

Really Good Stuff® Activity Guide

CVCC Word Family Tic-Tac-Toe Cards

Congratulations on your purchase of Really Good Stuff® **CVCC Word Family Tic-Tac-Toe**, a fun learning game. Using the traditional game of Tic-Tac-Toe, you can now offer your students a great way to practice rhyming word families.

This Really Good Stuff® product includes:

For Item # 303907:

- 36 CVCC Word Family Tic-Tac-Toe Cards
- This Really Good Stuff® Activity Guide

For Item # 304050:

- 36 CVCC Word Family Tic-Tac-Toe Cards
- Tic-Tac-Toe Pocket Chart
- 9 “X” Cards and 9 “O” Cards
- This Really Good Stuff® Activity Guide

Learning CVCC Word Families

Teach CVCC (consonant-vowel-consonant-consonant) word families after your students have mastered the CVC pattern. This phonetic pattern, which ends in a blend or a digraph, is consistent with few exceptions and almost always includes short vowel words.

Children begin to encounter rhyming words in oral contexts, including children's stories, nursery rhymes and other poetry, chants, and songs. Being able to hear the repeated ending chunk makes word-family learning a good fluency builder.

All of the Wylie and Durrell CVCC phonograms are included in this set. Also, some CCVCC words (beginning in consonant blends or digraphs) are included. You may opt not to include these Cards at first because they represent exceptions to the CVCC pattern.

Before playing **CVCC Word Family Tic-Tac-Toe**, practice building and sorting CVCC words with students. Work with one ending phonogram (also called a “rime”), such as *-and* or *-ill*, at a time.

Word Work

Make CVCC word families by word building. Using letter cards or tiles, work with students one-on-one or in small groups to replace the first letter in a CVCC word to make new words. For example, build the word *sand*, change the *s* to *h* to make *hand*, change the *h* to *b* to make *band*, and so on. Every time you build a new word, write it on the board, creating a column of rhyming words. After completing a word family, have the student(s) read all the words with you in order, placing emphasis on the rhyming phonogram.

Sorts help reinforce word-family study. The repetition of sorting helps students learn to look and listen for the ending phonogram. Review several picture or word cards that represent a few CVCC word families. Write the phonograms on cards and display them in the top row of a pocket chart for a small group demonstration or on a table for a one-on-one lesson. Have students sort the picture or word cards into the word family categories by placing them in columns.

In preparation for playing **CVCC Word Family Tic-Tac-Toe**, have students orally sort words with the group. Display word cards for a few different word families. Say words aloud and call on volunteers to say which word it rhymes with while pointing to that category.

Display familiar CVCC words on a word wall. Your students can interact with the word wall and, if needed, they can refer to it when completing oral sorts or while playing **CVCC Word Family Tic-Tac-Toe**.

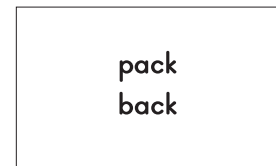
Using the Tic-Tac-Toe Cards

Side 1 (blue border) of the **CVCC Word Family Tic-Tac-Toe Cards** shows a labeled picture for a CVCC word. The most common phonograms appear on two cards. Side 2 (no border) shows two words that end with the same phonogram. The first one matches the word shown on the front. In part, the second word serves as a sample answer when using side 1.

The two sides also offer two different ways to play the game. When using side 1, players read the word (using the picture as a cue if needed), and then name another word that has the same phonogram. When using side 2, players read the words and then name another word with the same phonogram.



“Lock and...mock.”



“Pack, back, and...tack.”

Challenge Cards

Cards that might pose additional challenge for your students are labeled on side 1 with the word *Challenge*. This represents word families that don't have many child-friendly words in them.

Meets State Standards

This type of practice in word families helps students meet grade-level expectations and prepare for standardized testing. Playing **CVCC Word Family Tic-Tac-Toe** also helps students develop their early phonics skills and sets a foundation for reading.

Oral Language Component

CVCC Word Family Tic-Tac-Toe requires students to think and speak in front of a group. Given the fun, familiar game setting, **CVCC Word Family Tic-Tac-Toe** also increases confidence in speaking aloud.

Management

- Store the **CVCC Word Family Tic-Tac-Toe Cards** along with other sets of **Tic-Tac-Toe Cards** that you've purchased, keeping the subject areas in separate file folders.
- For students who need a reminder of the rules while playing in small groups, make copies of the game instructions for them to use.

All activity guides can be found online:

Really Good Stuff® Activity Guide

CVCC Word Family Tic-Tac-Toe Cards

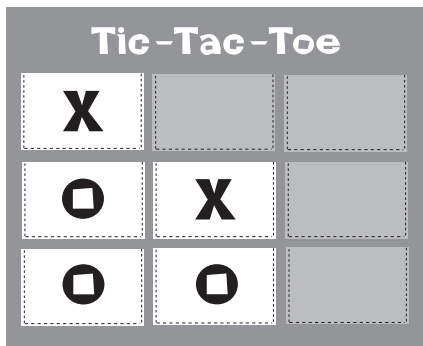
CVCC Word Family Tic-Tac-Toe

Players: Two teams of 4 to 6 players

Materials: 9 CVCC Word Family Tic-Tac-Toe Cards, Tic-Tac-Toe Pocket Chart, X and O Cards, timer or watch (optional)

Object: To name words that match the CVCC phonograms on the Cards in order to fill three spaces in a horizontal, vertical, or diagonal row with X or O Cards.

1. Select nine CVCC Word Family Tic-Tac-Toe Cards. Set up the Tic-Tac-Toe Pocket Chart, leaving the spaces empty.
2. Give X Cards to one team and O Cards to the other. The players should sit in the order in which they will play.
3. Explain the game and provide the rules. The first answer the player gives will count. If you wish, set up a timer and state a time limit. Encourage players to use strategy to block the other team.
4. The first player from team 1 takes a turn. Hold up a Card, showing side 1 or side 2. The player reads the word (or reads the two words for side 2), and says another word in the word family. If the player answers correctly, he or she gets to place one of the team's X or O Cards in a space on the board. If not, the turn is over.
5. The first player from team 2 takes a turn, and so on.



6. The first team to get three X's or O's in a row wins the game and gets to go first next time.
7. Discuss any challenges before playing another game.

Variations

- Make exceptions for CCVCC, words that begin with a blend or digraph (such as *cram*, *wrap*, or *chop*), if they match the word family on the Card. Write these words on the board or add them to the word wall for later practice.
- Make exceptions for common slang words.
- Two students play against each other. They take turns pulling Cards out of a box and get an X or an O to place whenever they give correct answers.
- Instead of leaving the nine spaces empty at the beginning of the game, fill them in with CVCC Word Family Tic-Tac-Toe Cards. A player who wants to put an X or O Card in a particular space must be able to give the correct answer for that Card.

CVCC Word Family Tic-Tac-Toe Cards

Here are the cards included in this game, along with a sampling of correct responses in the last column. If needed, make an enlarged copy of the list for your students or refer to it when creating a CVCC word wall.

Side 1	Side 2	Suggested Answers
pack	pack, back	hack, jack, lack, rack, sack, tack
ball	ball, wall	fall, gall, hall, mall, tall
hand	hand, land	band, sand
bank	bank, yank	dank, sank, rank, tank
cash	cash, dash	bash, gash, lash, mash, rash, sash
bell	bell, well	dell, fell, hell, quell, sell, tell, yell
send	send, tend	bend, fend, lend, mend
tent	tent, dent	bent, cent, gent, lent, pent, rent, sent, vent, went
nest	nest, best	fest, jest, lest, pest, quest, rest, test, vest, west, zest
sick	sick, tick	Dick, kick, lick, nick, pick, quick, Rick, wick
hill	hill, Jill	bill, dill, fill, gill, kill, mill, pill, sill, till, will
wing	wing, king	ding, ring, ping, ring, sing, zing
wink	wink, mink	link, pink, rink, sink
fish	fish, wish	swish, wish
wrist	wrist, mist	fist, gist, list
lock	lock, mock	dock, hock, jock, knock, pock, rock, sock, tock
toss	toss, moss	boss, loss
duck	duck, suck	buck, luck, muck, puck, tuck, yuck
hump	hump, dump	bump, jump, lump, pump, rump
dunk	dunk, sunk	bunk, funk, gunk, hunk, junk, punk
hush	hush, gush	lush, mush, rush
gust	gust, dust	bust, just, must, rust
tack	tack, jack	back, hack, lack, pack, rack, sack
sank	sank, rank	bank, dank, tank, yank
mash	mash, lash	bash, cash, dash, gash, rash, sash
yell	yell, fell	bell, dell, hell, quell, sell, tell, well
bend	bend, fend	lend, mend, send, tend
cent	cent, rent	bent, dent, gent, lent, pent, sent, tent, vent, went
vest	vest, pest	best, fest, jest, lest, nest, quest, rest, test, west, zest
lick	lick, pick	kick, nick, quick, Rick, sick, tick, wick
gill	gill, mill	bill, dill, fill, hill, Jill, kill, pill, sill, till, will
ring	ring, wing	ding, king, ping, sing, zing
pink	sink, pink	link, mink, rink, wink
sock	sock, dock	hock, knock, lock, mock, pock, rock
puck	puck, buck	duck, luck, muck, suck, tuck, yuck
bump	bump, lump	dump, hump, jump, pump, rump

Really Good Stuff® Activity Guide

CVC Word Family Tic-Tac-Toe Cards

Congratulations on your purchase of Really Good Stuff® **CVC Word Family Tic-Tac-Toe**, a fun grammar game. Using the traditional game of Tic-Tac-Toe, you can now offer your students a great way to practice rhyming word families.

This Really Good Stuff® product includes:

For Item # 303905:

- 36 CVC Word Family Tic-Tac-Toe Cards
- This Really Good Stuff® Activity Guide

For Item # 304054:

- 36 CVC Word Family Tic-Tac-Toe Cards
- Tic-Tac-Toe Pocket Chart
- 9 "X" Cards and 9 "O" Cards
- This Really Good Stuff® Activity Guide

Learning CVC Word Families

CVC (consonant-vowel-consonant) word families are the easiest spelling pattern for emergent readers to recognize. Unlike so much of written English, the phonetic pattern of CVC is consistent with few exceptions.

Children begin to encounter rhyming words in oral contexts, including children's stories, nursery rhymes and other poetry, chants, and songs. Being able to hear the repeated ending chunk makes word-family learning a good fluency builder.

All of the Wylie and Durrell CVC phonograms are included in this set, including -aw and -ay, which make long vowel sounds. You may opt not to include the -aw and -ay Cards because they represent exceptions to the short vowel pattern for CVC.

Remember, words that rhyme do not always belong to the same word family. Word families share a common phonogram, meaning the vowel and ending consonant are the same. For example, although *not* and *bought* rhyme, their ending chunks are not spelled the same, so they do not belong to the same word family.

Before playing **CVC Word Family Tic-Tac-Toe**, practice building and sorting CVC words with students. Work with one ending phonogram (also called a "rime"), such as -ad or -am, at a time.

Word Work

Word building always begins with short vowel CVC words. Using letter cards or tiles, work with students one-on-one or in small groups to replace the first letter in a CVC word to make new words. For example, build the word *bad*, change the *b* to *h* to make *had*, change the *h* to *s* to make *sad*, and so on. Every time you build a new word, write it on the board, creating a column of rhyming words. After completing a word family, have the student(s) read all the words with you in order, placing emphasis on the rhyming phonogram.

Sorts help reinforce word-family study. The repetition of sorting helps students learn to look and listen for the ending phonogram. Review several picture or word cards that represent

a few word families. Write the phonograms on cards and display them in the top row of a pocket chart for a small group demonstration or on a table for a one-on-one lesson. Have students sort the picture or word cards into the word family categories by placing them in columns.

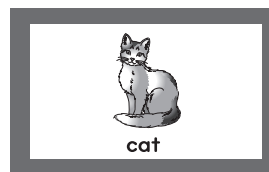
In preparation for playing **CVC Word Family Tic-Tac-Toe**, have students orally sort words with the group. Display word cards for a few different word families. Say words aloud and call on volunteers to say which word it rhymes with while pointing to that category.

Display familiar CVC words on a word wall. Your students can interact with the word wall and, if needed, they can refer to it when completing oral sorts or while playing **CVC Word Family Tic-Tac-Toe**.

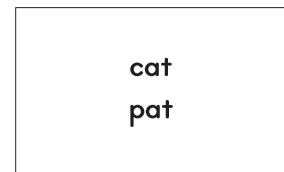
Using the Tic-Tac-Toe Cards

Side 1 (purple border) of the **CVC Word Family Tic-Tac-Toe Cards** shows a labeled picture for a CVC word. The most common phonograms appear on two cards. Side 2 (no border) shows two words that end with the same phonogram. The first one matches the word shown on the front. In part, these words serve as sample answers when using side 1.

The two sides also offer two different ways to play the game. When using side 1, players read the word (using the picture as a cue if needed), and then name another word that has the same phonogram. When using side 2, players read the words and then name another word with the same phonogram.



"Cat and...bat."



"Cat, pat, and...mat."

Challenge Cards

Cards that might pose additional challenge for your students are labeled on side 1 with the word *Challenge*. These include the two long vowel phonograms -aw and -ay as well as word families that don't have many child-friendly words in them.

Meets State Standards

This type of practice in word families helps students meet grade-level expectations and prepare for standardized testing. Playing **CVC Word Family Tic-Tac-Toe** also helps students develop their early phonics skills and sets a foundation for reading.

Oral Language Component

CVC Word Family Tic-Tac-Toe requires students to think and speak in front of a group. Given the fun, familiar game setting, **CVC Word Family Tic-Tac-Toe** also increases confidence in speaking aloud.

All activity guides can be found online:

Really Good Stuff® Activity Guide

CVC Word Family Tic-Tac-Toe Cards

Management

- Store the CVC Word Family Tic-Tac-Toe Cards along with other sets of Tic-Tac-Toe Cards that you've purchased, keeping the subject areas in separate file folders.
- For students who need a reminder of the rules while playing in small groups, make copies of the game instructions for them to use.

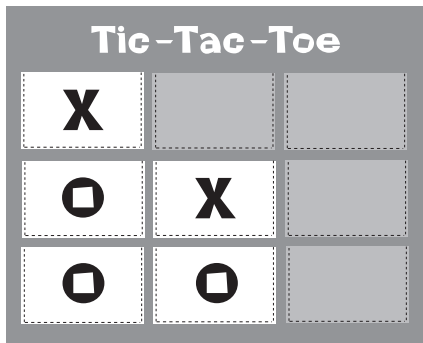
CVC Word Family Tic-Tac-Toe

Players: Two teams of 4 to 6 players

Materials: 9 CVC Word Family Tic-Tac-Toe Cards, Tic-Tac-Toe Pocket Chart, X and O Cards, timer or watch (optional)

Object: To name words that match the CVC phonograms on the Cards in order to fill three spaces in a horizontal, vertical, or diagonal row with X or O Cards.

1. Select nine CVC Word Family Tic-Tac-Toe Cards. Set up the Tic-Tac-Toe Pocket Chart, leaving the spaces empty.
2. Give X Cards to one team and O Cards to the other. The players should sit in the order in which they will play.
3. Explain the game and provide the rules. The first answer the player gives will count. If you wish, set up a timer and state a time limit. Encourage players to use strategy to block the other team.
4. The first player from team 1 takes a turn. Hold up a Card, showing side 1 or side 2. The player reads the word (or reads the two words for side 2), and says another word in the word family. If the player answers correctly, he or she gets to place one of the team's X or O cards in a space on the board. If not, the turn is over.
5. The first player from team 2 takes a turn, and so on.



6. The first team to get three X's or O's in a row wins the game and gets to go first next time.
7. Discuss any challenges before playing another game.

Variations

- Instead of leaving the nine spaces empty at the beginning of the game, fill them in with CVC Word Family Tic-Tac-Toe Cards. A player who wants to put an X or O Card in a particular space must be able to give the correct answer for that Card.
- Make exceptions for CCVC, words that begin with a blend or digraph (such as *cram*, *wrap*, or *chop*), if they match the word family on the Card. Write these words on the board or add

them to the word wall for later practice.

- When a player says a word that rhymes but has a different spelling (for example, *lamb* for an *-am* card), tell the player he or she has the rhyming sound correct but the spelling doesn't match. Give the player one more chance to name a word that has a matching phonogram.
- Two students play against each other. They take turns pulling Cards out of a box and get an X or an O to place whenever they give correct answers.

CVC Word Family Tic-Tac-Toe Cards

Here are the Cards included in this game, along with a sampling of correct responses in the last column. If needed, make an enlarged copy of the list for your students or refer to it when creating a CVC word wall.

Side 1	Side 2	Suggested Answers
tab	tab, cab	dab, gab, jab, lab, nab
dad	dad, mad	bad, fad, had, lad, pad, sad, tad
wag	wag, sag	bag, gag, lag, nag, rag, tag
dam	dam, ham	jam, Pam, ram, Sam, yam
pan	pan, fan	ban, can, Dan, man, ran, tan, van
nap	nap, zap	cap, gap, lap, map, rap, sap, tap, zap
cat	cat, pat	bat, fat, hat, mat, rat, sat, vat
paw	paw, raw	jaw, law, saw
hay	hay, may	bay, day, gay, jay, nay, pay, say, way
bed	bed, wed	led, Ned, red, Ted
hen	hen, men	Ben, den, Jen, Ken, pen, ten, Zen
jet	jet, net	bet, get, let, met, pet, set, vet, wet
lid	lid, hid	bid, did, kid, rid
dig	dig, wig	big, fig, gig, pig
fin	fin, tin	bin, kin, pin, sin, win
sip	sip, dip	hip, lip, rip, tip, zip
pit	pit, kit	bit, fit, hit, lit, sit, wit
sob	sob, cob	bob, gob, job, lob, mob, rob
dog	dog, hog	bog, fog, jog, log
top	top, lop	bop, cop, hop, mop, pop, sop
hot	hot, cot	got, jot, lot, not, pot, rot, tot
tub	tub, hub	cub, pub, rub, sub
rug	rug, dug	bug, hug, jug, lug, mug, pug, tug
gum	gum, hum	mum, rum, sum
sun	sun, bun	fun, gun, nun, pun, run
nut	nut, gut	but, cut, hut, jut, rut
sad	sad, fad	bad, dad, had, lad, mad, pad, tad
van	van, can	ban, Dan, fan, man, pan, ran, tan
map	map, nap	cap, gap, lap, rap, sap, tap, zap
bat	bat, hat	cat, fat, mat, pat, rat, sat, vat
pin	pin, win	bin, fin, kin, sin, tin
zip	zip, rip	dip, hip, lip, sip, tip
sit	sit, wit	bit, fit, hit, kit, lit, pit
mop	mop, pop	bop, cop, hop, lop, sop, top
pot	pot, rot	cot, got, hot, jot, lot, not, tot
mug	mug, hug	bug, dug, jug, lug, pug, rug, tug

Really Good Stuff® Activity Guide

Long Vowel Word Family Tic-Tac-Toe Cards

Congratulations on your purchase of Really Good Stuff® **Long Vowel Word Family Tic-Tac-Toe**, a fun learning game. Using the traditional game of Tic-Tac-Toe, you can now offer your students a great way to practice rhyming word families.

This Really Good Stuff® product includes:

For Item # 303898:

- 36 Long Vowel Word Family Tic-Tac-Toe Cards
- This Really Good Stuff® Activity Guide

For Item # 304045:

- 36 Long Vowel Word Family Tic-Tac-Toe Cards
- Tic-Tac-Toe Pocket Chart
- 9 “X” Cards and 9 “O” Cards
- This Really Good Stuff® Activity Guide

Learning Long Vowel Word Families

Teach long vowel word families after your students have mastered the CVC and CVCC word families. As students learn long vowel word families, they will begin to notice and internalize the long vowel patterns.

Children begin to encounter rhyming words in oral contexts, including children's stories, nursery rhymes and other poetry, chants, and songs. Being able to hear the repeated ending chunk makes word-family learning a good fluency builder.

All of the Wylie and Durrell long vowel phonograms (also called “rimes”) are included in this set. Some of the words begin in consonant blends and digraphs. You may opt not to include these Cards at first because of the additional phonetic patterns.

Long Vowel Patterns in This Set

The simplest and most familiar long vowel pattern is silent e, or CVCe. After spending some time exploring how CVC words become long vowel words by adding e at the end, introduce long vowel words with other patterns. The word families practiced in this game include the most commonly occurring long vowel patterns in the English language.

ā	ē	ī	ō
a_e	ea	i_e	o
ai	ee	igh	oa
ay			ow

Before playing **Long Vowel Word Family Tic-Tac-Toe**, practice building and sorting long vowel words with students. Work with one ending phonogram, such as *-ale* or *-ight*, at a time.

Word Work

Make long vowel word families by word building. Using letter cards or tiles, work with students one-on-one or in small groups. Replace the first letter in a long vowel word to make new words. For example, build the word *neat*, change the *n* to *s* to make *seat*, change the *s* to *b* to make *beat*, and so on. Every time you

build a new word, write it on the board, creating a column of rhyming words. After completing a word family, have the student(s) read all the words with you in order, placing emphasis on the rhyming phonogram.

Sorts help reinforce word-family study. The repetition of sorting helps students learn to look and listen for the ending phonogram. Review several picture or word cards that represent a few long vowel word families. Write the phonograms on cards and display them in the top row of a pocket chart for a small group demonstration or on a table for a one-on-one lesson. Have students sort the picture or word cards into the word-family categories by placing them in columns.

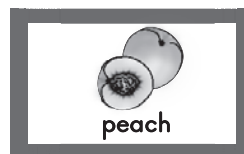
In preparation for playing **Long Vowel Word Family Tic-Tac-Toe**, have students orally sort words with the group. Display word cards for a few different word families. Say words aloud and call on volunteers to say which word it rhymes with while pointing to that category.

Display familiar long vowel words on a word wall. Your students can interact with the word wall and, if needed, they can refer to it when completing oral sorts or while playing **Long Vowel Word Family Tic-Tac-Toe**.

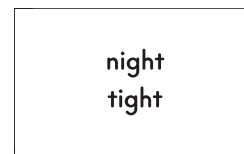
Using the Tic-Tac-Toe Cards

Side 1 (orange border) of the *Long Vowel Word Family Tic-Tac-Toe Cards* shows a labeled picture for a long vowel word. The most common phonograms appear on two cards. Side 2 (no border) shows two words that end with the same phonogram. The first one matches the word shown on the front. In part, the second word serves as a sample answer when using side 1.

The two sides also offer two different ways to play the game. When using side 1, players read the word (using the picture as a cue if needed), and then name another word that has the same phonogram. When using side 2, players read the words and then name another word with the same phonogram.



“Peach and...teach.”



“Night, tight, and...right.”

Because this game is meant to increase both spelling and vocabulary skills, when player says a two-syllable word such as *alike* for the *-ike* phonogram, accept this as a correct answer, and write it on the board for later study.

Meets State Standards

This type of practice in word families helps students meet grade-level expectations and prepare for standardized testing. Playing **Long Vowel Word Family Tic-Tac-Toe** also helps students develop their early phonics skills, builds vocabulary, and sets a foundation for reading.

All activity guides can be found online:

Really Good Stuff® Activity Guide

Long Vowel Word Family Tic-Tac-Toe Cards

Oral Language Component

Long Vowel Word Family Tic-Tac-Toe requires students to think and speak in front of a group. Given the fun, familiar game setting, **Long Vowel Word Family Tic-Tac-Toe** also increases confidence in speaking aloud.

Management

- Store the *Long Vowel Word Family Tic-Tac-Toe Cards* along with other sets of *Tic-Tac-Toe Cards* that you've purchased, keeping the subject areas in separate file folders.
- For students who need a reminder of the rules while playing in small groups, make copies of the game instructions for them to use.

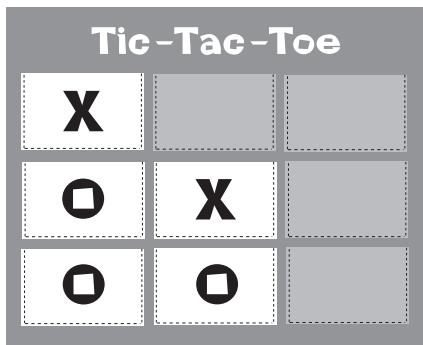
Long Vowel Word Family Tic-Tac-Toe

Players: Two teams of 4 to 6 players

Materials: 9 *Long Vowel Word Family Tic-Tac-Toe Cards*, *Tic-Tac-Toe Pocket Chart*, *X and O Cards*, timer or watch (optional)

Object: To name words that match the long vowel phonograms on the *Cards* in order to fill three spaces in a horizontal, vertical, or diagonal row with *X* or *O* *Cards*.

1. Select nine *Long Vowel Word Family Tic-Tac-Toe Cards*. Set up the *Tic-Tac-Toe Pocket Chart*, leaving the spaces empty.
2. Give *X Cards* to one team and *O Cards* to the other. The players should sit in the order in which they will play.
3. Explain the game and provide the rules. The first answer the player gives will count. If you wish, set up a timer and state a time limit. Encourage players to use strategy to block the other team.
4. The first player from team 1 takes a turn. Hold up a *Card*, showing side 1 or side 2. The player reads the word (or reads the two words for side 2), and says another word in the word family. If the player answers correctly, he or she gets to place one of the team's *X* or *O Cards* in a space on the board. If not, the turn is over.
5. The first player from team 2 takes a turn, and so on.
6. The first team to get three *X*'s or *O*'s in a row wins the game and gets to go first next time.
7. Discuss any challenges before playing another game.



Cards out of a box and get an *X* or an *O* to place whenever they give correct answers.

Long Vowel Word Family Tic-Tac-Toe Cards

Here are the *Cards* included in this game, along with a sampling of correct responses in the last column. If needed, make an enlarged copy of the list for your students or refer to it when creating a long vowel word wall.

Side 1	Side 2	Suggested Answers
face	face, race	brace, lace, pace, place, trace
tail	tail, bail	frail, mail, nail, pail
rain	rain, train	brain, chain, drain, gain, main, pain, strain, vain,
cage	cage, wage	page, rage, sage, stage
rake	rake, cake	bake, brake, fake, Jake, lake, make, sake, take, wake
whale	whale, male	bale, gale, hale, kale, pale, sale, tale, vale
game	game, name	blame, came, dame, fame, lame, same, tame
gate	gate, late	crate, date, fate, hate, Kate, mate, plate, rate, state
grave	grave, pave	brave, cave, crave, Dave, gave, rave, save, wave
hay	hay, bay	day, gay, jay, may, nay, pay, say, way
peach	peach, beach	bleach, breach, reach, teach
beak	beak, creak	freak, leak, peak, sneak, speak, squeak, tweak, weak
seal	seal, deal	heal, meal, peal, squeal, teal, veal, zeal
team	team, beam	cream, dream, ream, seam, steam
bean	bean, lean	clean, dean, mean, wean
tear	tear, gear	dear, fear, hear, near, sear
wheat	wheat, meat	beat, cheat, feat, heat, neat, pleat, seat, treat
cheek	cheek, meek	creek, peek, reek, sleek, seek, week
wheel	wheel, steel	feel, heel, keel, kneel, peel, reel
jeep	jeep, seep	beep, creep, deep, keep, peep, weep
deer	deer, sheer	beer, cheer, jeer, leer, peer, steer
dice	rice, dice	lice, mice, nice, price, slice, vice
slide	slide, hide	bide, bride, ride, side, tide, wide
night	night, tight	bright, fight, light, might, right, sight
bike	bike, tike	hike, like, Mike, pike, trike
time	time, lime	dime, grime, mime, rime, slime
nine	nine, twine	brine, dine, fine, line, mine, pine, vine, whine, wine
fire	fire, hire	dire, mire, sire, tire, wire
kite	kite, site	bite, cite, mite, quite, white
boat	boat, moat	bloat, coat, float, gloat, goat
poke	poke, broke	joke, poke, stoke, toke, woke, yoke
gold	gold, cold	fold, hold, mold, sold, told
bone	bone, lone	cone, drone, hone, tone, zone
rope	rope, cope	grope, hope, mope, nope, pope
nose	nose, pose	chose, close, dose, hose, rose
bow	bow, row	flow, glow, low, mow, sow, stow, tow

Variations

- Instead of leaving the nine spaces empty at the beginning of the game, fill them in with *Long Vowel Word Family Tic-Tac-Toe Cards*. A player who wants to put an *X* or *O Card* in a particular space must be able to give the correct answer for that card.
- Make exceptions for common slang words or proper names (such as *Kate*) as long as you find the words appropriate.
- Two students play against each other. They take turns pulling

Really Good Stuff® Activity Guide

Beginning Consonant Tic-Tac-Toe Cards

Congratulations on your purchase of Really Good Stuff® **Beginning Consonant Tic-Tac-Toe**, a fun grammar game. Using the traditional game of Tic-Tac-Toe, you can now offer your students a great way to practice beginning consonants and their sounds.

This Really Good Stuff® product includes:

For Item # 303896:

- 36 Beginning Consonant Tic-Tac-Toe Cards
- This Really Good Stuff® Activity Guide

For Item # 304034:

- 36 Beginning Consonant Tic-Tac-Toe Cards
- Tic-Tac-Toe Pocket Chart
- 9 "X" Cards and 9 "O" Cards
- This Really Good Stuff® Activity Guide

Learning Beginning Consonants

Beginning consonants are the first step in phonics. We can provide early learners with letter-sound connections by attaching familiar words and pictures to sounds in the initial position. We start with consonants because they are easier to hear and more phonetically consistent than vowels.

Before playing **Beginning Consonant Tic-Tac-Toe**, practice beginning sounds with students. Work with one consonant per day, sharing objects and pictures that represent that sound. Have students find items in the room and bring in items from home that represent the beginning sound.

Word Work

Sorts are a great way to reinforce consonant sound study. The repetition of sorting helps students learn to look and listen for beginning sounds. Review several picture or word cards that represent a few consonant sounds. Place cards labeled with the beginning consonants in the top row of a pocket chart for a small group demonstration or on a table for a one-on-one lesson. Have students sort the picture or word cards into the sound categories by placing them in columns.

In preparation for playing **Beginning Consonant Tic-Tac-Toe**, have students orally sort words with the group. Display a few beginning sound Cards. Say words aloud and call on volunteers to say which letter it begins with while pointing to that category.

Display familiar words on a Beginning Sound word wall. Your students can interact with the word wall and, if needed, they can refer to it when completing oral sorts or while playing **Beginning Consonant Tic-Tac-Toe**.

Using the Tic-Tac-Toe Cards

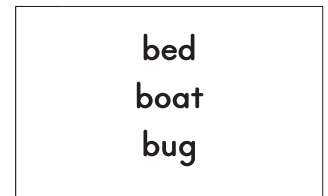
Side 1 (green border) of the **Beginning Consonant Tic-Tac-Toe Cards** shows a picture labeled with its beginning consonant in uppercase and lowercase. The most common consonants appear on two Cards. Side 2 (no border) shows three words that begin

with the same consonant sound. In part, these words serve as sample answers when using side 1.

The two sides also offer two different ways to play the game. When playing the game using side 1, players say the letter, say what the picture is, and then name another word that begins with the same consonant sound. When using side 2, players read the words and then name another word with the same beginning sound.



"S. Sun and...soup."



"Bed, boat, bug, and...button."

Meets State Standards

This type of practice in beginning consonants helps students meet grade-level expectations and prepare for standardized testing. Playing **Beginning Consonant Tic-Tac-Toe** also helps students develop their early phonics skills and sets a foundation for reading.

Oral Language Component

Beginning Consonant Tic-Tac-Toe requires students to think and speak in front of a group. Given the fun, familiar game setting, **Beginning Consonant Tic-Tac-Toe** also increases confidence in speaking aloud.

Management

- Store the *Beginning Consonant Tic-Tac-Toe Cards* along with other sets of *Tic-Tac-Toe Cards* that you've purchased, keeping the subject areas in separate file folders.
- For students who need a reminder of the rules while playing in small groups, make copies of the game instructions for them to use.

Beginning Consonant Tic-Tac-Toe Game 1

Players: Two teams of 4 to 6 players

Materials: 9 *Beginning Consonant Tic-Tac-Toe Cards*, *Tic-Tac-Toe Pocket Chart*, *X* and *O* Cards, timer or watch (optional)

Object: To name words that match the beginning consonant sounds on the Cards in order to fill three spaces in a horizontal, vertical, or diagonal row with *X* or *O* Cards.

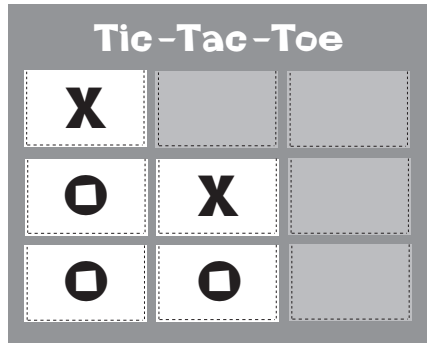
1. Select nine *Beginning Consonant Tic-Tac-Toe Cards*. Set up the *Tic-Tac-Toe Pocket Chart*, leaving the spaces empty.
2. Give *X* Cards to one team and *O* Cards to the other. The players should sit in the order in which they will play.
3. Explain the game and provide the rules. The first answer the player gives will count. If you wish, set up a timer and state a time limit. Encourage players to use strategy to block the other team.
4. The first player from team 1 takes a turn. Hold up a Card,

All activity guides can be found online:

Beginning Consonant Tic-Tac-Toe Cards

showing side 1 or side 2. The player reads the letter and says what the picture is (or reads the three words for side 2), and says another word with the same beginning consonant. If the player answers correctly, he or she gets to place one of the team's X or O Cards in a space on the board. If not, the turn is over.

- The first player from team 2 takes a turn, and so on.
- The first team to get three X's or O's in a row wins the game and gets to go first next time.
- Discuss any challenges before playing another game.



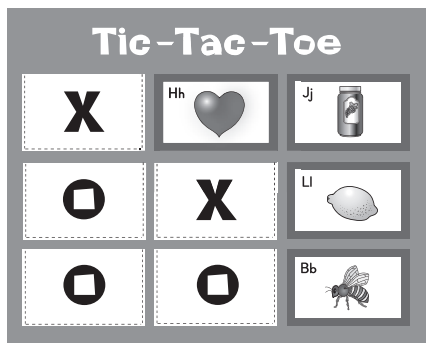
Beginning Consonant Tic-Tac-Toe Game 2

Players: Two teams of 4 to 6 players

Materials: 9 Beginning Consonant Tic-Tac-Toe Cards, Tic-Tac-Toe Pocket Chart, X and O Cards, timer or watch (optional)

Object: To name words that match the beginning consonant sounds on the Cards in order to fill three spaces in a horizontal, vertical, or diagonal row with X or O Cards.

- Select nine Beginning Consonant Tic-Tac-Toe Cards and place them in the spaces of the Tic-Tac-Toe Pocket Chart, all with side 1 or side 2 facing forward.
- Give X Cards to one team and O Cards to the other. The players should sit in the order in which they will play.
- Explain the game and provide the rules. The first answer the player gives will count. If you wish, display a timer and state a time limit. Encourage players to use strategy in blocking the other team.
- The first player from team 1 takes a turn. The player reads the letter and says what the picture is (or reads the three words for side 2), and says another word with the same beginning consonant. If the player answers correctly, he or she gets to place one of the team's X or O Cards in that space on the board. If not, the turn is over.
- The first player from team 2 takes a turn, and so on.
- The first team to get three X's or O's in a row wins the game and gets to go first next time.
- Discuss any challenges before playing another game.



Variations

- When a player says a word that has the same beginning sound but a different spelling (for example, saying a k word for a c Card), tell the player he or she has the sound correct but not the letter. Give the player one more chance to name a word that begins with the same letter.
- Two students play against each other. They take turns pulling Cards out of a box and get an X or an O to place if they give the correct answer.
- Players get to choose a Card for the other team, and a player from the other team must respond. When either team gets three spaces in a row, that team wins. Otherwise, when the board is full, the team with the most X's or O's wins.

Beginning Consonant Tic-Tac-Toe Cards

Here are the cards included in this game:

Side 1

Bb - bee
 Bb - book
 Cc - cat
 Cc - cereal
 Dd - deer
 Dd - desk
 Ff - feet
 Ff - fire
 Gg - garden
 Gg - giraffe
 Hh - heart
 Hh - hive
 Jj - jam
 Kk - kick
 Kk - kite
 Ll - lock
 Ll - lemon
 Mm - mud
 Mm - map
 Nn - neck
 Nn - nut
 Pp - pear
 Pp - pan
 Qq - queen
 Rr - rose
 Rr - rat
 Ss - sad
 Ss - sun
 Tt - tent
 Tt - toast
 Vv - vest
 Vv - volcano
 Ww - watermelon
 Ww - wing
 Yy - yo-yo
 Zz - zoo

Side 2

bed, boat, bug
 ball, boy, box
 car, castle, cone
 celery, circle, city
 dice, dog, doll
 dad, dig, dolphin
 fan, farm, fin
 face, fence, foot
 gas, gate, gum
 giant, gigantic, ginger
 hat, heel, house
 hen, horse, hug
 jar, jog, jump
 kid, king, koala
 kiss, kitten, kiwi
 lap, leg, log
 line, lion, loud
 make, men, moon
 moose, mouse, mug
 nail, nap, nest
 new, nice, nose
 peach, popcorn, potato
 pond, pump, pumpkin
 quack, quarter, question
 read, ring, rug
 ride, rock, rope
 soap, sock, sunflower
 sack, seal, soccer
 tie, toe, turtle
 time, tooth, tub
 vet, vine, violin
 van, vase, vegetables
 wash, water, wind
 well, wet, wolf
 yawn, yell, yellow
 zebra, zero, zip

Really Good Stuff® Activity Guide

Short Vowel Tic-Tac-Toe Cards

Congratulations on your purchase of Really Good Stuff® **Short Vowel Tic-Tac-Toe**, a fun learning game. Using the traditional game of Tic-Tac-Toe, you can now offer your students a great way to practice short vowel words.

This Really Good Stuff® product includes:

For Item # 303890:

- 36 Short Vowel Tic-Tac-Toe Cards
- This Really Good Stuff® Activity Guide

For Item # 304066:

- 36 Short Vowel Tic-Tac-Toe Cards
- Tic-Tac-Toe Pocket Chart
- 9 “X” Cards and 9 “O” Cards
- This Really Good Stuff® Activity Guide

Learning Short Vowel Words

The first words students learn are short vowel CVC (consonant-vowel-consonant) words, because this is the simplest and most consistent phonetic pattern in English. This is followed by short vowel CVCC word study.

Vowel sounds are challenging to learn because they vary greatly, whereas each consonant makes no more than two sounds (except when combined with other consonants in blends and digraphs). A long vowel simply “says its own name,” but short vowels create a phonetic hurdle for most students. Therefore, students need a lot of practice building, reading, writing, comparing, identifying, and matching short vowel words to help them master short vowel sounds. Before playing **Short Vowel Tic-Tac-Toe**, practice building and sorting short vowel words with students.

Word and Picture Sorting

Sorts help reinforce vowel study. The repetition of sorting helps students learn to look and listen for short vowel sounds.

Begin by sorting the five vowel sounds into categories. Review several picture or word cards that represent short vowel sounds. Write two vowels on cards and display them in the top row of a pocket chart for a small group demonstration or on a table for a one-on-one lesson. Have students sort picture or word cards into the short vowel categories by placing them in columns. Add more vowels to the sort as students get the hang of it.

In preparation for playing **Short Vowel Tic-Tac-Toe**, have students orally sort words with the group. Display word cards for a few different short vowel-sounds. Say a word aloud and call on volunteers to say which vowel sound category it belongs to and point to that category.

After students learn the short vowels, begin comparing short and long vowel words to help them hear the difference.

Word Walls

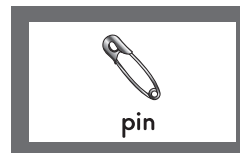
Display familiar short vowel words on a word wall. Your students can interact with the word wall and, if needed, they can refer to it when completing oral sorts or while playing **Short Vowel Tic-Tac-Toe**.

Using the Tic-Tac-Toe Cards

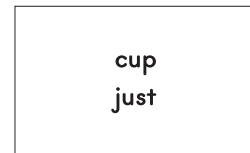
Side 1 (magenta border) of the *Short Vowel Tic-Tac-Toe Cards* shows a labeled picture for a short vowel word. The vowel sounds appear repeatedly on different cards, according to the frequency of their occurrence in words. For example, the less common short e sound appears on fewer cards.

Side 2 (no border) shows two words that have the same short vowel sound. The first one matches the word shown on the front. In part, the second word serves as a sample answer when using side 1.

The two sides also offer two different ways to play the game. When using side 1, players read the word (using the picture as a cue if needed), and then name another word that has the same short vowel sound. When using side 2, players read the words and then name another word with the same short vowel sound.



“Pin and...kick.”



“Cup, just, and...run.”

Because this game is meant to increase both spelling and vocabulary skills, when a player says a two-syllable word such as *apple* for the short a sound, accept this as a correct answer, and write it on the board for later study.

Remember, not all short vowel sounds fall within a consistent pattern. Words that are spelled with a long vowel pattern may be pronounced with the short vowel sound, for example *sweat*. You may opt to leave out these more challenging Cards at first and include them later, once students get used to playing the game.

Meets State Standards

This type of practice in short vowel sounds helps students meet grade-level expectations and prepare for standardized testing. Playing **Short Vowel Tic-Tac-Toe** also helps students develop phonics skills, builds vocabulary, and sets a foundation for reading.

Oral Language Component

Short Vowel Tic-Tac-Toe requires students to think and speak in front of a group. Given the fun, familiar game setting, **Short Vowel Tic-Tac-Toe** also increases confidence in speaking aloud.

Really Good Stuff® Activity Guide

Short Vowel Tic-Tac-Toe Cards

Management

- Store the *Short Vowel Tic-Tac-Toe Cards* along with other sets of *Tic-Tac-Toe Cards* that you've purchased, keeping the subject areas in separate file folders.
- For students who need a reminder of the rules while playing in small groups, make copies of the game instructions for them to use.

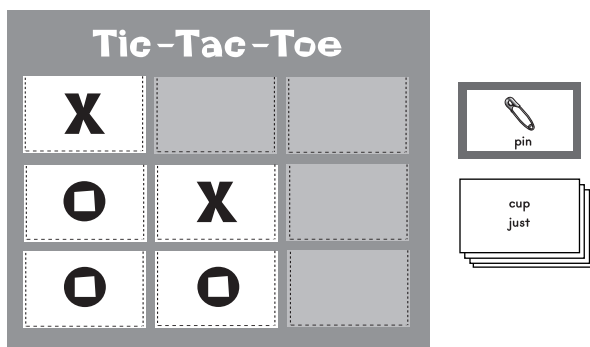
Short Vowel Tic-Tac-Toe

Players: Two teams of 4 to 6 players

Materials: 9 *Short Vowel Tic-Tac-Toe Cards*, *Tic-Tac-Toe Pocket Chart*, *X* and *O* Cards, timer or watch (optional)

Object: To name words that match the short vowel sounds on the cards in order to fill three spaces in a horizontal, vertical, or diagonal row with *X* or *O* Cards.

1. Select nine *Short Vowel Tic-Tac-Toe Cards*. Set up the *Tic-Tac-Toe Pocket Chart*, leaving the spaces empty.
2. Give *X* Cards to one team and *O* Cards to the other. The players should sit in the order in which they will play.
3. Explain the game and provide the rules. The first answer the player gives will count. If you wish, set up a timer and state a time limit. Encourage players to use strategy to block the other team.
4. The first player from team 1 takes a turn. Hold up a *Card*, showing side 1 or side 2. The player reads the word (or reads the two words for side 2), and says a word with the same short vowel sound. If the player answers correctly, he or she gets to place one of the team's *X* or *O* Cards in a space on the board. If not, the turn is over.
5. The first player from team 2 takes a turn, and so on.



6. The first team to get three *X*'s or *O*'s in a row wins the game and gets to go first next time.
7. Discuss any challenges before playing another game.

Variations

- Instead of leaving the nine spaces empty at the beginning of the game, fill them in with *Short Vowel Tic-Tac-Toe Cards*. A player who wants to put an *X* or *O* Card in a particular space must be able to give the correct answer for that *Card*.
- Two students play against each other. They take turns pulling *Cards* out of a box and get an *X* or an *O* to place whenever they give correct answers.

Short Vowel Tic-Tac-Toe Cards

Here are the *Cards* included in this game:

Side 1

pad
bag
can
bat
snap
mask
axe
drag
clap
pet
web
bell
sweat
desk
pin
dig
gift
chin
inch
twin
chick
wrist
dog
box
knot
pond
stop
clock
cup
bus
duck
jump
drum
brush
trunk
crust

Side 2

pad, hand
bag, fan
can, snap
bat, pack
snap, lamb
mask, bad
axe, jam
drag, fast
clap, snack
pet, leg
web, next
bell, net
sweat, nest
desk, fell
pin, list
dig, grip
gift, kid
chin, wind
inch, zip
twin, pit
chick, fill
wrist, big
dog, hot
box, lost
knot, fog
pond, chop
stop, lock
clock, not
cup, just
bus, rush
duck, spun
jump, nut
drum, fun
brush, dump
trunk, rug
crust, hush