



CENTERS TIME LANGUAGE SUPPORT GUIDES

- These guides are intended to provide a quick classroom reference for all adults working in the classroom at Centers Time.
- They contain the OWL Teacher's Guide's suggested strategies and vocabulary for supporting children's engagement in the activities and promoting their language development.
- There is a set of cards for each of the four weeks of an OWL unit.
- In each weekly set, there is a card for each classroom center (Blocks, Dramatic Play, Art Table, etc.).
- Print out the cards, reinforce and laminate and post each in the appropriate classroom center.
- Decide what your system will be for posting the cards each week – who will post them and when.
- Some classrooms have used Velcro dot stickers to make posting the cards quick and easy.
- The cards can be stored in the unit box at the end of the unit.

Sand and Water

Cycle 2, Days 6-10: Vocabulary and language support

Making Sand Molds

Suggested vocabulary: *mold, shape; dry, moist, packed; crumble, dump, fill, jiggle, overturn, tap*

- ☼ Observe and comment about children's molds. For example, *You're working very hard filling up that mold. What kind of shape are you making?*
- ☼ Provide assistance as needed. You might say, *Can I help you tap the mold and overturn it to see the shape you made? Sometimes the sand crumbles a bit so we need to add a little warm water to make it work again.*

Book Area

Cycle 2, Days 6-10: Vocabulary and language support

Exploring Books

Materials: Add *The Little Red Hen (Makes a Pizza)* and *A Letter to Amy* to the collection.

- ☼ Encourage children to explore books together or independently.
- ☼ Listen and comment as children retell stories. You might say, *Those animals never want to help, do they?* Talk with children after they have finished retelling a story. You might say, *If you had been Little Red Hen, would you have invited the animals to come have pizza?*

Art Area: Table

Cycle 2, Days 6-10: Vocabulary and language support

Making Stationery

Continue activity from week 1 (page 13). Add alphabet stamps, list of children's names with first initials in boldface, initials alone (optional). Encourage children to make monogrammed stationery if they like.

Making Crayon Rubbings

Suggested vocabulary: *clipboard, design, pattern, rubbings, texture, wrappings; bumpy, over, under; insert, removed*

- ☼ Assist children who need help. Show how to secure items on a clipboard, and how to hold the crayon and rub it sideways to produce a rubbing.
- ☼ Observe and engage children in conversations about their crayon rubbings. You might say, *I can tell that's a rubbing of a leaf by its shape. Or, That's a bumpy one, isn't it? That picture is so interesting. Can you tell me how you made it?*
- ☼ Ask children to write their names on their pictures. Provide help if children ask for it.
- ☼ Display drawings on a bulletin board in the center.

Art Area: Easel

Cycle 2, Days 6-10: Vocabulary and language support

Drawing With Chalk

Suggested vocabulary: *chalk; blurred, dark, hard, light, sharp, soft, thin, wider; blend*

- ☼ Talk with children about their drawings. You might say, *I see you've used many different colors in your drawing. Oh, something interesting happened here, when you blended two colors. Or, I notice you are drawing with the chalk on its side. It makes wider lines that way, doesn't it?*
- ☼ Ask children to sign his or her painting with markers or chalk. Provide help if needed.
- ☼ Send the drawings home with children at the end of the day.

Blocks

Cycle 2, Days 6-10: Vocabulary and language support

Materials for Making a Playground

Suggested vocabulary (Add these words to those introduced in week 1 (p. 13)): *ladder, playhouse, pool, slide, swing, toys, climb, jump*

- ☀ Suggest to children, if it seems appropriate, that they create a community pool and climbing structures for the playground with paper and construction blocks.
- ☀ Observe children and talk with them about their buildings. You might say, *Tell me about what you have built here. It looks very interesting. Or, That pool looks like fun. I'd like to jump in! Can grownups swim there or just kids?*
- ☀ Help children resolve conflicts and negotiate differences. For example, you might say, *I think that was an accident. Lisa didn't mean to step on and tear your pool. Here, let's get some tape to fix it. Maybe Lisa would like to help us.*

Puzzles & Manipulatives

Cycle 2, Days 6-10: Vocabulary and language support

Letter Tiles and Word G=Cards; Alphabet and Name Memory Games

Suggested vocabulary (Add to week 1): *alphabet, game, letter, name, picture, story, tile, word; uppercase, round, straight*

- ☀ Ask children to name letters and describe their features if time permits. You might say, *This letter has all straight lines. What letter is it?*
- ☀ Help children identify storybook words on cards. For example, *What is this picture? Its name starts with /k/. It is something we eat at a birthday party. (cake) What letter do we use to write /k/? Right, .K. Do you see that letter here?*
- ☀ Ask questions as children play the Name Memory game. For example, *Oh, whose name is that? Or, Oh, that's Mandy's name, with M at the beginning. I wonder where the match is.*

Dramatic Play

Cycle 2, Days 6-10: Vocabulary and language support

Grocery Shopping Props

Suggested vocabulary (Add to week 1): *bill, bread, breakfast, cereal, cheese, dinner, fruit, grocery store, list, lunch, money, paper, pencil, shopping basket, shopping*

- ☼ Encourage children to make a list of items they need from the store, then pretend to go shopping to try to find all the items.
- ☼ Make connections to shopping scenes in *The Little Red Hen (Makes a Pizza)* as they play freely with grocery story props.
- ☼ Observe and engage children in conversation You might say, *I think I'll go with you to the grocery store, if you don't mind. I need to jot down a few things on a list first. Can you wait just a minute?*

Writing Center

Cycle 2, Days 6-10: Vocabulary and language support

Writing on Handmade Stationery (Continued from week 1)

Writing Captions for Class Photo Album

Suggested vocabulary: *album, author, camera, caption, cooperation, film, flash, friendship, photograph, develop, help, make up, share*

- ☼ Invite children to find themselves and their friends in the photos, and think about what they would like to say about them. You might say, *Who were you playing with at the water table? Or, This is a picture of you and Samantha pretending to buy groceries. Or, Who is in this photo? Or, What was happening here?*
- ☼ Write the captions children dictate, as time permits.