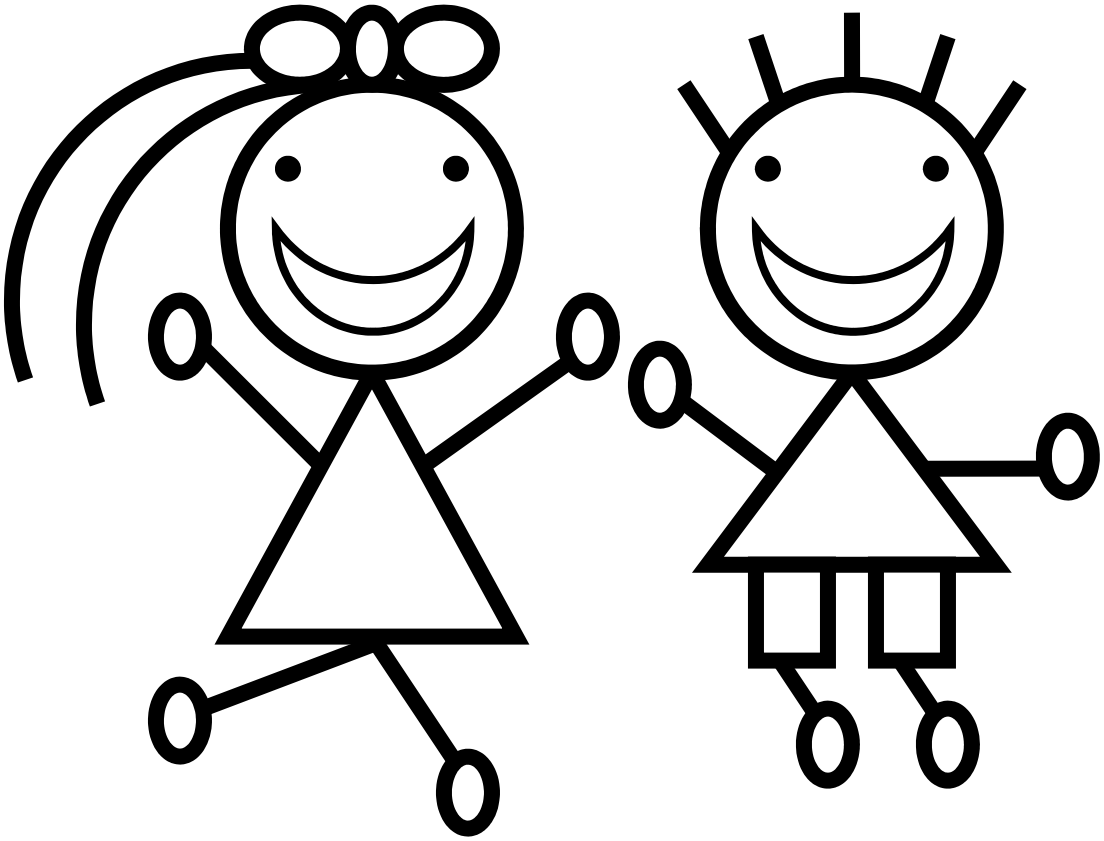
Word Work and Literacy Centers

(The Phonics Dance Way)



Ginny A. Dowd

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Draw a picture, Label it, Put it together.
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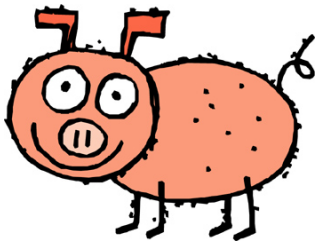
Name _____

What's my beginning sound?

1. Say each word.
2. Listen carefully for the beginning sound.
3. Write it on the line before the picture.
4. On the back of your paper, look at each picture and write each beginning sound five times.

_____ 

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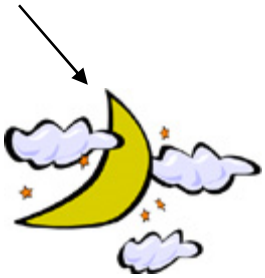
_____ 

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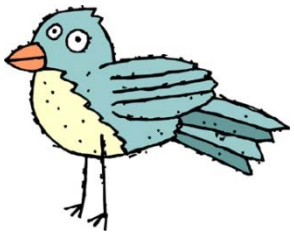
_____ 

_____

Name _____

The Sound Detective

Let's listen for first and last sounds in a word!

Beginning Sound

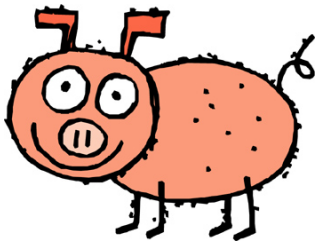
Ending Sound

1. Cut out the sound detective.
2. Listen to the sound I say. Say it with me.
3. Listen to the word I say. Where did you hear the sound we just reviewed? Was it at the beginning of the word? Or was it at the end of the word?
4. Place the sound detective in the box that shows where you heard the sound. Did you hear it at the beginning of the word or the end of the word?
5. Let's do it again with a new word!

Name _____

What's my ending sound?

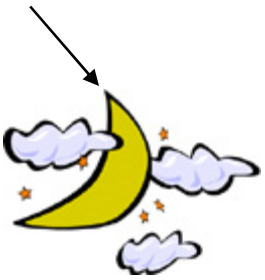
1. Say each word.
2. The beginning sound is written for you.
3. Listen carefully for the ending sound. Write the letter on the line after the picture.

p  _____

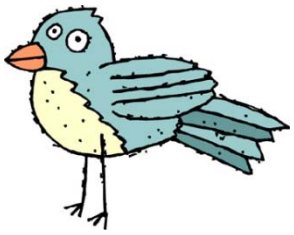
c _____

g _____

s _____

m  _____

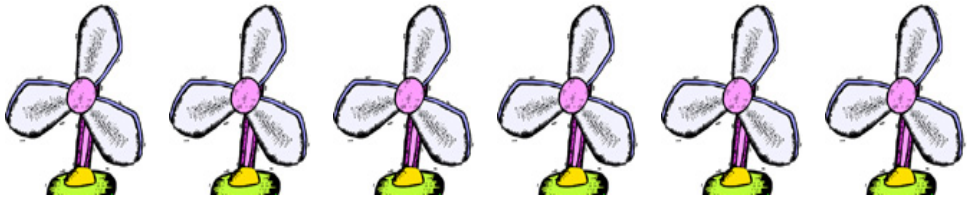
h _____

b  _____

t _____

Name _____

Let's make words that rhyme with an!



Can I see a?

an

Can I see a ?

an

Can I see a ?

an

Can I see a ?

an

Can I see a ?

an

Cut out each letter. Paste it in the box that will complete the word that rhymes with an. Can you read the sentence?

f	c	v	p	m

Cut out each letter. Paste it in the box that will complete the word that rhymes with an. Can you read the sentence?

f	c	v	p	m

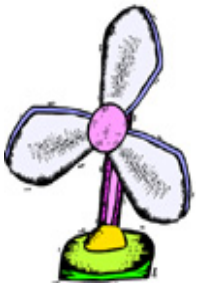
Cut out each letter. Paste it in the box that will complete the word that rhymes with an. Can you read the sentence?

f	c	v	p	m

Cut out each letter. Paste it in the box that will complete the word that rhymes with an. Can you read the sentence?

f	c	v	p	m

Good readers look at the picture and get their mouths ready to say the first sound. Then they look for parts of the word they know! What word goes with each of these pictures?



This is a _____.

This is a _____.

This is a _____.

This is a _____.

This is a _____.

Name _____

pan is a real word! yan is not!

Some words are real words and some words are silly nonsense words! Do you know the difference? Let's sort!

Beginning Sound. Ending of the Word

	an

Yes! This is a real word!	Oh, no! This is totally not!

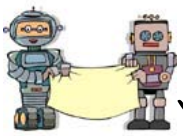
How do we play?

1. Cut out each of the beginning sound cards.
2. Place them in a pile upside-down above your name.
3. Turn over one card at a time.
4. Place it in the empty box next to the an letter combination.
5. Read the word in two parts. Read it altogether.
6. Decide. Is this a real word or a silly nonsense word?
7. Write it in the correct box.
8. Don't forget to underline the ending sound!

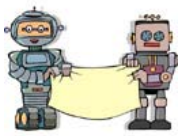
c	g	qu	p

f	m	w

v	r	l

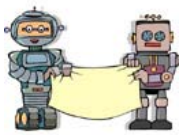


You are a syllable robot!

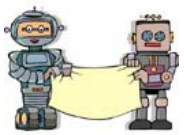


To become a syllable robot, repeat the word I say but talk like you have been transformed into a mechanical student.

1. Cut out a box of robots.
2. Listen to the word I say. Repeat it talking like a robot.
3. Syllables are vowel sounds. How many syllables are in the word I say? Place your robots in the correct box.



Let's count syllables robot style!



I hear.....

1 Syllable 1 vowel sound	2 syllables	2 vowel sounds

3 Syllables	3 vowel sounds	

Name ____

A, B, C Order! It's a race of the letters! Let's see who the winner is with words!

Underline the first letter of each word. Color it on the alphabet line. Which word will win the A, B, C order race? The one whose letter is closest to A of course!

Which word will lose the race? The word that has the letter farthest away from A of course! Let's see who the winner is! Each time you read a word, color its first letter on the alphabet line. Who was the winner? Who came in second place? Who lost the race?

pig	boy	mom

a b c d e f g h i j k l m n o p q r s t u v w x y z

First Place ________ Second Place ________ Third Place _______

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

yes	no	is

a b c d e f g h i j k l m n o p q r s t u v w x y z

First Place ________ Second Place ________ Third Place _______

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

the	can	at

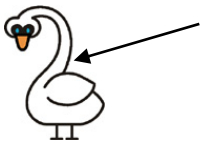
a b c d e f g h i j k l m n o p q r s t u v w x y z

First Place ________ Second Place ________ Third Place _______

Name_____

Let's sort the wimpy vowels that end in c – k!

(the color of the cat)



ack	eck	ick	ock	uck

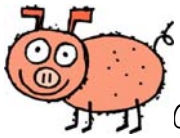
1. Read each word.
2. Underline the consonant cluster.
3. Decide if the word is a real word or a completely silly nonsense word. Color your answer.

splat	Real word	Silly nonsense word
brug	Real word	Silly nonsense word
green	Real word	Silly nonsense word
swut	Real word	Silly nonsense word
scink	Real word	Silly nonsense word
skunk	Real word	Silly nonsense word
tree	Real word	Silly nonsense word
snow	Real word	Silly nonsense word
preb	Real word	Silly nonsense word
frob	Real word	Silly nonsense word
small	Real word	Silly nonsense word
slib	Real word	Silly nonsense word
street	Real word	Silly nonsense word
school	Real word	Silly nonsense word

Name _____

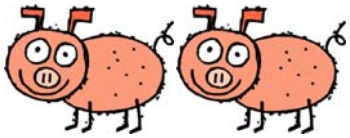
A plural! A plural means more than one!

Take a noun. Add s or es to it and it will make it mean more than one!



one pig

one jack in the box

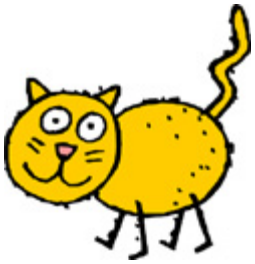


two pig<u>s</u>

two jack in the box<u>es</u>

Write s or es on each line. Draw to show how many.

1. One cat two cat_____



2. One church three church_____

3. One fox four fox_____

1. Choose a concept you would like to reinforce with your class.
    - a specific letter
    - a common phonogram
    - Consonant clusters
    - a hunk an chunk
    - long vowels with super silent e
    - short vowels
    - root words
    - Contractions
    - Compound words
    - Plurals
    - Adjectives
    - Nouns
    - Proper nouns
    - Verbs
    - Contractions
    - Pronouns
2. Tell the class they are going to be part of a detective agency. Their case will be to look for one of the concepts listed above. Examples:
    - Option 1: Walk around the classroom looking at print. Try to find as many letter c words as you can.
    - Option 2: Give each student a poem and have them circle the the "Ch" hunk and chunk each time they see it.
    - Looking through a story or a page in a story, write down all of the proper nouns you see
    - .Looking through a newspaper or magazine article, find words with suffixes and prefixes. Write them down.
    - Reading from the basal find contractions. Write the two words that make up the contraction.

You can design these lessons to fit the developmental level of each of the students in your class.

Name _____

glasses and hearts are common nouns!

Nouns are something you can touch.

I am on a common noun hunt! Today I am looking for words that are any old people, places, animals or things!

1.	2.	3
4.	5.	6.
7.	8.	9.