Set 9

Down on the Farm

12 Literacy Centers

www.halfpintkids.com

Set 9
Down on the Farm

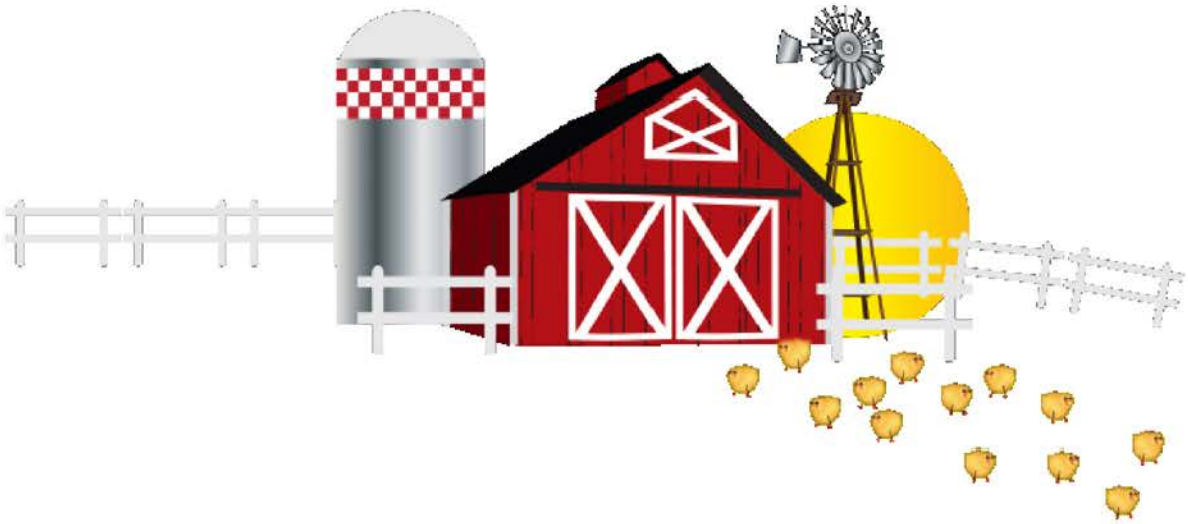
This packet contains 12 literacy centers. The skills for each center are listed below. These skills go along with the scope and sequence of Set 9 Down on the Farm in our series of easy-to-decode phonics books, the Half-Pint Readers. You will notice how the skills gradually build with each set of centers. These centers can be used with the Half-Pint Readers or to supplement any reading curriculum.

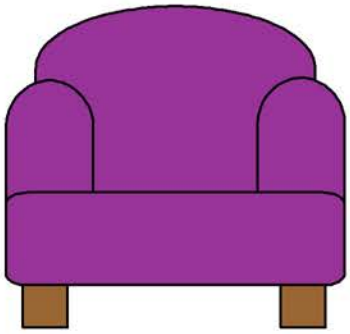
Skills

1. Blends and Digraphs
2. Sorting "ch" and "sh"
3. Who Am I?
4. Sight Word Match
5. Decode the Words
6. Big or Little?
7. Word Family Sort
8. Missing Sounds
9. Real or Nonsense?
10. Spelling Words
11. Unscramble the Sentences
12. 4-Part Sequence

Center 1
Blends and Digraphs
ch, sh, cl, tr, sn, fr

Directions: Children like to manipulate objects so on 12 water bottle lids or blocks, print two of each blend and diagraph (ch, sh, cl, tr, sn, fr). Cut out the picture cards and laminate. Write a number 2 on the back of each card to keep the centers organized. Your students will identify each picture and place the corresponding beginning blend or digraph on the square.





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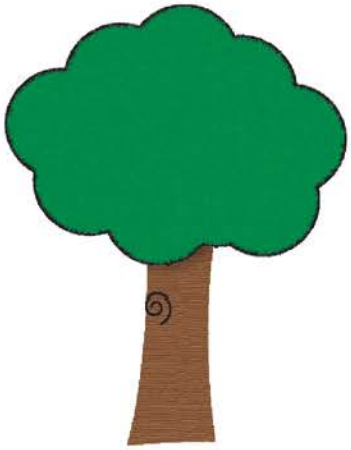
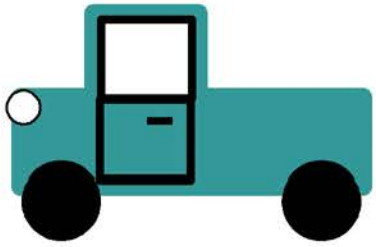
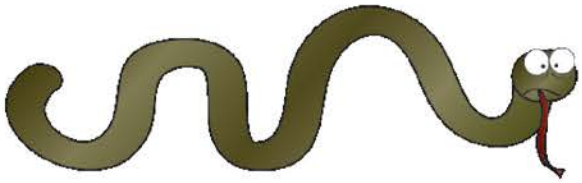
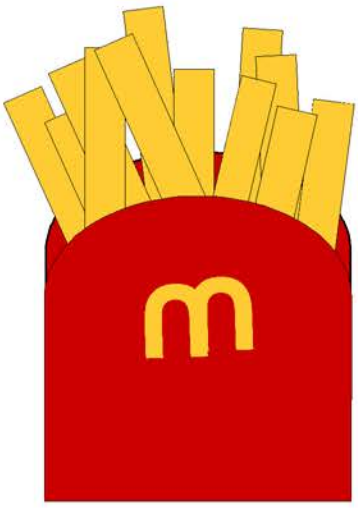






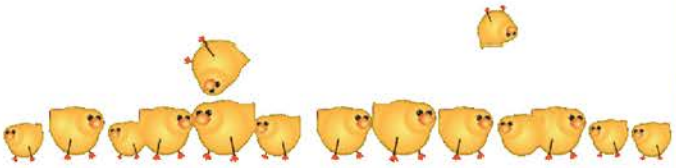

m

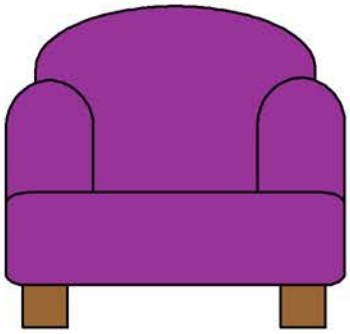
Center 2
Sorting "ch" and "sh"

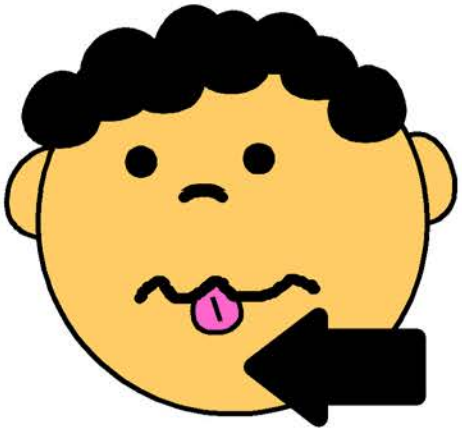
Directions: Cut out the digraph cards and the picture cards. Laminate. Write a number 2 on the back of each card to keep the centers organized. Your students will sort the pictures to the corresponding digraph.

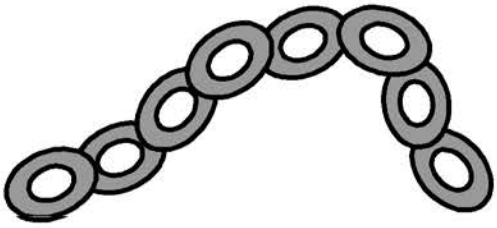
ch

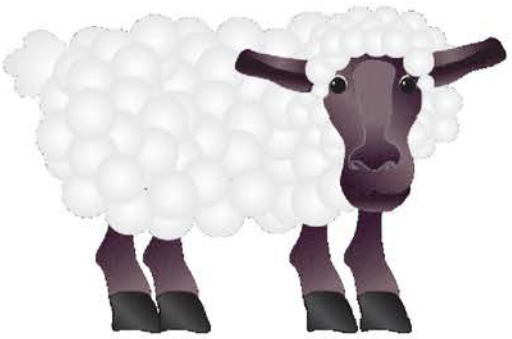
sh

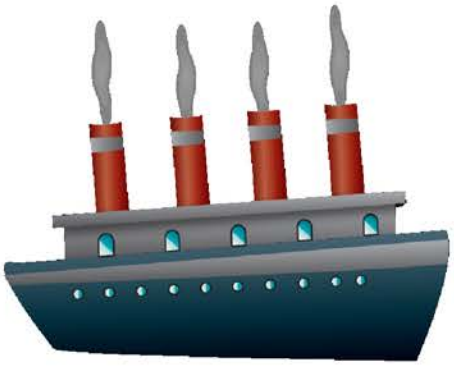


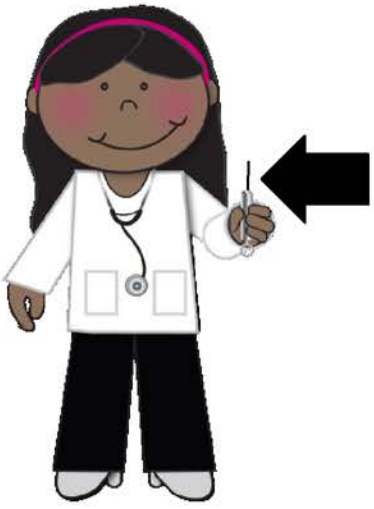






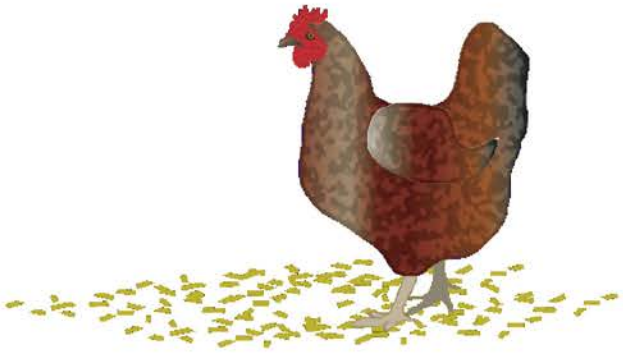


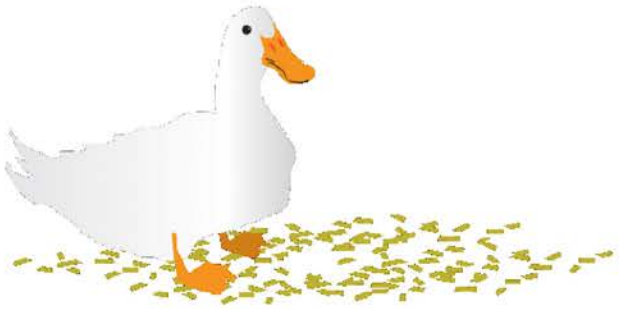




Center 3
Who Am I?

Directions: Write farm animal words (hen, duck, hog, cat, dog, chick) on rectangle foam shapes or blocks. Cut out the sentence strips and the picture cards. Laminate. Write a number 3 on the back of each piece to keep the centers organized. Your students will read each sentence. They will find the missing farm animal word that makes sense and place it on the line. Then they will match the pictures to the corresponding sentence.





We fed the _____.

Cluck, cluck.

We fed the _____.

Quack, quack.

We fed the _____.

Slop, slop.

We fed the _____.

Lick, lick.

We fed the _____.

Ruff, ruff.

We fed the _____.

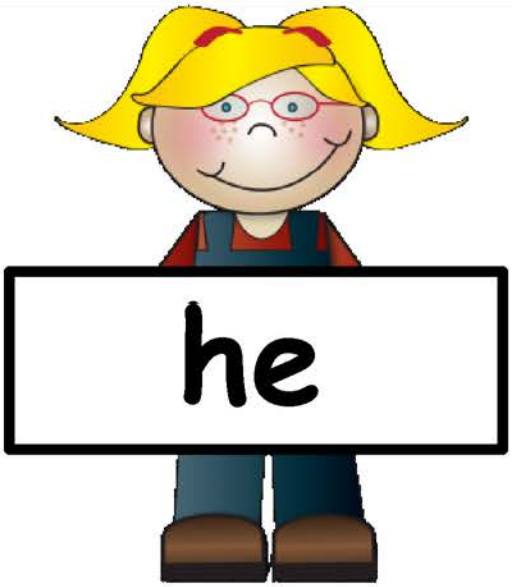
Peck, peck.

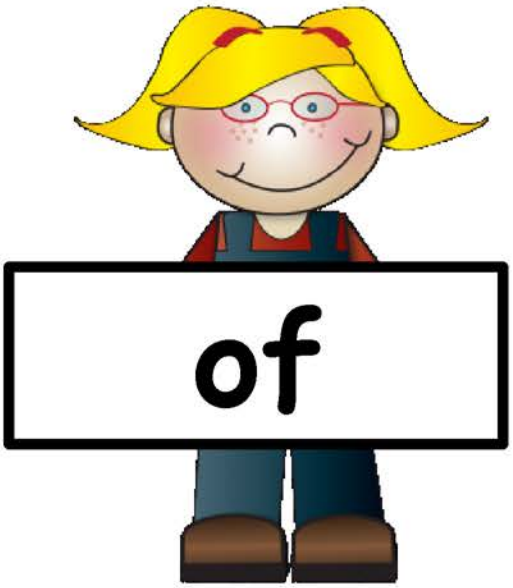
Center 4
Sight Word Match

Directions: Cut out the two sets of sight word cards and laminate. Write a number 4 on the back of each card to keep the centers organized. Your students will read each sight word as they match the pairs. The cards can also be used for a memory game if you print them on cardstock.

where

here


he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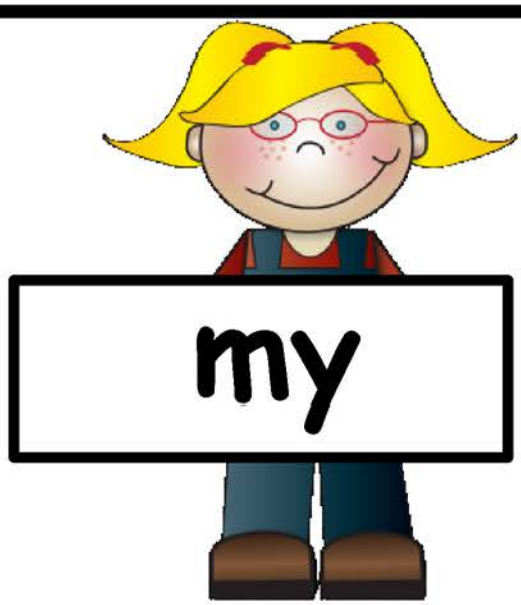
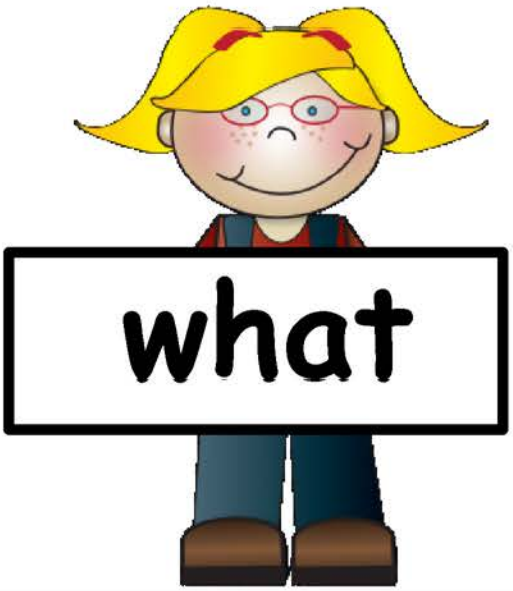

my


what

where

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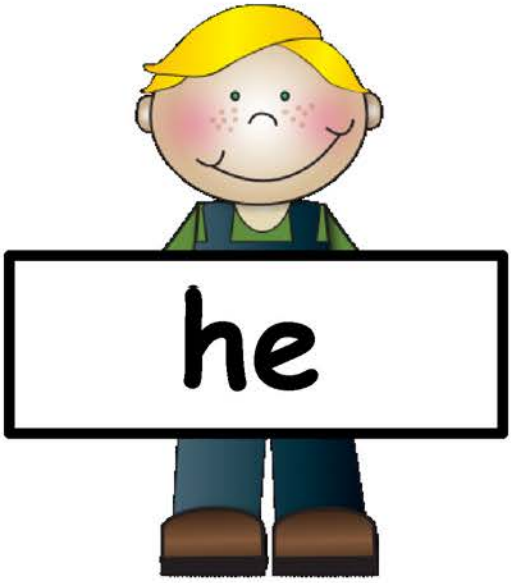
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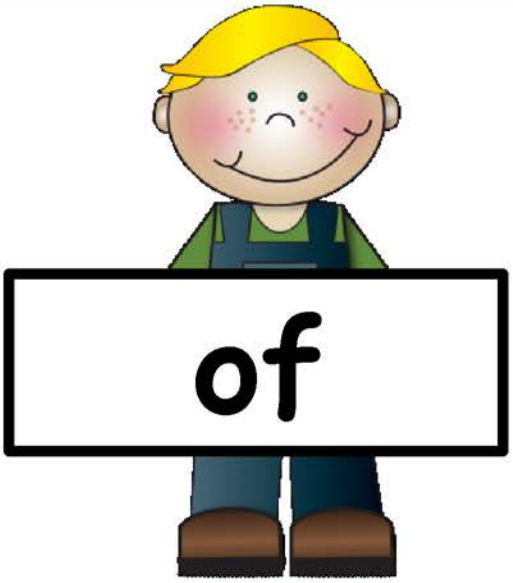
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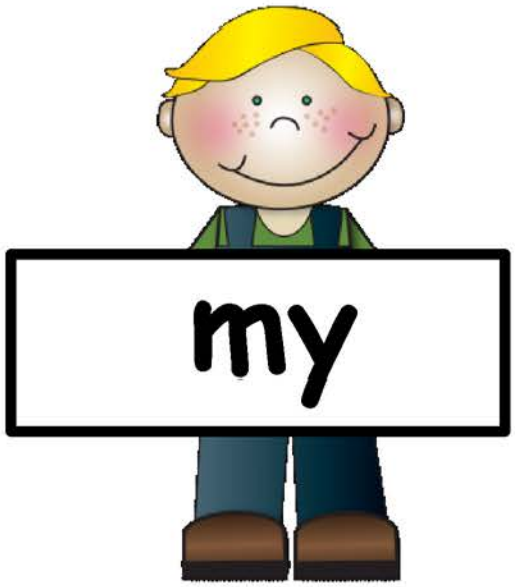

my

what

Center 5
Decoding CVC Words

Directions: Cut out the sets of picture cards and word cards. Laminate. Write a number 5 on the back of each card to keep the centers organized. Students will choose a word card, decode the cvc word and find the picture to match.

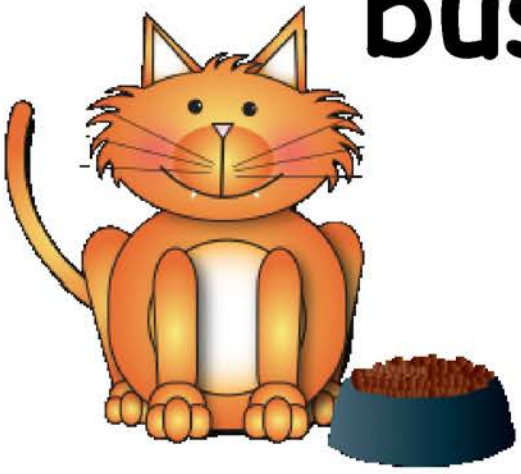
hog

Ted

Meg

wag

bus

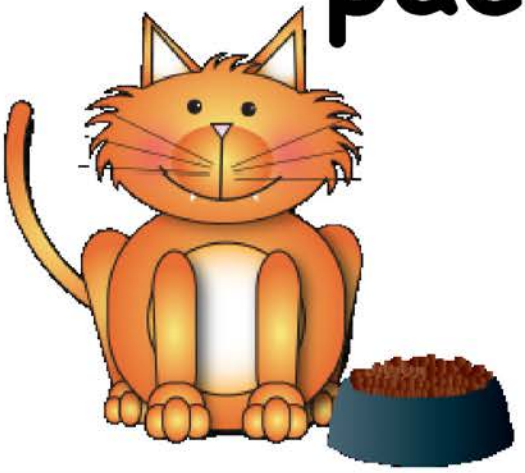


hen

plant

peck

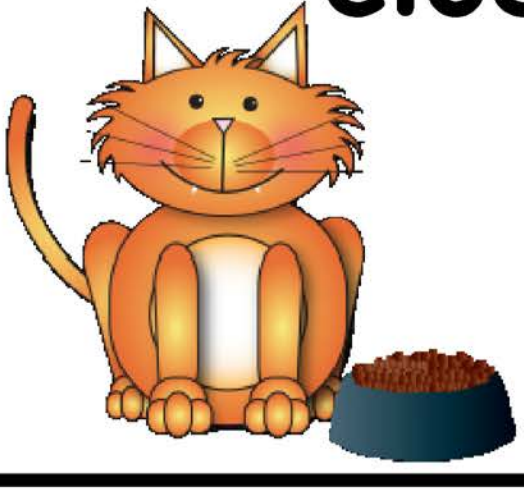
pack

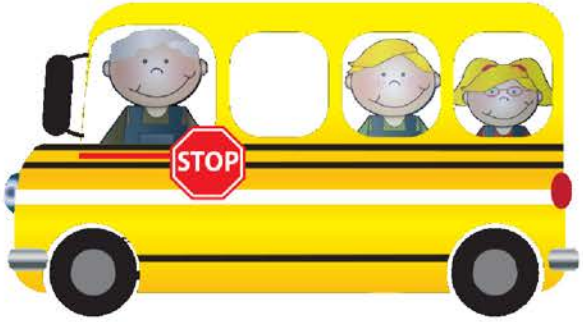


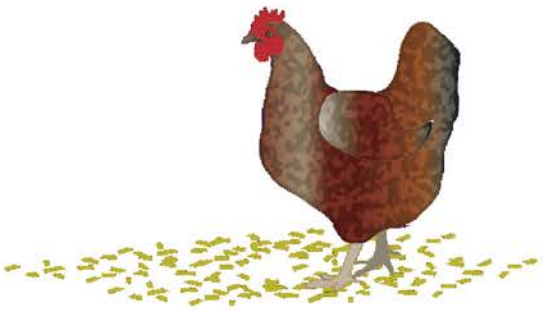
quack

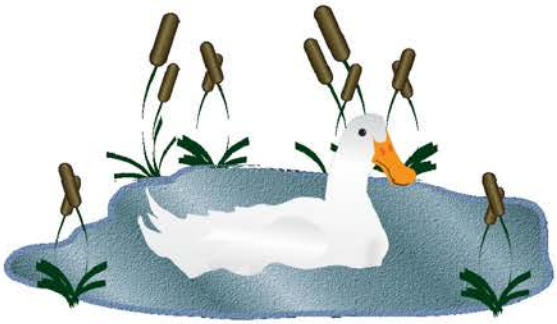
truck

clock




STOP





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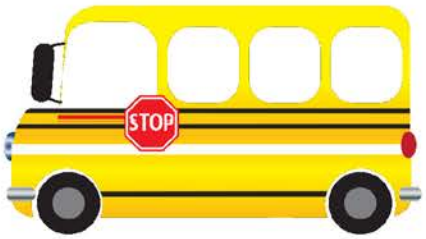
Center 6
Big or Little

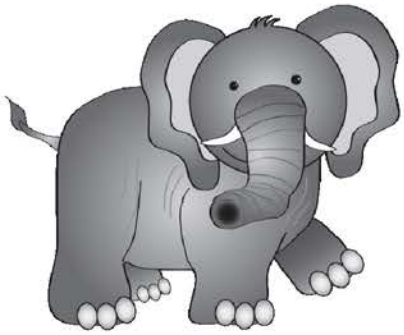
Directions: Cut out the big and little word cards and the picture/word cards. Laminate. Write a number 6 on the back of each card to keep the centers organized. Your students will sort the pictures to the sight words: big and little.

big

little

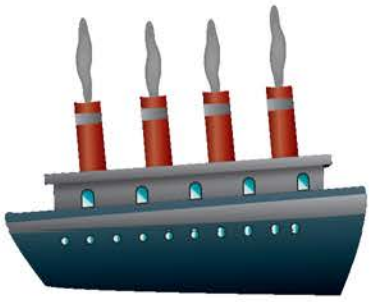


bus

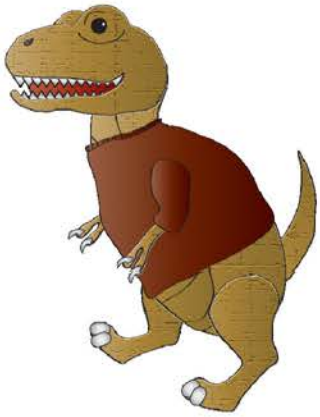


Tubs

rocket



ship



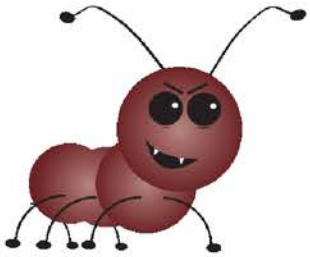
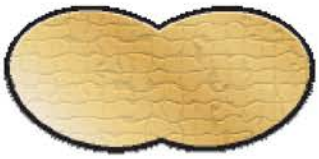
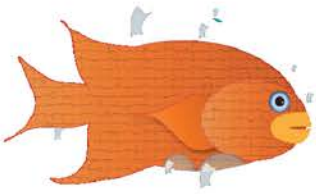
T-Rex

jet

van

tent

hut

 ant	clam	 nut
chicks	pup	nest
pin	frog	 fish

Center 7
Word Family Sort

Directions: Cut out the bunny word family cards and the egg word cards. Write a number 7 on the back of each card to keep the centers organized.Your students will choose a word card, read the word and place it by the word family to which it belongs.

___ick

___ock

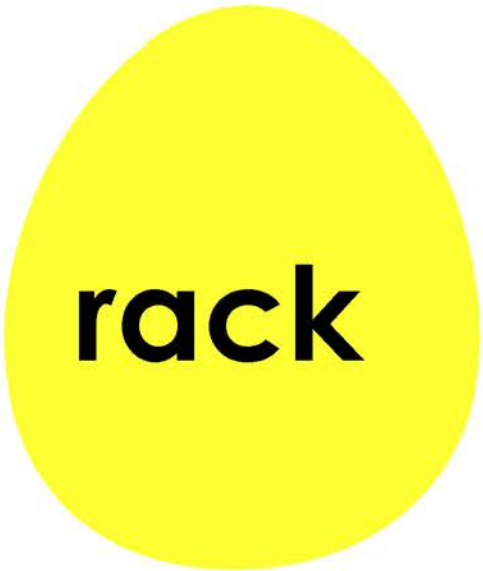
___ack

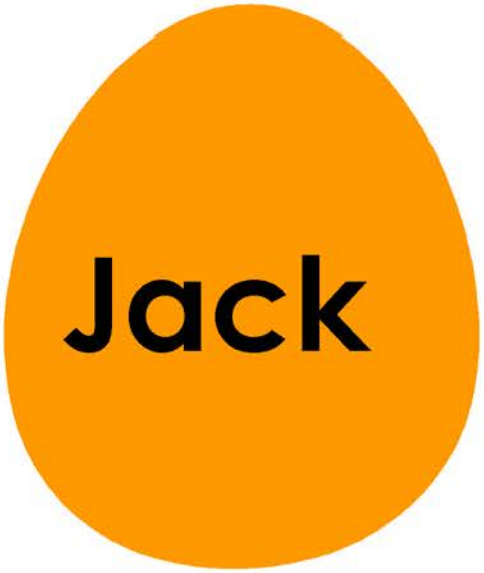
pack

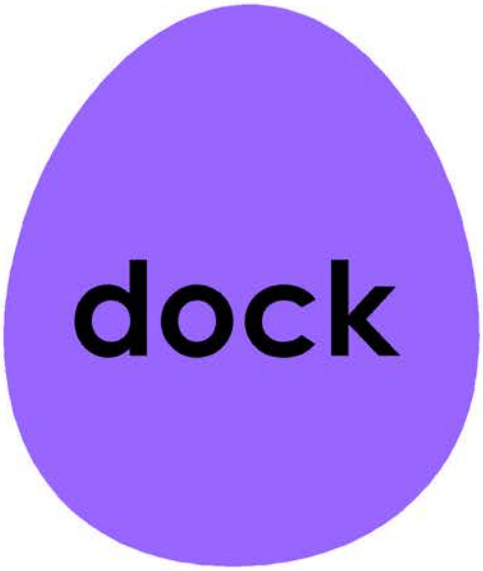
tack

sack

back


rack


Jack


dock

lock

sock

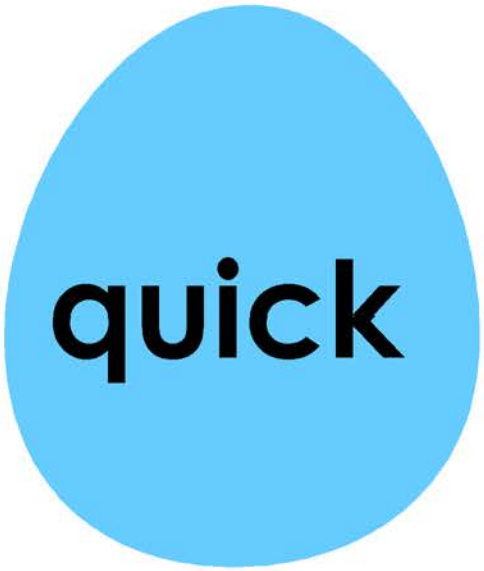
rock

clock

shock

lick

pick


quick

tick

click

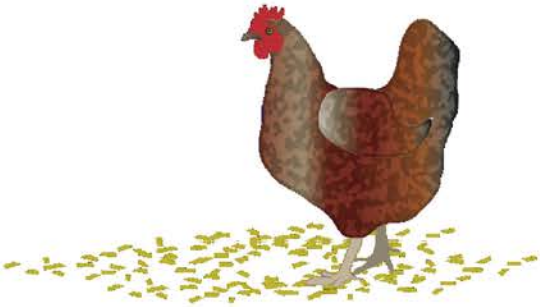
kick

Center 8
Missing Sounds

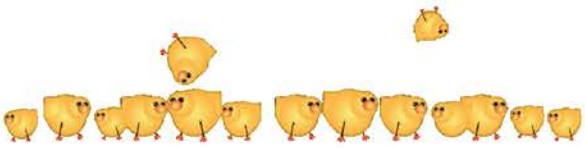
Directions: For this center you will need clothespins. Write the missing letter for each word on a clothespin. Cut out the cards and laminate. Write a number 8 on the back of each card to keep the centers organized. Your students will choose a card, look at the picture and examine the word to see what sound is missing in the word. They will find the clothespin that has the letter and clamp it to the missing letter space on the card.

Me__

T__d



__en

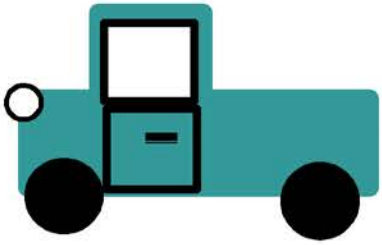


ch__ck

f__og

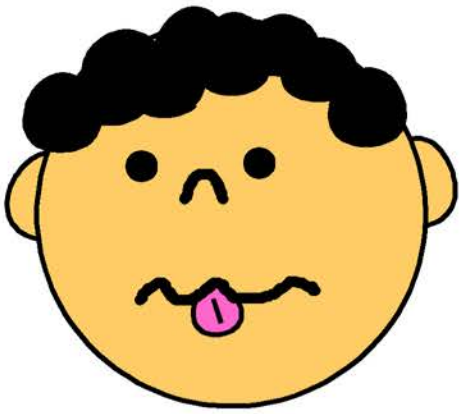
__ud

__eck



tr__ck

___ing



y__ck

sho__

ch__ps

Center 9
Real or Nonsense Words

Directions: Cut out the real/nonsense cards. Then cut out the word cards. Laminate and write a number 9 on the back of each piece to keep the centers organized. Students will choose a word card to decode. If it is a real word, they will place it by plain Ted. If it is a nonsense word, they will place it by Ted with a chick on his head!

real

nonsense

slug	check
trick	plan
shin	clock

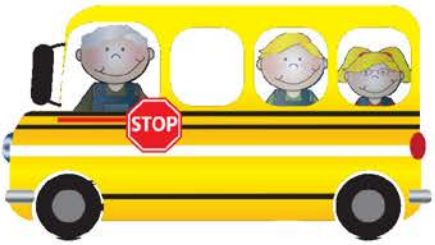
slib	frug
trag	plen
shog	clum

Center 10
Spelling CVC Words

Directions: For this center, your students will need a moveable alphabet, such as lima beans, pictured below. Cut out the picture cards, laminate and write a number 10 on the back of each card to keep the centers organized. Students will choose a card, say the word and spell it using the moveable alphabet beans.

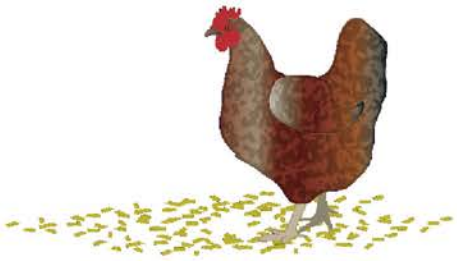
_____ _____ _____

_____ _____ _____


STOP

_____ _____ _____

_____ _____ _____



_____ _____ _____

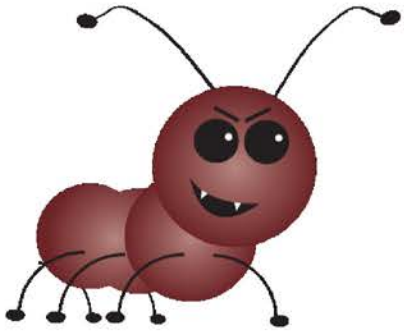
_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____



_____ _____ _____

_____ _____ _____

Center 11
Unscramble the Sentences

Directions: Cut out the picture cards and cut apart the sentences into separate word cards. Laminate. Write a number 11 on the back of each card to keep the centers organized. Your students will look at the picture and read the words on the cards. (They are color-coded to keep the stories together.) Then your students will arrange the words to form a sentence that makes sense.

Where	are	my	eggs?

We	fed	the	hog.

Jack	will	chop	it.

It	is	fun	to	sing.

Center 12
4 Part Sequence

Directions: Cut out the number cards and the story sequence cards. Write a number 12 on the back of each card to keep the centers organized. Your student will examine the four pictures for each story and sequence them by the events.

1

2

3

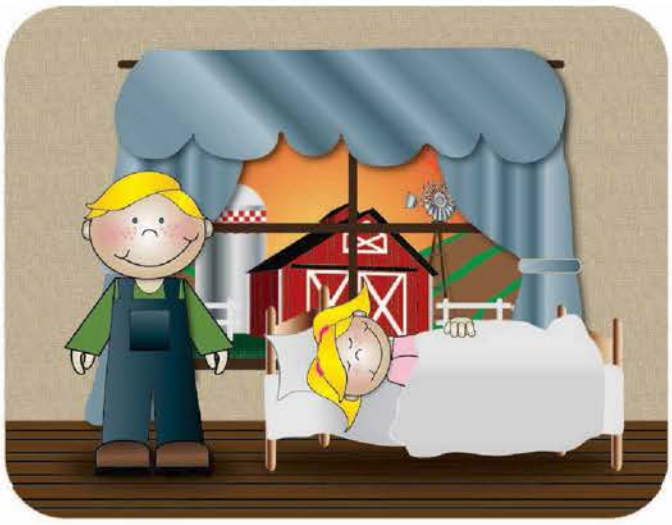
4

Ted and Meg are going on a trip.

"Get on the bus," said Ted.

"We can sing on the bus," said Meg.

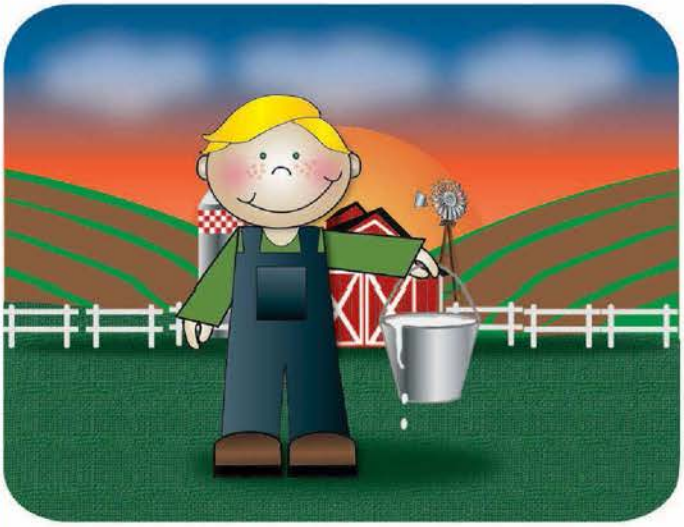
"We are here," said Ted."It is big!"



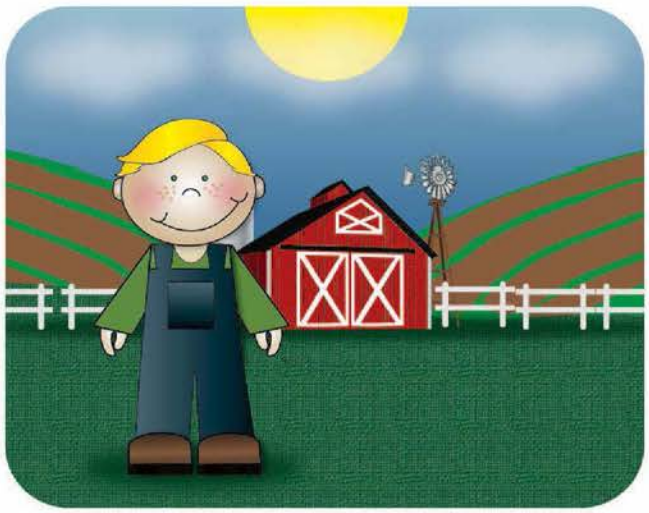
Meg is in bed.
But Ted is up.

Ted has a job to do.

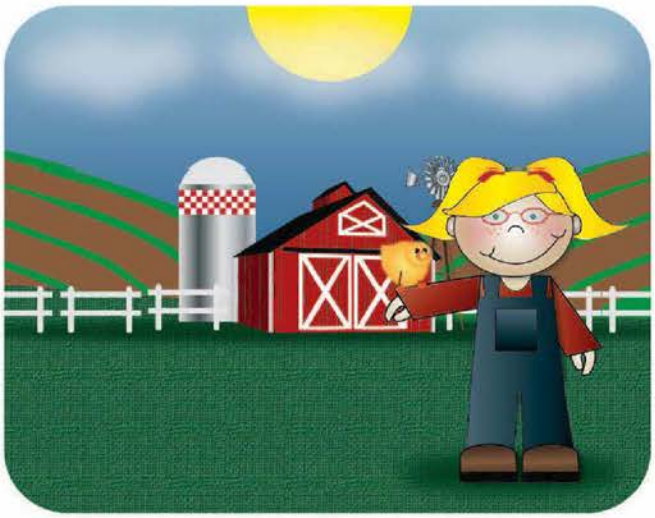
Ted can sit on a
box to do the job.



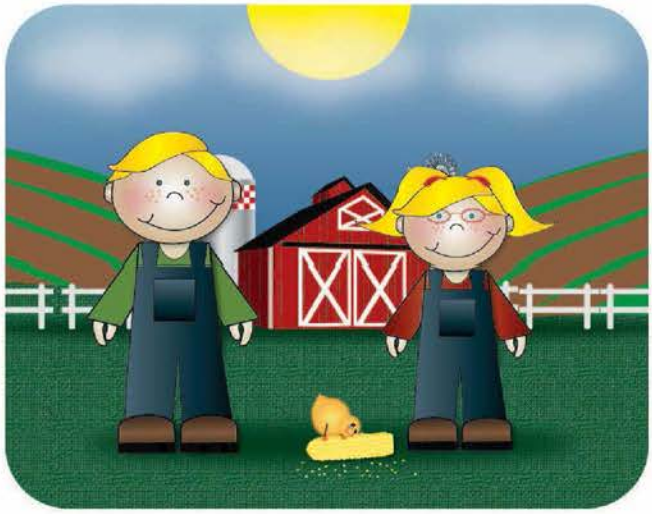
Ted got a lot.
He did a big job.



"Where is the chick?" said Ted.



"Here it is," said Meg.



The chick will peck at the cob.
Peck, peck, peck.

And it will peck me! Aaaaaa!

I will dig the sod.
I will plant it.

It got big.
I will go up.

I see a big man.
He will bop me.
I will go back.

I will chop it. He
can not bop me.