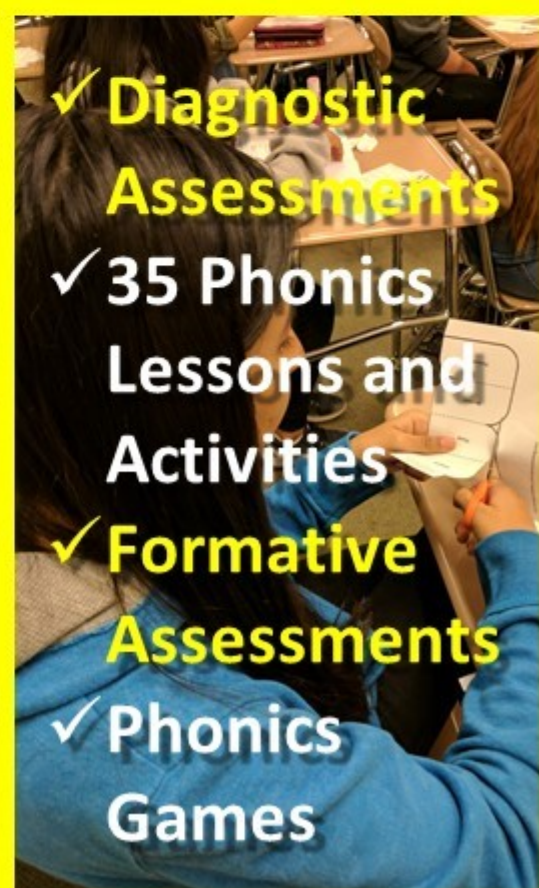
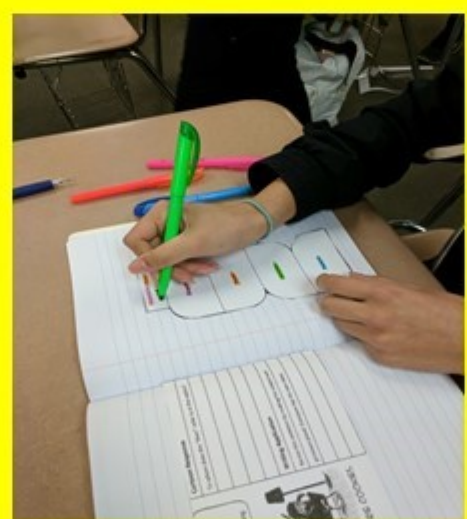
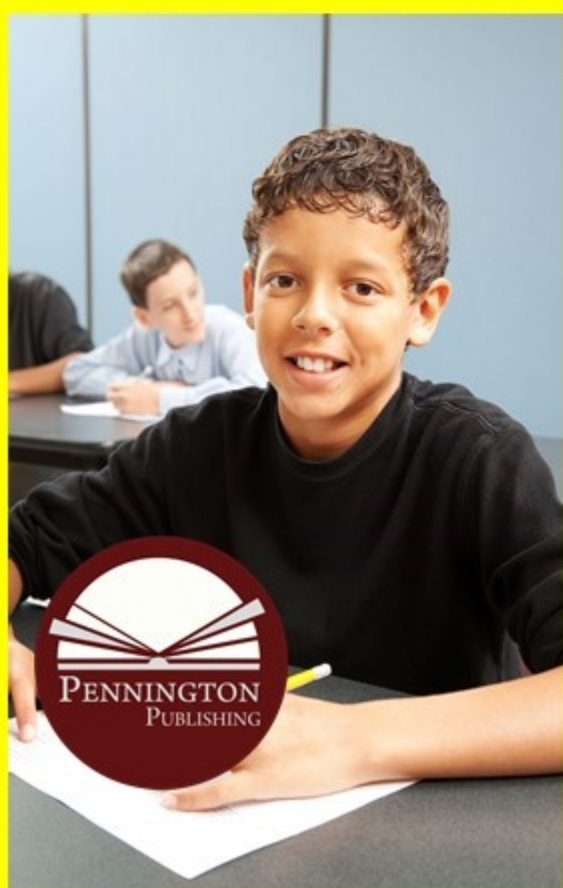
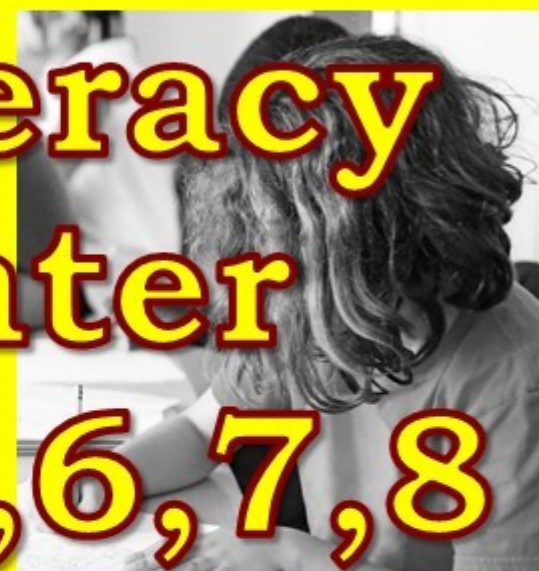


Phonics



Literacy Center

Grades 4,5,6,7,8



- ✓ Diagnostic Assessments
- ✓ 35 Phonics Lessons and Activities
- ✓ Formative Assessments
- ✓ Phonics Games

FAQs

The Phonics Literacy Center has been designed to minimize or eliminate preparation, correction, behavioral problems, and clean-up time and to maximize flexible, on-task learning.

- ✓ **Can I set up, tear down, and move this center quickly?** Yes. Set up and tear down only take a few minutes. Perfect if you share a classroom or move to another classroom.
- ✓ **What supplies do I need to provide?** Once the diagnostic assessments have been completed, print copies of the corresponding lessons and activities indicated as deficits for each of your students. Also print color copies of the phonics cards on cardstock and cut. Or send or take the file to your local copy center to do the work for you. Many teachers like to use a portable whiteboard for their literacy centers.
- ✓ **Are there literacy center signs?** Yes, they are provided in both color and black and white and are formatted for both pocket charts and center display.
- ✓ **Do the print materials stay in the center or do students have weekly packets?** Your choice. Either option works well.
- ✓ **Are there directions for each lesson and activity?** Yes. There are *longer* teacher directions and *shorter* student directions on the literacy center task card (provided in both color and black and white).
- ✓ **Who corrects the work?** Your students *will do all the correcting in their literacy group*. Answers are provided with each task. Students learn from their own mistakes.
- ✓ **Will this remedial literacy center work with the six grade-level (4, 5, 6, 7, 8) Academic Literacy Centers?** Yes, and I have six other remedial centers which you may choose to add to the rotation. Check out all literacy centers [HERE](#).
- ✓ **How many literacy centers, groups, rotations, and days work with this remedial literacy center?** Teachers may use their own literacy center plans and incorporate this remedial literacy center as they see fit. Following is a well-designed instructional plan for 60–80 minutes of class time with 7, 8, 9, or 10 literacy centers, 8 groups, 4 rotations, with 4 days per week. Teachers may opt to add literacy centers to their teacher-led group and split the time, say 10 minutes for one phonics workshop and 10 minutes for another. Perhaps start with one, but subdivide into two when ready to do so.
- ✓ **Can I add my own centers or do guided reading with the rotation?** Yes, of course.
- ✓ **How many lessons and activities are included in the Phonics Center?** 35 (5 for each of the 7 phonics workshops).
- ✓ **Are these phonics lessons and activities part of a comprehensive reading intervention program?** The lessons and activities in this remedial center are slices of the comprehensive [Teaching Reading Strategies](#) reading intervention program.

Set-up, Diagnostic Assessments, and Phonics Workshop

Directions for the Phonics Literacy Center

1. Before launching the Phonics Literacy Center, print, post, and teach the Literacy Center Group Norms and Leadership Roles (see Addendum).
2. Arrange your desks and tables with seats facing each other and print and post the literacy center signs (see Addendum). Print and post or display the seating configurations, group assignments and rotations (see Addendum), and do a mock session to practice transitions.
3. Decide which students should be tested on their phonics skills. When in doubt, test *all* your students. Administer the Vowel Sounds Phonics Assessment and the Consonant Sounds Phonics Assessment. Follow the test administration directions and dictate the tests or simply play the audio files: [Vowel Sounds Phonics Assessment](#) (10:42) and the [Consonant Sounds Phonics Assessment](#) (12:07). Correct per the directions and record the test results on the following Phonics Matrix.
4. Use the diagnostic data from the assessments to form groups of students to participate in one or more phonics workshops. The phonics workshops consist of the following: **Short Vowel Sounds, Silent Final e, Consonant Digraphs, Consonant Blends, Long Vowels, Diphthongs, and r and l-controlled Vowels**. (Teachers should teach the phonics workshops in this order.) Many teachers will split the time for the Phonics Literacy Center, say 10 minutes for one phonics workshop and 10 minutes for another. Perhaps start with one, but subdivide into two when ready to do so.

Note that not all students will participate in each phonics workshop. Students should only be assigned to the above phonics workshops indicated as un-mastered by the diagnostic assessments. Students assigned to the Phonics Literacy Center who are not currently participating in a phonics workshop play the phonics card games to practice their un-mastered phonics skills as indicated by the diagnostic assessments. For example, if Students L, M, N, O, and P have mastered all phonics skills except Long Vowels, Diphthongs, and *r* and *l*-controlled Vowels, they will play the structured phonics games until their time for their phonics workshops. Teach a new game every few lessons to keep things fresh and provide students with choices.

5. Each of the phonics workshops has five literacy center activities or lessons, which follow these general instructional procedures: The first workshop introduces the phonics focus, using the Animal Sound-Spelling Cards. The second, third, and fourth workshops begin with a brief teacher-led review of the previous workshop and an overview of the workshop directions. Next, students collaboratively complete worksheet activities and self-correct to learn from their own mistakes. The fifth workshop consists of quick individual formative assessments. These assessments take less than a minute per student to administer and correct to determine whether the student has achieved mastery or needs more practice. Each workshop has step-by-step teacher directions and student directions on task cards (see Addendum) for independent work.
6. Print and collate lessons and activities. Decide whether to staple for individual student packets or to distribute to literacy centers (in trays, folders, zip-lock bags, or bins). Either works fine.

Vowel Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each underlined word three times. Use the (rhyme) as a key to correct pronunciation. Do not elongate the vowel sounds.

- | | | | | |
|--------|---------------|-----------------------|-----------------------|----------------------|
| ___ 1. | A. hox | B. hix | C. <u>hux</u> (ducks) | D. hax |
| ___ 2. | A. pem | B. pum | C. pim | D. <u>pom</u> (mom) |
| ___ 3. | A. gud | B. ged | C. <u>gid</u> (bid) | D. gad |
| ___ 4. | A. <u>meg</u> | B. mig | C. mog | D. mag |
| ___ 5. | A. kes | B. kus | C. kos | D. <u>kas</u> (pass) |
| ___ 6. | A. suef | B. <u>seaf</u> (deaf) | C. saef | D. sif |

Short Vowels 5/6 Mastery ___/6

- | | | | | |
|---------|-----------------------|-----------------------|------------------------|-----------------------|
| ___ 7. | A. bin | B. <u>bine</u> (fine) | C. bian | D. byan |
| ___ 8. | A. diak | B. dak | C. <u>dake</u> | D. diek |
| ___ 9. | A. yut | B. yeat | C. <u>yute</u> (chute) | D. yiout |
| ___ 10. | A. toup | B. <u>tope</u> (rope) | C. teop | D. taop |
| ___ 11. | A. buot | B. बात | C. buit | D. <u>bute</u> (mute) |
| ___ 12. | A. <u>fene</u> (bean) | B. feun | C. fen | D. faen |

Silent Final e 5/6 Mastery ___/6

- | | | | | |
|---------|-----------------------|--------------------------|--------------------------|-----------------------|
| ___ 13. | A. vaudy | B. vawdy | C. <u>vady</u> (lady) | D. viedy |
| ___ 14. | A. <u>fay</u> (bay) | B. fiay | C. foay | D. fuay |
| ___ 15. | A. kaek | B. keak | C. kik | D. <u>kaik</u> (rake) |
| ___ 16. | A. <u>bein</u> (rain) | B. boan | C. bian | D. baun |
| ___ 17. | A. motfew | B. <u>motfe</u> (motley) | C. motfeu | D. motfoa |
| ___ 18. | A. jeu | B. jiu | C. jeo | D. <u>jee</u> (me) |
| ___ 19. | A. cid | B. <u>ceid</u> (need) | C. cide | D. ceud |
| ___ 20. | A. kybo | B. kybi | C. <u>keby</u> (freebie) | D. keyb |
| ___ 21. | A. <u>deat</u> (meat) | B. diut | C. dight | D. diegt |
| ___ 22. | A. zean | B. zein | C. <u>zine</u> (bean) | D. zen |
| ___ 23. | A. pioson | B. piason | C. piuson | D. pison (bison) |
| ___ 24. | A. beu | B. <u>bigh</u> (high) | C. bei | D. bia |
| ___ 25. | A. ceter | B. caeter | C. <u>cyter</u> (writer) | D. couter |

- | | | | | |
|---------|-----------------------|------------|-------------------------|---------------------------|
| ___ 26. | A. mip | B. miap | C. mippe | D. <u>miep</u> (wipe) |
| ___ 27. | A. biuped | B. beoped | C. <u>boped</u> (moped) | D. baoped |
| ___ 28. | A. <u>koel</u> (goal) | B. kuol | C. kiol | D. kaol |
| ___ 29. | A. moip | B. mup | C. moop | D. <u>moap</u> (soap) |
| ___ 30. | A. <u>kow</u> (show) | B. kuiw | C. keiw | D. kaw |
| ___ 31. | A. puwtest | B. poutest | C. poitest | D. <u>putest</u> (cutest) |
| ___ 32. | A. kuo | B. kuh | C. <u>kew</u> (few) | D. kau |
| ___ 33. | A. bau | B. bui | C. <u>bue</u> (view) | D. beo |

Long Vowels 17/21 ___/21

- | | | | | |
|---------|-----------------------|-----------------------|-----------------------|-------------------------|
| ___ 34. | A. <u>goot</u> (boot) | B. guite | C. giot | D. gueth |
| ___ 35. | A. croi | B. <u>crue</u> (blue) | C. crau | D. criu |
| ___ 36. | A. saeyt | B. soty | C. siuty | D. <u>suty</u> (duty) |
| ___ 37. | A. taed | B. <u>tewd</u> (food) | C. tid | D. teed |
| ___ 38. | A. <u>wut</u> (foot) | B. waht | C. weut | D. wat |
| ___ 39. | A. muck | B. mowk | C. <u>mook</u> (book) | D. mauk |
| ___ 40. | A. mayl | B. mawl | C. mool | D. <u>mowel</u> (towel) |
| ___ 41. | A. sud | B. soad | C. <u>soud</u> (loud) | D. siud |
| ___ 42. | A. pown | B. poun | C. poan | D. <u>poin</u> (coin) |
| ___ 43. | A. luy | B. <u>loy</u> (boy) | C. lowy | D. luyh |
| ___ 44. | A. <u>bawn</u> (dawn) | B. ban | C. boun | D. bown |
| ___ 45. | A. loind | B. loond | C. lound | D. <u>laund</u> (fond) |
| ___ 46. | A. <u>algo</u> (also) | B. owlgo | C. ailgo | D. argo |
| ___ 47. | A. rael | B. roul | C. <u>rall</u> (tall) | D. rial |

Diphthongs 11/14 ___/14

- | | | | | |
|---------|---------------------|-------------------------|------------------------|-----------------------|
| ___ 48. | A. loirt | B. loort | C. lawrt | D. <u>lort</u> (sort) |
| ___ 49. | A. gar | B. <u>gur</u> (fur) | C. gier | D. gor |
| ___ 50. | A. dorb | B. dowb | C. <u>derv</u> (serve) | D. darb |
| ___ 51. | A. <u>tir</u> (sir) | B. ture | C. teer | D. tier |
| ___ 52. | A. morve | B. <u>marve</u> (carve) | C. merve | D. mawrv |

r-controlled Vowels ___/5

Consonant Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each underlined word three times. Do not elongate the consonant sounds.

- | | | | | |
|---------|----------------|-----------------|-----------------|-----------------|
| ___ 1. | A. <u>shud</u> | B. sced | C. slod | D. swud |
| ___ 2. | A. cwib | B. clab | C. <u>cheb</u> | D. creb |
| ___ 3. | A. woud | B. wyed | C. wrid | D. <u>whid</u> |
| ___ 4. | A. <u>thog</u> | B. trig | C. teng | D. tuog |
| ___ 5. | A. teelg | B. trong | C. <u>theeg</u> | D. traeg |
| ___ 6. | A. bwom | B. <u>blam</u> | C. baim | D. bhum |
| ___ 7. | A. buix | B. blox | C. <u>brux</u> | D. beux |
| ___ 8. | A. chid | B. cwed | C. clud | D. <u>cred</u> |
| ___ 9. | A. dief | B. <u>dref</u> | C. dlif | D. dwof |
| ___ 10. | A. <u>clim</u> | B. chom | C. crum | D. cwim |
| ___ 11. | A. <u>flon</u> | B. famn | C. frun | D. foln |
| ___ 12. | A. fouz | B. faez | C. fliz | D. <u>fraz</u> |
| ___ 13. | A. ghup | B. gaep | C. <u>glup</u> | D. grop |
| ___ 14. | A. glus | B. <u>gres</u> | C. ghos | D. geas |
| ___ 15. | A. pwet | B. phit | C. prot | D. <u>plit</u> |
| ___ 16. | A. plav | B. phev | C. <u>prov</u> | D. pouv |
| ___ 17. | A. <u>scad</u> | B. slod | C. sted | D. smad |
| ___ 18. | A. srib | B. <u>screb</u> | C. swelb | D. scurb |
| ___ 19. | A. scrim | B. sharm | C. strem | D. <u>shrim</u> |
| ___ 20. | A. stof | B. swif | C. <u>skof</u> | D. shef |
| ___ 21. | A. <u>slun</u> | B. swun | C. ston | D. shen |
| ___ 22. | A. stos | B. shas | C. snus | D. <u>smos</u> |
| ___ 23. | A. stul | B. <u>snul</u> | C. smel | D. stol |
| ___ 24. | A. stiv | B. scev | C. <u>spiv</u> | D. hov |
| ___ 25. | A. sprex | B. sloux | C. scrix | D. <u>splex</u> |
| ___ 26. | A. scret | B. <u>sprat</u> | C. shrut | D. smaft |

___ 27.	A. sneb	B. smub	C. <u>squb</u>	D. scib
___ 28.	A. <u>stog</u>	B. scog	C. shug	D. slig
___ 29.	A. shrom	B. squam	C. scrim	D. <u>stram</u>
___ 30.	A. stin	B. <u>swen</u>	C. shon	D. sken
___ 31.	A. <u>thrid</u>	B. thold	C. trusd	D. twird
___ 32.	A. twaz	B. thoz	C. touz	D. <u>troz</u>
___ 33.	A. <u>twaf</u>	B. trif	C. thef	D. toaf
___ 34.	A. lult	B. lirt	C. <u>luft</u>	D. lest
___ 35.	A. perd	B. pusd	C. pand	D. <u>peld</u>
___ 36.	A. mork	B. <u>molk</u>	C. meck	D. mosk
___ 37.	A. <u>hulm</u>	B. horm	C. huim	D. hism
___ 38.	A. sawp	B. <u>selp</u>	C. surp	D. sesp
___ 39.	A. bist	B. boft	C. burt	D. <u>bult</u>
___ 40.	A. rurp	B. rilp	C. ronp	D. <u>rimp</u>
___ 41.	A. lurch	B. lonsh	C. <u>lanch</u>	D. lamph
___ 42.	A. <u>tond</u>	B. tuld	C. tusd	D. tord
___ 43.	A. malg	B. <u>mang</u>	C. murg	D. mumg
___ 44.	A. <u>denk</u>	B. dack	C. delk	D. dosk
___ 45.	A. fept	B. fost	C. <u>funt</u>	D. fult
___ 46.	A. <u>sept</u>	B. suft	C. sest	D. solt
___ 47.	A. pulk	B. pock	C. pank	D. <u>posk</u>
___ 48.	A. <u>risp</u>	B. rimp	C. ruwp	D. relp
___ 49.	A. gilt	B. <u>gast</u>	C. gart	D. guft
___ 50.	A. baln	B. bosn	C. <u>bawn</u>	D. birn

[illegible]

Consonant Digraphs Phonics Workshops

Literacy Center 1

- Take out the sheep, whale, python, and cheetah blue consonant digraph Animal Sound-Spelling Cards and have students do the same from their deck of cards. Spread out these blue consonant digraph cards in order on a desk, table, or projector and tell your students to do the same with their cards.
- Practice the names and sounds of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Make sure to pronounce each consonant digraph as one sound. Don't elongate the digraph sounds (*shuh*, *whuh*, *thuh*, *chuh*). Have the students follow this procedure. Cue students by saying Name? (pause for their answer) Sound? (pause for their answer).

/sh/

as in sheep

sh

ti
ci

40



/hw/

as in whale

wh

ti
ci

41



/th/

as in
python

th

ti
ci

42



/ch/

as in
cheetah

ch

tch

43







- Teach your students that these Animal Sound-Spelling Cards each have spellings with two or three consonants, but each spelling makes only one sound. Tell students that all other consonants each say their own sounds, even when combined.
- Write “sh” on a piece of paper or the board as shown below. Point to the spelling and say /sh/. Now write “st” to the right of the “sh” and say /s/ /t/ as two separate sounds. Now blend the /s/ /t/, making sure not to elongate the /t/ as *tuh*. Ask student how many sounds are in “sh” (1) and how many sounds are in “st” (2). Point to both spellings and have students practice the pronunciation of the consonant digraph “sh” and the consonant blend “st.” Continue the same procedure to contrast the other consonant digraph and consonant blend pairs.

sh st hw bl th nd ch ng

- Teach the group how to complete the word making activity and write a word(s) on a 3 x 5 card for them to make words.
- Assign leadership roles for the Consonant Digraphs Phonics Workshops, and tell students to put away their cards.

Literacy Center 2

- Take out the sheep, whale, python, and cheetah blue consonant digraph Animal Sound-Spelling Cards. Spread out these blue consonant digraph cards in order on a desk, table, or projector and tell your students to do the same with their cards.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. Point to each of the letters when saying the spellings. Cue students by saying Name? (pause for their answer) Sound? (pause for their answer) Spelling? (pause for their answer).

<u>/sh/</u>	<u>/hw/</u>	<u>/th/</u>	<u>/ch/</u>
as in sheep	as in whale	as in python	as in cheetah
sh	wh	th	ch _tch
<u>ti</u> <u>ci</u>			
 40	 41	 42	 43

- Teach students that there are less common consonant digraphs. Write the following list on a piece of paper or the board. Point under the first consonant digraph “_mb” and say the sound. Repeat with students saying the “_mb” out loud. Say, “as in” and point to *limb* and have students say the example word. Continue with this procedure for the rest.

_mb limb	ph graph
_dge edge	_tch scratch
_ck tack	_ng lung
kn_ know	wr_ write

- Pass out the Workshop #1 worksheets and students put away their cards. Read the Definition and explain the directions. (Students may use multiple books for the Book Search!).
- Students complete the worksheet collaboratively, using their assigned leadership roles.
- When finished, the Task Manager gets the answers from the teacher and students self-correct and revise their answers.
- When corrections have been completed, the Task Manager returns the answers and gets the new word(s) for the word making activity on a 3 x 5 card and the group completes the activity until it's time to clean up neatly and completely.

Literacy Center 3

- ☐ Print the first of the following words on a piece of paper or the board. Blend the spellings and ask students to provide the sounds. Ask students how many sounds are in the word. Continue this procedure with the the rest of the words. If unsure how to blend sound-by-sound spellings check out this helpful article [HERE](#).

sheep (3), shelf (4), whale (3), which (3), that (3), with (3), chimp (4), crutch (4)

- ☐ Pass out the Workshop #2 worksheets. Read and explain the directions.
- ☐ Students complete the worksheet collaboratively, using their assigned leadership roles.
- ☐ When finished, the Task Manager gets the answers from the teacher and students self-correct and revise their answers.
- ☐ When corrections have been completed, the Task Manager returns the answers and gets the new word(s) for the word making activity on a 3 x 5 card and the group completes the activity until it's time to clean up neatly and completely.

Literacy Center 4

- ☐ Pass out the Workshop #3 worksheets. Read and explain the directions. (Students may use multiple books for the **Book Search!**).
- ☐ Students complete the worksheet collaboratively, using their assigned leadership roles.
- ☐ When finished, the Task Manager gets the answers from the teacher and students self-correct and revise their answers.
- ☐ When corrections have been completed, the Task Manager returns the answers and gets the new word(s) for the word making activity on a 3 x 5 card and the group completes the activity until it's time to clean up neatly and completely.

Literacy Center 5

- ☐ Teach students how to play one of the phonics card games to practice their silent final *e* sound-spellings.
- ☐ Students get their card sets and play the card game while you pull students for the quick Consonant Digraphs Formative Assessment.
- ☐ Students clean up neatly and completely.

Consonant Digraphs Phonics Workshop #1

Definition: Consonant digraphs are two or three consonants in the same syllable that together make only one sound.

1. Read the following words to hear the one sound of the consonant digraphs. Then underline the consonant digraphs in the following words:

c h o p	t h i s	b a t h	h u s h
w h i c h	c h u r c h	s h i p	h a s h
s h u s h	w h y	w h i t e	w i t h
t h i c k	h i t c h	c a s h	t h e s e
s h a k e	t h i n	w i s h	m u c h
c r a s h	c h i m e	t h i n g	s h i p

2. **Book Search!** Find words with these consonant digraphs: *ch*, *sh*, *_wh*, and *th*

Book Titles: _____

ch 1. _____ p. ____

sh 2. _____ p. ____

wh_ 3. _____ p. ____

th 4. _____ p. ____

and with these less common consonant digraphs.

_mb or *ph* 5. _____ p. ____

_dge or *_tch* 6. _____ p. ____

_ck or *_ng* 7. _____ p. ____

kn_ or *wr_* 8. _____ p. ____

Consonant Digraphs Phonics Workshop #2 _____

1. How many sounds are in the following words? Example: The word *chap* has 3 sounds.

A. chew ____ B. much ____ C. shift ____ D. sash ____ E. show ____

F. such ____ G. when ____ H. this ____ I. throne ____ J. chest ____

K. strung ____ L. thin ____ M. numb ____ N. phone ____ O. whisk ____

2. Add letters to the following consonant digraphs to complete real words. Don't use any of the consonant digraph words above.

Example: _____th(er) = fath(er)

_____sh th_____ ch_____ _____th(ing) _____th(ly)

_____ch wh_____ sh_____ _____sh(ed) _____ch(er)

3. Include as many words from #1 and #2 in a short paragraph beginning with—

I have never been more afraid... _____

Consonant Digraphs Phonics Workshop #3

1. **Book Search!** Find 4 words with different consonant digraphs at the start of each word, 2 words with different consonant digraphs in the middle of the word, and 2 words with different consonant digraphs at the end of each word.

Book Titles: _____

Start

1. _____ p. ____

2. _____ p. ____

3. _____ p. ____

4. _____ p. ____

Middle

1. _____ p. ____

2. _____ p. ____

End

1. _____ p. ____

2. _____ p. ____

2. Students write a sentence including consonant digraphs at the start, middle, and end of words, using no words from phonics workshops #s 1, 2, or 3.

Consonant Digraphs Phonics Assessment

Directions

Test students individually, saying “Pronounce these real and nonsense words.” (Pronunciation clues for the nonsense words are listed in parentheses). Nonsense words require students to decode. Using both real and nonsense words helps ensure test validity.

Preparation

Set aside a quiet table or desk, away from other students, to assess each student individually. Run off enough teacher copies for each student and make one laminated student copy. Inform students of the testing order in advance, so that each student will automatically come up to you without disrupting the class. The test should only take 30 seconds to give and then 30 seconds to grade and review results with the student.

Grading

Mark errors with an **X** in the space provided only if the specific phonics skill is mispronounced. In other words, don’t mark it wrong if the student mispronounces part of the word that you are not assessing.

Mastery Criterion

Mastery criterion is 80%, or 8 correct out of 10. If the reading deficit has been mastered, change the / into an **X** on the **Phonics Mastery Matrix**. Show the student his or her own progress on the chart, and assign the next phonics skill to be addressed (if any).

If the student does not meet the mastery criterion, inform the student that this phonics skill will be reviewed later. Remind the student (and yourself) that sometimes mastering a skill simply takes more practice. Return to the un-mastered phonics skill, using the same lessons after one of the other phonics skills is mastered to build student self-confidence.

Student Name _____ Test Date _____

___ 1. chug	___ 6. maycher (rhymes with <i>nature</i>)
___ 2. shad (rhymes with <i>brad</i>)	___ 7. teeshob (tee-shob)
___ 3. whib (rhymes with <i>fib</i>)	___ 8. nuwhek (nu-whek)
___ 4. chess	___ 9. thunder
___ 5. lashing	___ 10. rather

Consonant Digraphs Phonics Assessment

1. chug
2. shad
3. whib
4. chess
5. lashing
6. maycher
7. teeshob
8. nuwhek
9. thunder
10. rather

Phonics Card Games

While you are working with a group of students or if time remains at the end of a phonics workshop, the phonics card games provide excellent reinforcement of the phonics sound-spelling patterns.

The Animal Sound-Spelling and Consonant Blend Cards are designed to be printed on cardstock cut, trimmed a bit, and collated into sets for each student. Or just take the files on your flash drive or email them to your local office supply store to do the job. The cards are formatted in business card templates and the copy center has business card cutters to make the job simple. The store can also print the five animal sound-spelling cards in color (the games require the different colors).

After finishing the first mini-lesson, choose two of the phonics card games for students to play once they all have completed the workshop lesson or activity. Read the directions and model how to play. The Task Manager gets the cards and writes down the ending time for this literacy center and selects one of the two games, which the teacher introduced (or has previously introduced); the Reader reads the game directions from the task card; and the Clarifier leads the activity, asking the teacher any relevant questions. The People Manager keeps all students engaged and participating. Most of the games only take a few minutes to play.

Easy Level Games (while students are completing vowel workshops)

Materials: Animal Sound-Spelling Cards

- The Clarifier shows the card; students say the name of the animal; students say the sound; students read the spellings.
- The Clarifier shows the Animal Sound-Spelling Card and hides a spelling; students say the missing spelling.
- Students spread out the Animal Sound-Spelling Cards face up and in order on their desks or tables. The Clarifier says a random name; students pick up and show the card.
- Students spread out the Animal Sound-Spelling Cards face up and in order on their desks or tables. The Clarifier says a random sound; students pick up and show the card.
- Students spread out the Animal Sound-Spelling Cards face up and in order on their desks or tables. The Clarifier says a spelling; students pick up the card and point to the spelling.
- Bingo—Students pick 25 Animal Sound-Spelling Cards and shuffle this deck. Students arrange these cards on a desks or tables in 5 rows x 5 columns. The Clarifier says the animal name, sound, or spelling and students turn over the corresponding card, etc. The first student turning over 5 in a row horizontally, vertically, or diagonally shouts “Bingo!” and wins the game. The Clarifier can play, too.

Harder Level Games (while students are completing vowel and consonant workshops)

Materials: Animal Sound-Spelling Cards and Consonant Blend Cards

- Students spread out the Consonant Blend Cards face up and in order on their desks or tables. The Clarifier says a word using a consonant blend sound from the Sound-by-Sound Spelling Blending and students pick up and show the corresponding card.
- 5–10–10! Select the 5 green short vowels, 10 black consonants, and 10 consonant blends from the Sound-by-Sound Spelling Blending and display on the board, projector, or table. Students take out a piece of binder paper and write as many words as possible using these cards within 5 minutes. Students say each word—1 point for each word and 5 points for a word that no other student has written.
- Bogglemania—The Task Manager selects 5 green short vowels, 10 black consonants, and 10 consonant blends from the Animal Sound-Spelling Cards and Consonant Blend Cards and displays these cards on a desk or table in a 5 x 5 grid of 25 cards. Students take out a piece of binder paper and write as many words as possible within 3 minutes from the horizontal, vertical, or diagonal placements. Shuffle and recreate the grid so students can play again.
- Bookends—The Task Manager displays 1 of the 5 green short vowel cards from the Animal Sound-Spelling Cards on the projector, board, or table. Students find the same card in their own card sets and place the same card in the center of their desks or tables. Next, they find a beginning and ending consonant blend to complete a syllable or word. The first student to form a syllable or word shouts “Bookends!” Continue the game with another short vowel card.
- Pick from the Pot— Students take out a piece of binder paper. The Task Manager picks a green short vowel card and a consonant blend card and displays these cards on a desk or table. Students write as many words as possible within one minute, using both cards. Repeat up to 4 additional rounds. The student with the most words is the winner.
- Bingo— The Task Manager pick 10 Animal Sound-Spelling Cards and 15 Consonant Blend Cards and shuffle this deck. Students arrange these cards on a desks or tables in 5 rows x 5 columns. The Clarifier says the animal name, sound, or spelling and students turn over the corresponding card, etc. The first student turning over 5 in a row horizontally, vertically, or diagonally shouts “Bingo!” and wins the game. The Clarifier can play, too.

Word Making

While you are working with a group of students or if time remains at the end of a phonics workshop, the word making activity provides excellent reinforcement of the phonics sound-spelling patterns. The teacher writes an Unscrambled Word which fits with the phonics workshop on a 3 x 5 card. Students are also given 3 x 5 cards. The Task Manager places the teacher's card in the middle and students write as many words as possible using the letters in the Unscrambled Word. Two minutes before the end of the literacy center, the Clarifier asks students to share their words. Students get 1 point for each written word, 2 points for each unique word, and 10 points if they use all letters of the word. For example, the word jumble, **apetnym**, includes these words: ape, ten, tap, yet, map, man, pay, pat, many, mane, meant, tape, payment

Sound-Spellings

Unscrambled Words

Word Jumbles

Short Vowel Sounds

"a _ "	/ă/	cranberry	rynbrearc
"e _ "	/ĕ/	stretched	hceedrstt
"ea _ "	/ĕ/	threading	dganihetr
"i _ "	/ĭ/	glittering	tlitgnrgei
"o _ "	/ŏ/	blockers	cblkesro
"u _ "	/ŭ/	rustproof	oorpftsur

Silent Final e

"a _ e"	milkshake	klsimkeah
"e _ e"	completed	ldeemocpt
"i _ e"	submarine	rabsumnei
"o _ e"	lonesome	oelsmeon
/ū/ "u _ e"	muleskinner	nknresieuml
/oo/ "u _ e"	parachute	etuahcrpa
as in <i>rooster</i>		

Consonant Digraphs

"sh"	cushioned	hdnosicue
"th"	toothache	othaohect
"ph"	photograph	ohpahprogt
"wh _ "	whirlwind	wdlrinhiw
"ch"	chimpanzee	eapnmehicz

Consonant Blends

"bl _ " "st" " _ ck"	blackest	kbactesl
"tw _ " " _ nt"	twenty	tneywt
" _ ng" "tw _ " " _ tch"	twitching	wthcntgii
" _ mp" "scr _ "	scrumptious	suotipurmes
"sp" "thr _ " " _ nd" " _ ft"	spendthrift	dttfirhneps

7, 8, 9, or 10 Literacy Centers, 8 Groups, 4 Rotations, 4 Days per Week

Day 1									
Group 1	Additional Center(s)	Reading	Writing	Language Conventions	Group 5	Additional Center(s)	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Additional Center(s)	Language Conventions	Reading	Group 6	Spelling & Syllabication	Additional Center(s)	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Additional Center(s)	Writing	Group 7	Vocabulary	Study Skills	Additional Center(s)	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Additional Center(s)	Group 8	Language Conventions	Spelling & Syllabication	Reading	Additional Center(s)
Day 2									
Group 1	Additional Center(s)	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Additional Center(s)	Reading	Writing	Language Conventions
Group 2	Spelling & Syllabication	Additional Center(s)	Study Skills	Vocabulary	Group 6	Writing	Additional Center(s)	Language Conventions	Reading
Group 3	Vocabulary	Study Skills	Additional Center(s)	Spelling & Syllabication	Group 7	Reading	Language Conventions	Additional Center(s)	Writing
Group 4	Language Conventions	Spelling & Syllabication	Reading	Additional Center(s)	Group 8	Study Skills	Writing	Vocabulary	Additional Center(s)
Day 3									
Group 1	Additional Center(s)	Reading	Writing	Language Conventions	Group 5	Additional Center(s)	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Additional Center(s)	Language Conventions	Reading	Group 6	Spelling & Syllabication	Additional Center(s)	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Additional Center(s)	Writing	Group 7	Vocabulary	Study Skills	Additional Center(s)	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Additional Center(s)	Group 8	Language Conventions	Spelling & Syllabication	Reading	Additional Center(s)
Day 4									
Group 1	Additional Center(s)	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Additional Center(s)	Reading	Writing	Language Conventions
Group 2	Spelling & Syllabication	Additional Center(s)	Study Skills	Vocabulary	Group 6	Writing	Additional Center(s)	Language Conventions	Reading
Group 3	Vocabulary	Study Skills	Additional Center(s)	Spelling & Syllabication	Group 7	Reading	Language Conventions	Additional Center(s)	Writing
Group 4	Language Conventions	Spelling & Syllabication	Reading	Additional Center(s)	Group 8	Study Skills	Writing	Vocabulary	Additional Center(s)

Literacy Centers Group Norms

be **HEROIC!**

BE	H ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	E ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	R esponsible	Do all parts of the lesson or activity for each literacy center. Focus on your learning and that of others in your group.
BE	O rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	I nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	C ollaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

Literacy Centers

LEADERSHIP ROLES

Reader

Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier

Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager

Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager

Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.

Phonics

Phonics

Phonics

Phonics Literacy Center Task Card: Consonant Digraphs Phonics Workshops

Consonant Digraphs Phonics Workshop #1

1. The Task Manager writes down the ending time of the literacy center and keeps the group on-task.
2. The Reader reads the **Definition** and directions. Students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
4. The People Manager makes sure that the group cleans up neatly and completely.

Consonant Digraphs Phonics Workshop #2

1. The Task Manager writes down the ending time of the literacy center and keeps the group on-task.
2. The Reader reads the directions and students work together to complete the worksheet. The Clarifier asks the teacher for help if necessary.
3. Students make work on the short paragraph (3.) together or individually.
4. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers and gets the word making jumble from the teacher.
5. The People Manager makes sure that the group cleans up neatly and completely.

Consonant Digraphs Phonics Workshop #3

1. The Task Manager writes down the ending time of the literacy center and keeps the group on-task. The Clarifier puts the rule into his or her own words and asks the teacher for help if necessary.
2. The Reader reads the directions, and students work together to complete the rest of the worksheet. The Clarifier asks the teacher for help if necessary.
3. Upon completion the Task Manager gets the word making jumble from the teacher.
4. The People Manager makes sure that the group cleans up neatly and completely.

/aw/

as in hawk
aw

au
al
all

10

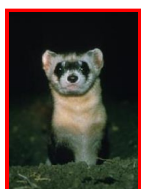


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as in
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11



/ar/

as in
armadillo

ar

12



/or/

as in orca

or

13



short /a/

as in
anteater

a

14



short /e/

as in
elephant

e
ea

15

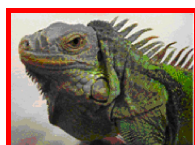


short /i/

as in iguana

i

16



short /o/

as in otter

o

17

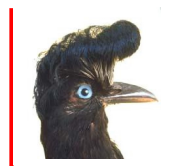


short /u/

as in
umbrella
bird

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18



/b/

as in bear

b

19



sl

as in
slide

59

sm

as in
small

60

sn

as in
snack

61

sp

as in
spell

62

spl

as in
splash

63

spr

as in
spray

64

squ

as in
squid

65

st

as in
start

66

str

as in
street

67

sw

as in
swim

68