Center/Station Activities for Word Study

Word/Picture Sort Connection: All of the activities below should be introduced, modeled and rehearsed with the students before they try them independently. The bolded items in each column (rhyming sorts, beginning sound sorts, picture/word sorts and word wall word sorts) can also be taught first as part of a weekly word sort. Follow these steps to transition the sort from whole class/small group to centers:

- Demonstrate sort – introduce with key words or pictures
- Sort and check – students complete the sort individually or with a partner
- Reflect – students declare what they learned
- Extend – Move the sort to a center (or assign as seatwork or homework)

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Description</th>
<th>Materials Needed</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td><strong>ABC Center</strong></td>
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<tr>
<td>Goals: Alphabet Knowledge</td>
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<td><strong>Note</strong> – Creating a consistent “warm-up” routine can be helpful for students at this center (such as singing the ABC song as they track the letters on an alphabet strip).</td>
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<td><strong>ABC Cereal Sort</strong></td>
<td>Students sort alphabet cereal. Extension - tally each letter.</td>
<td>▪ Alphabet cereal&lt;br▪ Sorting mats&lt;br▪ Paper and pencil</td>
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<tr>
<td><strong>Letter Sort</strong></td>
<td>Sort letters by their features (i.e. sticks, circles, dots).</td>
<td>▪ Foam letters&lt;br▪ Sorting mats</td>
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<tr>
<td><strong>ABC Poems</strong></td>
<td>Circle the focus letter in each poem.</td>
<td>▪ copies of short ABC poems&lt;br▪ pencils</td>
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<tr>
<td><strong>Letter Collage</strong></td>
<td>Find and cut examples of chosen letters. Extension – create personal dictionaries with a page for each letter.</td>
<td>▪ Magazines, brochures and newspapers&lt;br▪ Paper&lt;br▪ Glue&lt;br▪ Crayons/markers (for drawing pictures that start with each letter)</td>
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<tr>
<td><strong>Uppercase/lowercase match</strong></td>
<td>Match upper and lowercase letters, starting with their names</td>
<td>▪ Upper and lowercase letters (magnetic, foam or written on index cards)</td>
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<td><strong>Letter Builder</strong></td>
<td>Build letters with Playdoh, pipe cleaners, pasta, etc.</td>
<td>▪ Play-doh ▪ Pipe cleaners ▪ Pasta ▪ Other: __________</td>
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<tr>
<td><strong>Letter Writer/Tracer</strong></td>
<td>Write letters in sand, rice, etc. or by tracing over a tactile letter.</td>
<td>▪ Sand, rice or Ziploc bags filled with dry Jell-o ▪ Tactile letters – large cut-outs of each letter covered in sand, salt or rice (attach with glue) ▪ Crayons or markers</td>
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<tr>
<td><strong>Games</strong></td>
<td>Play ABC Bingo or Alphabet Match</td>
<td>▪ <strong>Bingo</strong> – Bingo cards, chips, letter cards ▪ <strong>Alphabet match</strong> – two decks of alphabet cards: one to distribute and one to lay face down on the rug</td>
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</table>

**Phonological and Phonemic Awareness Center**

**Goals: Phonological Awareness Skills**
- Rhyming
- Alliteration (listening for beginning sounds in words)
- Listening for ending sounds in words
- Segmenting spoken sentences into words
- Segmenting spoken words into syllables
- Segmenting one-syllable words into parts (onset-rime)

**Phonemic Awareness Skills**
- Blending sounds to form one-syllable words (/k/ /a/ /t/ = cat)
- Segmenting sounds heard in one-syllable words (cat = (/k/ /a/ /t/)
- Deleting and substituting sounds in words (cat/bat, fat/fan, hat/hut)

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<tr>
<td><strong>Rhyming Sort</strong></td>
<td>Sort objects or pictures to match rhyming pairs</td>
<td>▪ objects ▪ pictures</td>
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<tr>
<td><strong>Beginning Sound Sort with Objects</strong></td>
<td>Match objects by beginning sound</td>
<td>▪ letter cards ▪ objects</td>
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</table>
### Beginning Sound Sort with Pictures
- Match picture cards to letters
- **Materials:**
  - Letter cards
  - Picture cards
  - Sorting template

### Object Hunt
- Search the room for objects that begin with a certain letter(s)
- **Materials:**
  - Example of one object for focus letter(s)

### Tongue Twisters
- Recite examples of alliteration from well known poems or made-up tongue twisters.
- **Materials:**
  - Typed (or on chart paper) examples of tongue twisters or poems

### Clapping Hands Game (syllables)
- Put on clapping hands (gloves) and then turn over a picture. Say the name and clap the syllables.
- **Materials:**
  - Gloves
  - Pictures of objects

### Word Building & Concept of Word Center

**Goals:**
- Concept of word
- Alphabet knowledge
- Early sight word knowledge

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<td><strong>Reading the Room</strong></td>
<td>Read familiar text in the room with a buddy. Use pointer to point to words.</td>
<td><strong>Materials:</strong> Environmental print (i.e. word walls, anchor charts, familiar rhymes and poems)</td>
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<td><strong>Making Words</strong></td>
<td>Use letters, letter cards or Legos to make words from chosen word families or word wall words.</td>
<td><strong>Materials:</strong> Magnetic or foam letters, Pictorial letter cards, Legos or unifix cubes, Selected words</td>
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<tr>
<td><strong>Logo Match Up</strong></td>
<td>Match written words to logos from familiar stores, etc.</td>
<td><strong>Materials:</strong> words written on cards, Corresponding logos</td>
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| **Word Hunts** | Search for words with a chosen feature (like short “a”) in books, newspapers and around the room. Another option is to search for word wall words. | • Environmental print  
• Children’s books  
• Newspapers  
• Highlighters – to highlight words in newspapers  
• Paper or sticky notes – to record words found |
|---|---|---|
| **Picture or Word Sort** | Sort words or pictures into groups by chosen features, such as short “c” and “ch”. *Extension* – Have students decide how to categorize the words or pictures. | • Pre-written or copied words for sorting  
• Pictures for sorting  
• Sorting templates |
| **Cut-up words or sentences** | Put sentences or words from familiar text in order. | • Pre-written sentences on sentence strips  
• pre-written words on cards  
• pocket chart |

**Word Wall Word Center**

**Goals:**
- Concept of word
- Alphabet knowledge
- Early sight word knowledge

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| *Rainbow Writing* | Students write word wall words then trace over each word with 3-5 different colors. They say each letter as they trace. *Optional* – use individual letters (instead of whole words) in the ABC center. | • Word wall  
• Paper  
• Crayons or colored pencils  
• Sample letters (for ABC center) |  

| **Partner Reading Spelling** | One student reads a word while the other child writes the word (without looking at the word wall). Partners check the word together and then switch. | • Clipboard and paper (for writing the words)  
• Pencil |
| --- | --- | --- |
| **Word Wall Games** | Take common games, such as Go Fish, Bingo, Concentration, etc. and adapt into high frequency word games. **Extension** – can be used with other word study skills such as rhymes, word families, digraphs, etc. | • Index cards with word wall words  
• Bingo board and chips (if using)  
**Note** – see *Words Their Way* for additional word study game ideas and blank game boards |
| **Word Wall Word Sort** | Sort into two categories: word wall words and non-word wall words. **Extension** – sort word wall words into ABC order | • Pre-written or copied words for sorting  
• Sorting templates |
| **Poetry** | Identify word wall words in poems. Optional – write poems using as many word wall words as possible. | • Poetry books or copies of poems  
• Paper  
• Pencil |
| **Syllables** | Write the word in first column and the number of syllables in the second column. | • Two column paper  
• Pencils |