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Introduction

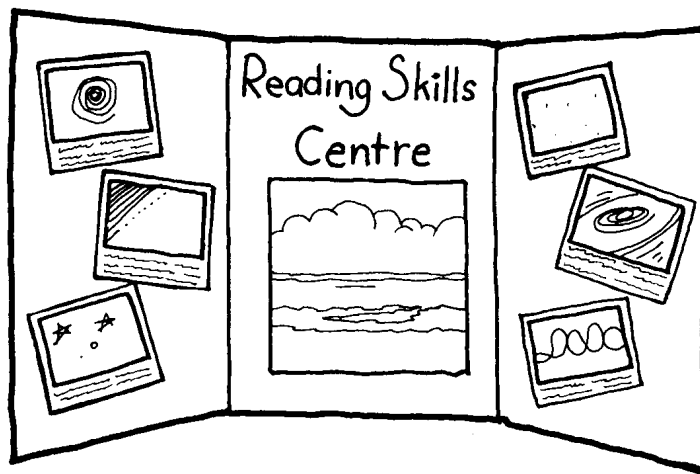
Children learn best when they are provided with learning opportunities and experiences that are interesting, motivational, and challenging. Skill development is enhanced and mastery more readily achieved when they are able to explore, discover, examine, solve problems, or otherwise be actively engaged in the learning experience.

Learning Centre Activities: Reading Skills is designed to help set the stage for such learning to take place. Through hands-on learning activities, children will be able to fine tune and reinforce basic reading skills, practice and apply these skills for proficiency, and be provided with opportunities to extend and enrich their general knowledge and understanding.

This book is a collection of twenty-eight ready-to-assemble learning centres for reading with suggestions for dozens of others. Designed for use with students in years P to 2, the centres provide reinforcement, remediation, and enrichment of skills within the following areas:

- **Prereading** (uppercase and lowercase letter recognition)
- **Phonics** (consonants, variable vowels, diphthongs, hard and soft c)
- **Alphabetical Order** (letters and words)
- **Syllables** (divide words into syllables)
- **Structural Analysis** (contractions, compound words, prefixes, suffixes)
- **Dictionary Usage** (guide words and meanings)
- **Abbreviations** (full form and standard abbreviations)
- **Vocabulary Development** (homonyms, synonyms, antonyms, words with multiple meanings)

Each learning centre is fully developed and illustrated including the centre display, activity cards or pieces, and, where appropriate, an answer key. Along with the specific skill focus and student performance objectives of each centre, the materials needed and directions for constructing it are provided. Also included are additional activities and other suggestions for alternative ways to use and extend each centre if students need additional practice and reinforcement with a particular skill. A special section entitled “Other Centre Ideas” provides suggestions for other learning centres you can easily create that are similar in format to the one presented.



To get started, gather together your markers, coloured pencils, scissors, envelopes and glue, poster board; add your own decorative touch and colour to the centres; and create the magic for learning to take place.

Introduction *(cont.)*

Use this book as both a learning centre resource and a guide for creating skill-specific activities in reading. The activities are organised into the following categories: Prereading, Phonics, Alphabetical Order, Syllables, Structural Analysis, Dictionary Usage, Abbreviations, and Vocabulary Development. Use the Skill Reference Chart (page 6) to determine the category and specific skill focus for each learning centre.

The learning centres include lesson pages and centre pages. Many also include pattern pages. Each centre is clearly explained on the lesson page that includes the Objective(s), Materials, Directions, Additional Activities, and Other Centre Ideas. These sections are described below.

- **Objective(s)**

Each learning centre is presented with one or more stated performance objectives. An objective specifies the skill that students will be learning by using the centre.

- **Materials**

This section lists the materials, such as poster board, glue, and markers, that are needed to construct the centre. Most of the materials are readily available and found within instructional settings. In addition, the centre and pattern pages that need to be reproduced from this book are also listed.

- **Directions**

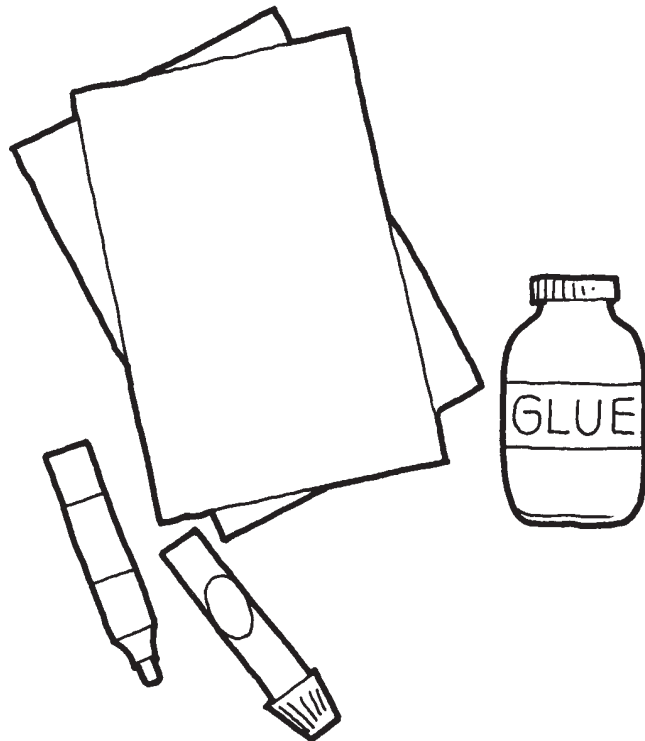
The directions provide a step-by-step guide for creating the learning centre. Specific details describe how to construct the centre, prepare and decorate the display, and assemble the activity cards and/or pieces. This section also tells when and how to provide an answer key for students. (For more information about how to set up the centre, see page 5).

- **Additional Activities**

These activities are suggested ways to extend the centre. They can be used to provide students with additional practice, reinforcement, or enrichment for specific skills. Most of the additional activities utilise the centre display, patterns, and/or activity cards and are developed with regard to the skill focus of the centre. Some of these activities highlight ways the centre can be used as a learning game for two students or as a creative art project.

- **Other Centre Ideas**

This section describes other centres that can easily be made and that will reinforce or extend the skill being learned. The ideas presented are for centres that are similar in format and design to the one provided in this book.



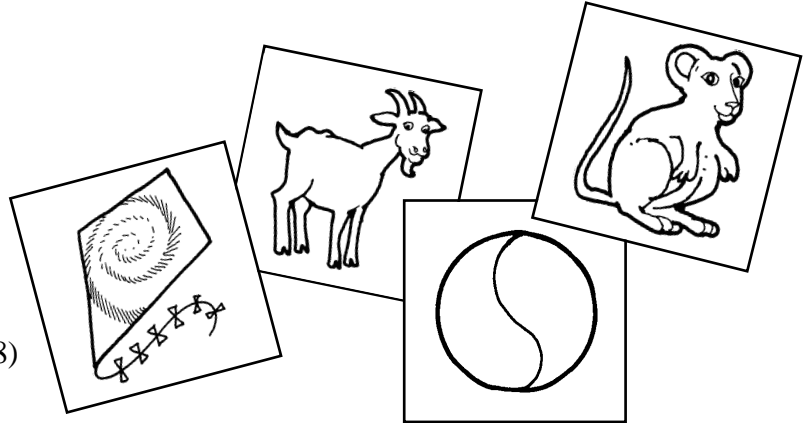
Shopping for Sounds

Objectives

Identifying initial consonant sounds; Matching the initial consonant sound of picture names with given letters.

Materials

- Poster board, or file folder
- String-tie envelope
- Markers or coloured pencils
- Glue or rubber cement
- Scissors
- Centre and patterns (pages 17–18)
- Answer key (page 79)



Directions

Reproduce pages 17–18 and the answer key (page 79). Glue the centre display (page 17) on poster board, or inside a file folder. Use markers or coloured pencils to highlight the sixteen consonants, the directions for the activity, and to decorate the centre display. To make the picture cards, colour, cut out, and mount the sixteen pictures on poster board. Attach a string-tie envelope and the answer key to the back of the centre with rubber cement or glue, and store the picture cards in it.

Additional Activities

1. Have students go on a “shopping spree” for the initial consonant sounds represented by the letters in the centre. Provide them with home-shopping catalogues or shop advertisements and scissors. Have students locate and cut out one picture for each beginning sound and place it in the centre. You may wish to have students label each picture with the correct initial consonant.
2. Let two students play “Shopping for Sounds” Concentration. To prepare this activity, reproduce pages 17–18. Cut out the sixteen consonants from the centre display, and mount them on separate pieces of poster board. To play the game, shuffle the consonant cards together with the picture cards and place them face down, one at a time. In turn, each player draws two cards. If the cards match the initial consonant sound of the picture name with the letter, the player keeps the pair of cards. If no match is made, the cards are returned to their face down position on the playing board. The player with the most pairs is the winner.
3. Let students make their own picture cards to match with the beginning consonant sounds represented in the centre. Provide them with crayons or coloured pencils and sixteen pieces of white construction paper cut to approximately the same size as the sections in the centre. Ask them to draw and colour a small picture of an object for each beginning sounds. To reinforce beginning consonant sounds, students can place their picture cards in the envelope attached to the back of the centre display for others to use.

Other Centre Ideas

Similar “Shopping for Sounds” centre activities can be constructed to reinforce other beginning consonant sounds or the long and short vowel sounds. Simply change the consonants in the centre display and matching picture cards, as needed.