**Classroom Environment:**

I am currently an intern teacher in a classroom of twenty-two fourth graders. This entire class has looped together for two years. There is a broad range in abilities. Two students, a boy and girl are enrolled in the learning support program. Four children, two boys and two girls, are enrolled in the Title I program for reading. I have four students who receive math and reading enrichment services on a weekly basis. The students who are selected to be in this program go to another room to receive math and reading extensions for a half hour one day per week.

Since there is such a broad range of students, it is difficult to keep every student engaged at all times. My mentor and I have found that this is especially true during reading time. Our five advanced kids finish their reading work early, while our students who receive Title I support are just beginning to sit down and begin guided reading. Therefore, our high achieving students become bored with the choice time activities that include silent reading, take it to your seat (a folder with activities in it), or mini pages (small newspapers that my mentor receives). With daily routines such as calendar math and morning meeting, I noticed my students who receive learning support were not participating, especially in calendar math, while other students were merely becoming restless and talkative, more than what they are already.

**Wonderings:**

**My main wondering:** What are ways that I can incorporate student ownership and choice into my classroom and how does it impact the classroom environment?

**Sub-wonderings:**
• If students are given a choice of four reading centers, which ones would engage most students?

• Do students enjoy having the responsibilities of running morning meeting and calendar math?

• Are students more likely to remain on task and finish assigned work, when they, themselves, come up with the logical consequences for their off-task actions?

• Will my students who are reluctant to participate, participate more when another student is running a routine instead of the teacher?

• Will allowing students to run classroom routines, such as calendar math and morning meeting, improve the productivity and understanding of students through engagement?

• Will incorporating literacy centers into my fourth grade classroom improve the productivity and understanding of students through engagement?

• Does giving students a choice play an imperative role in how productive and engaged they will be during a lesson?

• How do students feel when a peer is running daily routines (i.e. calendar math and morning meeting)?

  o I wondered if students enjoyed watching a peer teach instead of a teacher. Or did they enjoy have a teacher in front of them at all times? Did they feel intimidated to answer questions for fear that they would be made fun of by the classmate appearing in front of them?

• How do the students feel when they are the ones standing in front of the class teaching?

  o This wondering came to during the inquiry process. I was noticing that certain students seemed to be hesitant to take the initial step and risk. I wanted them to feel comfortable in front of their classmates and it was important to me that they participate and take ownership and responsibility of leading others.

• Is there anything I could do to make having a student-run morning meeting and calendar math go smoother?
Did the students feel that something was missing, something that would make this period of time run more smooth and efficiently? I really wanted feedback from them that would help me cut down on the talking.

- What are some things the students like or dislike about running morning meeting, calendar math, or having more choices available?
- Does giving students too much freedom with activities that they are running hinder their learning ability?
- When a teacher allows students to have a more direct role in their learning, do they find the classroom becomes easy or difficult to manage?

**Data Collection:**

Determining ways to collect data for my particular wondering was quite a hassle. I decided to keep a journal of when I began incorporating parts of my inquiry project into the classroom. I wrote how the first day went and my predictions for how upcoming days would run. In my journal, I recorded when calendar math, morning meeting, and the literacy centers were introduced.

My journal allowed me to go back and determine when I began incorporating activities in my classroom. I could then determine whether the students were progressing and learning the routine in a way that would be effective to the learning process. This allowed me to note the comfort students had teaching and appearing in front their peers. In the beginning, students were nervous and uncomfortable with the routine, especially with calendar math.

At this point I decided to create a calendar math binder. In the binder I wrote out directions and steps for each part of calendar math. This took place during the month of February. The topics that appeared in the binder for February were the daily depositor, the calendar, number of school days, and graphing temperatures. For daily depositor, the students multiplied the day of the week by 100 to determine how much was put into the
class depositor. The calendar for the month consisted of angles and their definitions. Students became more familiar with the term acute, obtuse, and right angles. They also took time to find these angles in the classroom. The number of school days is where the students just simply write the number of days that we have been in school. Finally, for the temperature, students looked and compared the temperatures in State College to those in Tokyo, Japan. During one of our class discussions, I had a boy tell me that this helped them during the first month that they were in charge of running calendar math. He continued to say that after this month he felt that he did not need the binder to run calendar math. He had the routine memorized that he did not need word for word instructions and directions.

**Calendar Math Quizzes:**

To hold students accountable to pay attention and continue learning during calendar math, I decided to incorporate weekly calendar math quizzes into the classroom routine. Using the data that these quizzes provided, I was able to ensure that the students were still learning and paying attention to the concepts discussed during calendar math. I graded these quizzes with either a star if they got everything correct, a plus if they missed one, and a minus if they missed more than two. Each quiz had only four to five questions.

**Lessons:**

I also recorded lessons I taught in which the student’s were given choices. One lesson in which my students had a lot of choice was their heroes writing projects. In this project, I allowed my students to choose whom they wished to research based on a list that I gave them. All of the students were given the opportunity to take a “museum walk”
through the classroom. For the “museum walk,” I placed books around the classroom and the students were given time to walk around and browse each of the books. Afterward, they recorded their top four choices of people to research. It was during this project that I began to take notes based on the behavior of my students. They were extremely involved in the entire process. They even made a class PowerPoint! My anecdotal notes show that I felt, through, not only my observations, but my discussions with the students, that they were enthusiastic and engaged.

**Pictures:**

I took many pictures during these lessons. This allowed me to determine the effectiveness and engagement of my students. I would take the pictures and look for certain behaviors in my students that would allude to the fact that they were invested in the lesson. I made a lot of inferences during this period of time.

**Discussions:**

Another method for data collect that I chose to use was class discussions. We would sit in a circle and I would ask the students a series of questions. Most of the questions I asked were similar to my wonderings, which are listed in the previous section. I videotaped the discussion so that I could review the suggestions my students made. I thoroughly enjoyed this method of data collection the most because it best relates to my inquiry topic. Through these discussions, I showed the students that their opinions mattered and that I was willing to provide them with choices as long as they knew the potential consequences for negative decisions on their part.

I held these discussions in a very informal way. I had the students raise their hands if they wished to offer an opinion, comment, or if they wanted to piggyback off of
what someone else had mentioned. The students were engaged in these discussions and I enjoyed listening to the feedback that they gave. I found that they were truthful and offered solutions to issues that they brought up during these meetings.

**Video Taping:**

Video taping these discussions allowed me to replay and analyze the meetings at other points in time. I uploaded the videos to my computer this time watching for behaviors and attitudes that I may not have initially caught on to. While watching the video, I noted what was going on and the suggestions students were making that impacted my inquiry project. I then took these notes and made the changes, as necessary, in my classroom.

**Surveys:**

I wrote two surveys to give to my students throughout my inquiry process. (See appendixes A and B.) The first one I gave before I began my literacy centers. Since allowing the students to make choices that impact the classroom environment is important to my inquiry, I wanted to allow the children to choose the types of literacy centers that would appear in the classroom. The first survey (appendix A), gave a list of literacy centers and then asked the children to choose the ones they were most compelled to complete. I gave them seven choices total, but they could only choose six to put on their list. Number one was the center in which the students would be most enthusiastic about completing and number six, the least. I then used this data to determine which literacy centers I would set up in the room for the students to complete.

When it came time to analyze my first survey, I decided to make a grid. I put a tally next to each center that the children chose as their first choice. To determine which
centers I placed around my classroom, I took the top four overall choices. The students in my class chose the computer, science and social studies, genre geniuses, and research stations to incorporate into their classroom.

The second survey that I had my students complete (appendix B), asked the students how they felt incorporating choice and ownership into the classroom affected them. This survey was broken up into four sections, each section focusing on specific parts of my inquiry wondering. The four sections were calendar math, morning meeting, literacy centers, and student choice. Students were asked to explain in detail how they felt about each area. They were also asked if they had the opportunity to run calendar math and morning meeting.

When I looked at my data as a whole, I made a list of pros and cons that the students wrote about on their survey. I also considered the suggestions students made during our class discussions. The combination of the two allowed me to come up with solutions to make it easy to have the children teach calendar math and run morning meeting.

Claims:

Claim 1: Children enjoy the responsibility that comes from taking and having more ownership in the classroom.

One afternoon, my mentor handed me a note that one of the girls in my class had given to her. In the letter the girl said how much she enjoyed teaching the students during calendar math. She said it was “fun and enjoyable” for her. What she wrote next, I found to be quite humorous. She went on to say that she found it “disturbing” when two boys in the class were talking to each other. I recalled this event and remembered
her telling them, politely, to move. I began to wonder if students would behave better for their peers then for a teacher or visa verse. I noticed in many surveys and discussions that students complained about others whispering while they were trying to teach. I addressed this topic by telling the students that now they know how I felt when they talk when I am teaching. I thought this may be to my advantage and my hopes were that this discussion would cut down on the light chatter that occurs in many classrooms. I had no such luck. Either way, I found this note quite helpful.

When I gave my second survey (Appendix B), many students felt the same way as the girl above. I did not have a single student inform me that they hated or disliked running calendar math and morning meeting. Nor did anyone complain about the choice of literacy centers that were offered throughout the room. The only complaint the students had was about each other’s light whispering during these moments of teaching.

It may be at this part that I should inform you about how I came to the decision about who should run calendar math and morning meeting, and how I had my literacy centers set up. Every day, I choose a student, from random, to be our Celebrity of the Day. This was done during our morning meeting. The student, who was chosen, was given the opportunity to run calendar math that day and morning meeting the following morning. My literacy centers were set up around the classroom. The students had popsicle sticks with their names on and there were five cups with the station names on them and the number of students allowed at each station. When they students went to a station they had to put their name in the cup. I also kept track of the stations each student had visited. This ensured that all the students were having the opportunity to complete
each station and it prohibited children from hanging out at one station every chance they were given.

Claim 2: Children learn just as well from their peers as they do from their teacher.

When I began having the students run calendar math and morning meeting and completing the literacy centers, I was worried that their quality of work would deteriorate. I was worried that they would rush to complete assignments during reading time just so that they could get to the station they wanted to complete first and that they would not be learning as much as they should from calendar math. My mentor and I shared in these worries.

When I introduced the literacy centers the students brainstormed possibly consequences that would occur if they had not finished their reading work. When I held one of my classroom discussions, they students voiced that by establishing the consequences themselves they felt more compelled to listen and complete their work before participating in a literacy station. The students were more invested in the consequences because they had brainstormed and created them.

Through the calendar math quizzes and the reading group work I received I found both of these worries not to be true. Students performed just as well on their calendar math quizzes and the students reading group grades did not change tremendously. The students continued to grasp key concepts during calendar math and they did not appear to be rushing through their reading work to get to literacy centers before other students.
Claim 3: Children need a structured classroom environment that is set with expectations and consequences to make student choice and effective teaching strategy.

I began my inquiry without giving students many directions or structure. I told them they were each the teachers and that when it was their turn to teach they needed to make sure that the other students understood the concepts they were talking about. However, I found out quickly that this was simply not working. The classroom, during that time period, was not structured enough. Students became quite silly and talkative. I noticed this after I graded a specific calendar math quiz for one week. The kids did not do well on it and I began to wonder why. I looked through my notes and saw that I had recorded that they kids were being quite chatty during that particular week. I had to think quickly about how I could stop these behaviors to ensure that I was not taking away instructional time from my students.

The first change I made was to make my presence known. I had to show that students that even though I was not physically in the front of the room teaching that I was still there and aware of what was going on in the classroom. I moved my body to the front side of the room. This way I could see all of the student’s faces. The second change I made was to set up consequences for what would happen if they did not pay attention and get through calendar math or morning meeting in an efficient amount of time. Together, the students and I, brainstormed the following consequences:

- Lose the same amount of time at recess that it took to get through calendar math and morning meeting.
- Students can no longer run calendar math.
Students would not be allowed to sit next to their friends during these time periods.

After we came up and discussed how calendar math and morning meeting should look and run I found that these routines began to run more smoothly and that the children were invested.

My claims are consistent for most, if not the entire, class. I never had a child complain to me about having too many choices or that they disliked running calendar math and morning meeting or having a classmate run it. There were very few complaints throughout the entire process. The only major changes that need to be made was that I realized I needed to provide more structure and support to the students so decrease the silliness and talking issues. I am confident that all of the children were engaged and loved having their peers and themselves run and teach calendar math and morning meeting and have more student choice. The pictures I have taken show students engaged in the learning process during the times their peers were “teaching.” If you look at the surveys, the majority of students say they enjoy having a bigger role in their classroom.

Overall, the evidence I have gathered from my data shows similar results. Children enjoy the responsibility that comes from taking and having more ownership in the classroom, they enjoy teaching and learning from their classmates, and evidence proves that having a student teach does not alter the learning outcomes for the remainder of the class. Children learn just as well from the students, as long as the classroom environment is set with expectations and consequences.

**Future Implications:**
The inquiry process has been quite an intense experience. I enjoyed talking with my mentors and devising ways in which I could incorporate my inquiry ideas into the classroom. I even took enjoyment in creating and pulling together the activities in which the students were to complete in the stations. Watching the students teach using the same methods I do was quite an experience. I found it to be quite interesting when they used wait time to get the students to participate.

I felt that I was not given adequate time during this process to carry out everything I had hoped to. I think that more time is necessary and would allow me to gather more evidence to support my claims. I do not think an adequate inquiry project can be done in a matter of weeks. I think it takes months of gathering data, evidence, and to incorporate and form new ideas in the classroom.

The data, evidence, and claims that I have made all parallel the research that has been done on student choice. The North Central Regional Educational Laboratory (Appendix H) concludes that students learn better when they direct their own learning process. Students who are self-directed and can shape and manage change are more likely to make more meaningful connections to their learning when they are given the opportunity to control the environment and ways in which they learn. This agency also concludes that students who set goals and consequences themselves are more motivated to succeed and achieve more. Robert Brooks, Ph.D., (Appendix I) states that student choice should be built into the classroom routine. These are similar to the findings I came across while conduction my inquiry project.

In my future classroom, my goal will be to incorporate as much student choice as possible and to provide a structure that consists of expectations and consequences. I
enjoyed the lessons I designed in which students were given the opportunity to make
decisions about their own work. I feel that it was during these lessons in which my
students were most actively engaged in the learning process. They enjoyed sharing what
they were doing or experiencing with other classmates, teachers, and their parents. This
is something I strongly believe in as a teacher.

I enjoyed having the literacy centers in my classroom. They took awhile to set
up, but in the end it was worth it. If the students finished an activity early or were done
with their reading work before others, it was nice to have the centers in place so that the
students remained actively and quietly engaged while the other students finished. I plan
on having a similar set up in my own classroom so that I am not as concerned about what
students that are finished are doing and can focus on those children who really need my
attention and assistance.

I also feel that giving students more choice, allowing them more ownership, is
something that can occur in any classroom no matter what the grade level. Students love
to feel that they have a direct impact on their classroom environment. My inquiry has
proven this fact and it is why I feel most compelled to carry out my claims in the
classroom that awaits me next year.
Survey 1 – Literacy Centers

**Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY! 😊 Please list the following centers you would be MOST interested in completing. Number 1 should be the center you are most interested in and number 6 should be the center you are least interested.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

**Science/ Social Studies Center** – Enjoy learning about Japan, flight, or the weather? Want to learn more? This center focuses on the units we are currently studying (Japan, and Air, Aviation, and Weather). You can build upon your current knowledge by completing activities, games, readings, and experiments.

**Research Center** - Do you often wonder how a tornado is formed or what causes a hurricane? You can find the answer to these questions and many more when you visit this station. Use a research guide to learn more about a subject. You could research Japan, flight, weather, and other topics you are wondering about.

**Wonderful World of Writing** – What do newspapers, advertisements and autobiographies have in common? Writing! You will be given prompts to which you will explore different forms of writing. You could be writing advertisements, letters, autobiographies, descriptions, and pamphlets.

**Word Wizards** – This gives you time to practice your spelling and word skills. You may work with contractions, alphabetizing, suffixes, prefixes, and word endings. Use stamps, white boards, graph paper, magnetic letters and colored pens to practice spelling!

**Mysterious Mysteries Center** – Do you like a good mystery? If so, you will love the mysterious mysteries center! You will become detectives and use the clues from the short stories to solve the mystery!

**Computer Center** – Want a fun way to learn new things? Check out the websites that we have available!
**Genre Geniuses** – Is sports fiction your cup of tea? Do you like fairytales? At this station, you will choose from a variety of books to read. You will complete the worksheet when finished reading.

**Survey 2**

**Directions:** PLEASE, DO NOT PUT YOUR NAME ON THIS! Answer the following questions. Y means yes, N means no.

**Calendar Math:**
1. Have you had the chance to run calendar math?  
   \( Y \quad N \)
2. If so, did you enjoy running calendar math?  
   \( Y \quad N \)
3. Why?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
4. Do you like having a peer running calendar math?  
   \( Y \quad N \)
5. Why?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

**Morning Meeting:**
1. Have you had the chance to run morning meeting?  
   \( Y \quad N \)
2. If so, did you enjoy running morning meeting?  
   \( Y \quad N \)
3. Why?
   
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
4. Do you like having a peer run morning meeting?  
   \( Y \quad N \)
5. Why?

________________________________________________________
________________________________________________________
________________________________________________________

Literacy Centers:
1. What part of literacy centers do you like?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Which literacy center is your favorite?________________________

Student Choice:
1. Do you enjoy having more choice in what goes on in the classroom?
   Y   N

2. Explain.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. How do you feel when a peer is “teaching?”
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. If you have had the chance to “teach,” what did you like or dislike about it?
   __________________________________________________________
February 3, 2008

Students began running calendar math today. It went well. They seem to be excited to take the role as “teacher” on.

February 20, 2008

The students have been acting silly with calendar math, especially when they choose a friend to help them. I have decided to remain up front and center and to keep calendar math running smoothly. We will have to talk about this as a class to determine some consequences.

March 3, 2008

We began literacy centers today. The kids seem to be really excited about going to all the different stations. Science and computer centers seem to be what the kids are really excited about.

March 17, 2008

The kids began to run morning meeting this morning. They are doing well with it. I think it will run more smoothly once they have the routine down pat.

April 3, 2008

The kids are engaged in the literacy centers and are always asking if they can do them. They even want to work in the literacy centers during indoor recess!
Inquiry Brief:

Context:
I currently am an intern teacher in a classroom of twenty-two fourth graders. This entire class has looped together for two years. There is a broad range in abilities. Two students, a boy and girl are enrolled in the learning support program. Four children, two boys and two girls, are enrolled in the Title I program for reading. I have four students who receive enrichment services on a weekly basis. These are math and reading enrichment services. The students who are selected to be in this program go to another room to receive math and reading extensions for a half hour one day a week.

Since there is such a broad range of students, it is difficult to keep every student engaged all the time. My mentor and I have found that this is especially true during reading time. Our five advanced kids finish their reading work early, while our Title I students are just beginning to sit down and begin guided reading. Therefore, our high achieving students become bored with the choice time activities that include, silent reading, take it to your seat, or mini pages (small newspapers that my mentor receives). With daily routines such as calendar math and morning meeting, I noticed my learning support students were not participating, especially in calendar math, while other students were merely becoming restless and talkative, more then what they are already.

Rationale:

The idea to complete an inquiry project on student ownership first came to me when I began thinking about ways to engage my students during calendar math. I noticed that many of the students were not participating during this time of the day. I wanted to make calendar math more intriguing for my students. I began brainstorming ways that would engage and excite the students. The idea to allow students to take ownership of classroom transpired from that one aspiration.

I was also interested in using literacy centers to motivate and guide students during their reading group time. I plan to chart the students as they move from each literacy center. This area of focus captured my attention because it was apparent that the students were becoming bored, restless, and talkative after they completed their reading work. The centers that I will introduce to the class will be based from a survey that I will have given the students. They will take ownership and responsibility in choosing the literacy centers they are most interested. I am hoping that having the students take ownership will encourage them to become better learners, through engagement, and participants.

My idea about incorporating student ownership into the classroom keeps expanding. This week, my students begin to run morning meeting. I have already seen the excitement it brings to the students when they get to run calendar math. When I talked to my students about ideas I have to incorporate into the classroom, they get very excited that they will be able to run calendar math or morning meeting. I truly believe that students feel good about themselves when they have a say about what goes on in the
classroom. Through my inquiry I want to show the positive and negative consequences of student ownership and choice.

**Wondering:**
What are ways that I can incorporate student ownership into my classroom and how does it impact the classroom environment?

**Sub-questions or wonderings:**
If given a choice of four reading centers, which ones would engage most students?

**Data Collection:** Surveys – rate/order the centers students are most interested in, Keep track of stations students have completed

Do students enjoy having the responsibilities of running morning meeting and calendar math?

**Data Collection:** note from student, survey – smiley faces: how do you enjoy your new responsibilities

Are students more likely to remain on task, finishing assigned work, when they, themselves, come up with the logical consequences for their actions?

**Data Collection:** anecdotal notes, interviews, list of consequences students came up with, survey

Will my students who are reluctant to participate, participate more when another student is running a routine, instead of the teacher?

**Data Collection:** student interviews, survey – When do you feel most comfortable?

Will allowing students to run classroom routines, such as calendar math and morning meeting, as well as incorporate literacy centers, improve the productivity and understanding of students through engagement?

**Data Collection:** record students time on task during literacy stations, calendar math quizzes, pictures of students running classroom routines

Does giving students a choice play an imperative role in how productive and engaged they will be during a lesson?

**Data Collection:** survey – How much do you enjoy having a choice?; student interviews
Projected Timeline:

Feb. 18 – 22: Give survey, begin setting up literacy stations

Feb. 25 – 29: Introduce literacy centers into the classroom; Have students begin running morning meeting; Revised draft of Annotated Bib and brief due

Mar. 3 – 7: Monitor literacy centers and student progress; Survey – How do students enjoy the various responsibilities and ownership they have acquired in the classroom?; Observe – take anecdotal notes

Mar. 17 – 21: Make necessary changes; begin writing inquiry paper; Observe; interview students

Mar. 24 – 28: Continue writing inquiry paper; Survey – Parent?; Observe; make any necessary changes

Mar. 31 – Apr. 4: Continue writing inquiry paper; Observe; make any last changes

Apr. 7 – 13: Write inquiry paper; turn inquiry paper into peer editor;

Apr. 14 – 19: Make revisions to inquiry paper; make any last minute changes; give any last minute survey’s

Apr. 20 – 26: Turn in final inquiry paper; inquiry conference

Data Collection Ideas:

- Pictures of kids running calendar math, morning meeting, participating in literacy centers
- Literacy center survey: rate/order the centers students are most interested in
- Note child wrote about how much they enjoyed teaching calendar math
- Survey: How do students enjoy the various responsibilities and ownership they have acquired in the classroom?
- Possibly a parent survey: Are they hearing anything at home?
- Record child’s time on task at each literacy station
- Use calendar math quizzes
- Keep track of stations students have completed
- Conduct student interviews
ANNOTATED BIBLIOGRAPHY:


This article provides different ways that administrators, parents, teachers, and students can help encourage student ownership in the classroom. It discusses ways to set goals to improve student learning, along with options that teachers and administrators have which will help them in their classrooms. I have used some of the key ideas from this article to help me encourage student ownership in my own classroom. I have taken many of the options this article provides and incorporated them into my room.


This article ties ownership to motivation and resilience. Students and adults are motivated by activities that hold meaning to them. By allowing the students to take ownership of certain activities, they will see the meaning that the activity holds for them. It also talks about how children should be provided choices that are built into the routine of the classroom. This article provided me with evidence and allowed me to understand that if I want the students to be engaged, I have to have each lesson I teach hold some kind of meaning to them. I have allowed my students to have the opportunity to make daily choices in specific routines. For example, all of my students are provided a choice of which literary station to complete during daily guided reading.


This book provides teachers ideas for book projects that they can give students. Some projects are door hangers, journals, postcards, telegrams, pop ups, posters, ads, recipes, and menus. There are no worksheets in this book as it is seen as an alternative to worksheets. I have incorporated these creative activities into my literacy centers. For my center, genre geniuses, the students read a different genre and complete a small project after they have finished reading the book.


Michele has literacy activities set up in her classroom during reading time. I talked with her to find out what kinds of activities she has her kids do after they
have completed their guided reading assignments. She has them complete game and activities that have to do with grammar, punctuation, types of sentences, rhyming words, homophones, and many more! These are types of activities that I have planned to incorporate into a center. She has allowed me to use her resources so that I can duplicate them and use them in my own classroom.


This article discusses motivational research that has been conducted. It provides the steps for instructional contexts for engagement in reading in the classroom. In the conclusion it gives an example of how teachers can use motivation to gain student engagement. This book helped me to think about centers that would keep the students engaged. When creating the literacy centers, I wanted to consider what activities could the children do at each center that would keep them on task during the remainder of guided reading.


This articles provides twenty-five creative ideas to incorporate into literacy centers. Most of these ideas are read alouds, projects, and surveys for teachers to use in their classroom. There is an idea of a reading timeline where students can show their favorite books over the years. Another idea I am enthusiastic about is where students have a picture taken of them with their favorite book. The students will then create their own page with a summary of the book on the page. These pages are then bound together and a class book is created. I plan on using this idea in one of my literacy stations.


This book is packed full of worksheets and activities that students can do independently. Some worksheets have a focus on sequence of events, character quotations, reading contracts, punctuation, contractions, etc. This book focuses on worksheets that would be appropriate in grades 2-3. At my genre geniuses station, I have selected certain worksheets to go with a specific genre of books. For example, when my students read *Shipwrecked at the Bottom of the World*, they will complete a graphic organizer about the genre that is in the shape of a boat.

This book is packed full of worksheets and activities that students can do independently. Some worksheets have a focus on sequence of events, character quotations, reading contracts, punctuation, contractions, etc. This book focuses on worksheets that would be appropriate in grades 4-6. This book has provided me with worksheets that I have incorporated into certain literacy centers.


This book provides great creative ideas for book reports. Instead of just writing a paper on a book the student has read, students can create games, write a picture book, create a travel brochure or a time capsule. These are just a few ideas that the book provides for students. This book focuses on projects that are appropriate for students in grades 4-6. I have provided students with the option to choose a project that they want to complete after they have finished at the research station. They need to use the information they have gathered to create a travel brochure, if they researched a specific place. Another project that I especially like is the picture book. You can create a picture book about almost anything you have researched.


This book is packed full of graphic organizers for teachers to use with various books. There are book organizers that should be used with a specific genre, such as fable, non-fiction, etc. Some graphic organizers focus on characters, setting, plot, etc. For certain books, I wanted my students to consider the character or the setting or the plot. Therefore, I used these worksheets, which will allow them to focus on the specific aspect I want them to.