

## Preschool Literacy Center

The Routine Development Tool helps you consider the inclusion and development of executive function skills as you develop, teach, and reflect on classroom routines. It is suggested that you watch the Executive Function Webcast Series (<https://www.ocali.org/project/executive-function-webcast-series>) to gain the background information that will help you fill in the tool. The tool and completed examples of the blank Routine Development Tool are also available from the Webcast Series webpage.

### Directions:

- Name the routine you have chosen to develop while considering Executive Function
- Teacher/Staff Planning and Responsibilities sections
  - Identify the teacher and staff tasks that need to take place before, during and after the routine
  - List what information to share with the family/caregiver on how to support learning the routine if it is only done at school
  - If the routine is also to be implemented at home, describe how the family/caregiver can implement the routine in the home setting
- Manifestation Areas
  - Fill in the classwide student outcome for each manifestation area for this routine
  - List the observable student action(s) that the students would do for the routine in each manifestation area
- Teacher/Staff Reflection after Implementation
  - Reflect on the answers to the questions based on your data and identify next steps

### **Routine: Literacy Center**

### **Teacher/Staff Planning and Responsibilities**

Before the Routine is Started:

Teacher will:

- Create an inviting environment
  - Find and set up a quiet place away from other noisy centers

- Provide comfortable seating options (e.g., small couch, bean bag chairs, floor pillows, etc.)
  - Use soft lighting such as lamps
  - Music available (with headphones)
  - Keep books at students' eye level
- Label the Literacy Center
- Create a visual support indicating how many students can access the Center at one time
- Post expectations. For example, read quietly, talk quietly, after reading a book put it back on shelf, etc.
- Choose a variety of books and reading material that align with developmental emergent literacy (phonemic awareness; print awareness; oral language and vocabulary)
- Organize books by alphabetizing them (by author or name of the book) with the corresponding letter of the alphabet
- Choose books that are:
  - Interactive (e.g., pop up, press and hear, hands on, lift the flaps for hidden pictures, etc.)
  - With and without words
  - Teacher-made with a theme
  - On electronic devices
  - Auditory/listening options
- Add puppets or objects that relate to the theme of the books for students to act out what they read
- Display books so that their covers are visible to students
- Limit the number of books in the Literacy Center
- Provide professional development to classroom staff on how to interact with students in the Literacy Center and the current literacy skill being taught. Give directions for how to interact using visual supports, picture directions, short video instructions, etc.
- Connect literacy center activities to whole/small group instruction (writing center for students to draw/write their own books; introduce book at Circle Time and then place in Literacy Center)
- Incorporate both interactive and play activities
- Build in differentiation to activities (books without words; minimal words)
- Create a list of questions for review with students on the books, characters, pictures, etc. that they liked and did not like
- Have students make a personal bookmark for use in the literacy center only

During the Routine:

- Teacher/staff:

- Let student(s) choose the book
- Read with student(s) and point out specific words/pictures as they read
- Make comments and ask questions about book content
- Play “I Spy” looking for pictures, colors, letters, words, numbers, etc.
- Read books more than one time
- If student(s) becomes wiggly, mark the page where you left off for future reading using their personal bookmark
- Set a timer for length of stay in center
- Review expectations for the Literacy Center
  - How to care for books
  - How to turn pages
  - How to put books/materials back on the shelf

After the Routine is Completed:

- Review with students the books they read
  - Ask questions: “Why did you like the book?”; “Why didn’t you like that book?”
  - Ask general questions: “What was your favorite character? part? picture?”; “What made you laugh? feel sad? feel excited?”
- Track what books/activities students are not interacting with and think about why
- Determine how to make those books more interesting, more clear, more interactive; or consider replacing those books

Family/Caregiver Guide to Support Routine at Home:

- Send a list of books that are in the Literacy Center each week
- Share a literacy tip at least once a week
- Include family literacy resources in class newsletter each month
- Provide resources where families can get books (free and cost options)
- Provide families with a list of ways to interact with books

**Manifestation Areas**

**Observable Student Action(s)**

**Self-Management:** Taking responsibility for your own

Observable Student Actions for Self-Management:

- Students will transition and engage in activities in

<p>behavior, actions and well-being</p> <p>Classwide Student Outcome: Interact with books as independently as possible</p>	<p>the Literacy Center at least once a week</p> <ul style="list-style-type: none"> <li>● Students will review expectations with visual supports posted on the wall (with/without with adult assistance)</li> <li>● Students will read/look over the book and use available materials (with/without adult assistance)</li> <li>● Students will share the book with peers</li> <li>● Students will put all materials away when it is time to transition out of the Literacy Center</li> </ul>
<p><b>Time Management:</b> Ability to use time effectively and productively</p> <p>Classwide Student Outcome: Interact with the books/activities in the time given</p>	<p>Observable Student Actions for Time Management:</p> <ul style="list-style-type: none"> <li>● Students will engage in/complete Literacy Center activity(s) independently in the time given</li> </ul>
<p><b>Information Management:</b> Ability to acquire, retain and use information</p> <p>Classwide Student Outcome: Students demonstrate ability to interact with books, reading abilities, and comprehension of books</p>	<p>Observable Student Actions for Information Management:</p> <ul style="list-style-type: none"> <li>● Students engage in Literacy Center activity(ies) with/without peers using materials and visual supports as needed as demonstrated by whole class data</li> <li>● Students will answer questions presented by staff and comment on books to demonstrate comprehension of reading material</li> </ul>
<p><b>Materials Management:</b> Ability to manage the “stuff” of school or preschool</p> <p>Classwide Student Outcome: Students interact with books and activity materials appropriately; follow expectations with literacy center materials</p>	<p>Observable Student Actions for Materials Management: Students will demonstrate (using whole class data) they understand:</p> <ul style="list-style-type: none"> <li>● How to access books in the center</li> <li>● How to use the materials in the center with/without visual supports</li> <li>● How to engage with peers</li> <li>● How to put all materials away</li> </ul>

- How to transition in and out of Literacy Center with/without supports

### **Teacher/Staff Reflection after Implementation**

Which Observable Student Actions are happening and/or not happening according to the data?

- All students are able to transition to Literacy Center with/without visual supports
- 70% of students engage appropriately with books/materials in center
- 30% of students do not know how to appropriately interact with books/materials in centers
- 20% of students do not know how to appropriately interact with peers in centers
- 40% of students were unable to answer questions

What's working? What's not working? What needs to change based on data collection?

- Visual supports have helped students transition to and from the Literacy center
- Visual supports have helped students to successfully access books/materials in center
- Some students would not stay in the center for the assigned length of time
- A small number of students were not able to choose a book
- A small number of students were not able to maintain attention to chosen book
- Some students did not participate in putting materials away
- A small number of students had difficulty with social interactions with peers

Next steps:

- Determine how to increase participation in books and materials in the Literacy Center
  - Consider increasing visual supports to provide more instructions/directions on how to choose a book, how to engage with the book and how to use the provided materials
- Determine how to promote reading comprehension
- Provide social supports (e.g., social narratives, social scripting) to teach students how to interact with each other in context of what they are reading