Center #1—Beginning sound “B” and “D”

1. Make a center that focuses on the beginning sound for “B” and “D” using picture cards for various words that begin with either of the two sounds.

2. Sample word list:

<table>
<thead>
<tr>
<th>B</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>dog</td>
</tr>
<tr>
<td>bat</td>
<td>daisy</td>
</tr>
<tr>
<td>banana</td>
<td>deer</td>
</tr>
<tr>
<td>ball</td>
<td>doll</td>
</tr>
<tr>
<td>bandana</td>
<td>donkey</td>
</tr>
<tr>
<td>barrel</td>
<td>dish</td>
</tr>
<tr>
<td>bee</td>
<td>duck</td>
</tr>
</tbody>
</table>

3. Write directions for this center that are simple and easy to follow:

   Example: Look at each picture card.
   Say the word quietly to yourself or to your partner.
   Listen to the sound you hear at the beginning of the word.
   If the sound you hear is for the letter “B”, then place the picture card on the “B”.
   If the sound you hear is for the letter “D”, then place the picture card on the “D”.
   Look on the back of the picture card to check your answer.

4. Determine how the center will be organized (i.e. folder, envelopes, etc.).

5. As an additional clue for the students, the letters “B” and “D” could be shown with a picture of another word that begins with that sound to serve as a reminder.
1. Create a center that focuses on the long “a” and short “a” vowel sounds using word cards that have the picture on one side and the word on the other side.

2. Sample word list:

<table>
<thead>
<tr>
<th>Short “a”</th>
<th>Long “a”</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>plane</td>
</tr>
<tr>
<td>mat</td>
<td>cape</td>
</tr>
<tr>
<td>rat</td>
<td>gate</td>
</tr>
<tr>
<td>hat</td>
<td>lake</td>
</tr>
<tr>
<td>can</td>
<td>wave</td>
</tr>
<tr>
<td>pan</td>
<td>nail</td>
</tr>
<tr>
<td>fan</td>
<td>sail</td>
</tr>
</tbody>
</table>

6. Write directions for this center that are simple and easy to follow:

   Example: Look at each picture card. Say the word quietly to yourself or to your partner. Listen to the sound you hear at the beginning of the word. If the sound you hear is the short “a”, then place the card underneath that column. If the sound you hear is the long “a”, then place the card underneath that column. Check your answers using the answer key.

7. Make a chart that has headings for Short “a” and Long “a”. Students can place the word/picture cards in the corresponding column.
Center #3—Word Sorts

1. This center will target word sorting to compare two or more word families.

2. You will need to make a collection of word cards for students to use in a center format. For this center, use these words:

<table>
<thead>
<tr>
<th>big</th>
<th>dog</th>
<th>bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>dig</td>
<td>frog</td>
<td>wag</td>
</tr>
<tr>
<td>pig</td>
<td>hot</td>
<td>flag</td>
</tr>
<tr>
<td>wig</td>
<td>bog</td>
<td>rag</td>
</tr>
<tr>
<td></td>
<td>fog</td>
<td>tag</td>
</tr>
<tr>
<td></td>
<td>log</td>
<td></td>
</tr>
</tbody>
</table>

3. The words above are shown in the categories that the students would eventually use to sort them by when working in the center (i.e. Phonograms for ig, ag, and og).

4. Select one of each word category to place at the top of the chart for students to use as a guide:

<table>
<thead>
<tr>
<th>pig</th>
<th>log</th>
<th>flag</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Students select word cards one at a time, then place each card under the correct category heading.

6. Keep the directions for the center clear and easy to follow:
   a. Select a word card.
   b. Read the word.
   c. Place the card under the word that it most sounds like.
   d. Check your answers using the answer key.

7. Other word families:
   a. it—bit, kit, fit, hit, lit, pit, sit, quit, skit, spit
   b. ig—big, dig, fig, pig, rig, wig
   c. in—bin, fin, pin, tin, win, grin, thin, twin, chin
   d. ill—bill, dill, fill, kill, mill, pill, will, drill, grill
   e. ip—dip, hip, lip, nip, rip, tip, zip, whip, clip
   f. ack—black, track, shack, quack, stack
   g. ick—lick, kick, pick, sick, tick, slick
   h. ink—link, mink, pink, sink, rink, wink
   i. ing—king, ping, sing, wing, ring, sling

Center #4—Soundline

1. This activity focuses on letter matching or letter-sound correspondence.

2. You will need clothespins, rope, and picture cards in order to supply this center.

3. Write upper- and lowercase letters on the top of the clothespins

4. Glue a picture beginning with each letter sound on a square of tagboard and laminate.

5. Students match the picture card to the clothespin and hang it on the rope.

6. Remember to keep your directions clear and easy to follow.

7. Include a way for students to check their answers.

Center #5—Word Family Wheels

1. Wheels and flip charts can be used to reinforce patterns found in word families.

2. Cut two 6-inch circles from tagboard.

3. Cut a wedge from one circle and write the vowel and ending consonants or rime to the right of it. Make a round hole in the center of the circle.

4. On the second tagboard circle, write beginning sounds that form words with that family. For example, the *op* family can be formed with b, c, h, l, m, p, s, t, ch, sh, cl, and st.

5. Space the letters evenly around the outside edge so that only one at a time will show through the “window” wedge.

6. Cut a slit in the middle of the circle. Put the circle with the wedge cut out on top of the other circle. Push a brass fastener through the round hole and the slit. Flatten the fastener, making sure the top circle can turn.

To make the flip book:

1. Use a piece of tagboard or lightweight cardboard for the base of the flip book.

2. Write the family or rime (i.e. at) on the right half of the base.

3. Cut pages that are half the length of the base piece and staple to the left side of the base.

4. Write beginning sounds or onsets (h, c, r, s, m) on each one of the half pages.

1. In this game, students sort words that end in \textit{-ing} by three categories—no change, double, or e-drop.

2. Create a gameboard marked with the labels \textit{double}, \textit{no change}, or \textit{e-drop}. Add a frog/lilly pad motif to the game board to add a decorative appeal to the game.

3. Include penalty or advancement cards as part of the game—
   a. You have the strongest legs. Jump ahead to the next lilly pad.
   b. Skip two spaces if you correctly pronounce the e-drop words on the discard folder.
   c. Your croaking made me lose sleep. Move back two spaces.
   d. You ate too many flies. Move back two spaces.

4. Include a chart (sorting board) that discarded cards can be placed on as the game progresses.

<table>
<thead>
<tr>
<th>No change</th>
<th>Double</th>
<th>E-drop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Write the following words on cards to be used in the game:
   running    riding    jumping
   popping    sliding    finding
   dragging   driving    kicking
   wagging    wasting    wanting
   quitting   whining    munching

6. Directions for the game:
   a. Roll die to determine who goes first.
   b. Place cards face down on the center of the gameboard. Word cards, penalty cards, and advancement cards should all be mixed up together.
   c. Player 1 draws one card, reads the card aloud, and moves to the closest space that matches the features of the word. For example, if the word says \textit{hopping}, then the player moves to the nearest space that says \textit{double}.
   d. A player who draws a penalty or advancement card should follow what the directions on the card.
   e. Cards are discarded on the sorting board under the correct headings: \textit{double}, \textit{no change}, and \textit{e-drop}.
   f. The player that reaches the home lilly pad must read the words on the discard folder (sorting board) to win the game. A player that misreads a card must move back five spaces on the gameboard.

1. Students working in this center determine the correct ending—el or le—that should be added to word cards that have the ending omitted (ex. barr __--add ending -el)

2. Create a gameboard that follows along with the apple/bushel theme. The “bushel” (bucket) should be placed at the end of the gameboard.

3. Select words that have either the –el or –le ending. Write these words on cards with the two letter ending left off. Use blank spaces to mark the two letters that are omitted.

   - fable
   - angle
   - little
   - rattle
   - settle
   - cattle
   - nibble
   - turtle
   - table

   - camel
   - angel
   - model
   - gravel
   - motel
   - bushel
   - level
   - pretzel
   - travel

4. Include directions for students to follow while playing this game:
   a. Roll the die to determine order of turns.
   b. Draw a card from pile and reads word out loud.
   c. Move your marker to nearest –el or –le ending that would complete the word.
   d. Game continues until the bushel is reached. To get in the bushel, an –le word must be drawn.
   e. A player who draws an -el word must move backwards and continue playing from that space.

5. Variations in this game—add words that end in –il (ex. pencil, stencil) or –al (pedal, medal).