2018/02/09/10-reasons-to-implement-learning-stations-in-the-secondary-classroom/), her [learning station design process](https://writeonwithmissg.com/2018/04/23/how-to-create-learning-stations-to-engage-students-the-design-process/), and [facilitating successful learning stations in the secondary classroom](https://writeonwithmissg.com/2018/05/07/how-to-facilitate-successful-learning-stations-in-the-secondary-classroom/)
* Read « [8 Steps to Stations in the Secondary Classroom](https://blog.teacherspayteachers.com/8-steps-stations-secondary-classroom/)» by blogger, Education with DocRunning for another perspective on the organizational structure of learning stations