PLAY ON WORDS

JANE FELLING

PALLISER TEACHERS CONVENTION
2018

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BoxCarsEduc

BoxcarsEducation
Name of Game

Players

Skills

How to Play
Words I Have Learned

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LET’S RETELL...
LITERACY JOURNAL PROMPTS
AT THE BEGINNING....

FIRST

• THEN...

• AFTER THAT...

• NEXT...

FINALLY

LAST

AT THE END

KNOTS ON A STRING...
Links to the Daily 5
(©Gail Bousley & Joan Moser)

**Word Work**
- Spelling & Vocabulary
- Needs to occur in a richly literate environment that provides essential practice time
- Helps us become better readers, writers and spellers

**Types of Focus**
- Add to word sorts/patterns
- Words related to strategy taught that day
  i.e. blends ck, nd, ng, nk
- Practice basic words most often misspelled

**Class: Word Collector**
- Words discovered in class as a class
- Definition
- Use orally ASAP
- Non-intimidating, "playful"

**Ask Someone**
- What is the word?
- What is the word like?
- Examples of this word being used in a sentence
- Go back and substitute the definition
Introducing... The Alphabet

1. Letter Detective
   - roll it / name it / find it / say its sound
   - players alternate or race to find the letter
   - uppercase / lowercase / linking games
   - roll and write / rainbow printing

2. I Spy
   - roll it and name things in the room that begin or end with that letter
   - teacher can record as students verbalize
   - picture book activities

3. Build It And Sing!
   - pull out some letters / kids sing and fill in
   - teacher says the sound / kids pull out the letter
   - alphabetizing / what's next?

4. Alphabet Hop
   - roll a regular die and remove the letter / build your name
   - roll a regular die / build any word you know
   - word capture (brainstorm and print on blank cards)

5. Theme Games
   - roll it and verbalize a word that fits the theme / puzzle island

6. Rhyming Games
   - word families ie. all (make it using tiles)
   - brainstorm: all, ball, call, mall, tall, fall, wall, hall
   - verbal riddle game
     "I can bounce really high" (ball)
     "I can divide two rooms" (wall)

7. Word Deck Games
   - what word do you see?
   - "out of sight" stackers
   - the "yes / no" spelling game
   - 7up
   - keep your word
FROM A TO ZEE

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- Roll Alphabet die
- Find matching letter and (1)Print or (2)Cover letter
- Can you make your alphabet disappear?!
WORD RACE

PHONOGRAM SUGGESTIONS

ack  an  aw  est  ill  oke  ough  ump
ad  and  ay  et  in  og  ound  un
ail  ank  eat  ice  ine  old  ow  unk
ain  ap  ed  ick  ing  ook  oy  up
ake  ar  ell  id  ink  or  ub  ur
ale  ash  er  ide  ip  op  uck
all  at  en  ight  it  ore  ug
ame  ate  ent  ike  ock  ot  um
Paint Chip Activity - Synonyms
Adapted from activity in Word Nerds by Brenda J. Overturf, Leslie H. Montgomery, Margot Holmes Smith

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MATCH FIVE

LEVEL: K-4
SKILLS: Short Vowels
PLAYERS: 1 vs 1
EQUIPMENT: Missing vowel deck, vowel dice
GOAL: Be the player with the most word cards once the deck has been depleted.

GETTING STARTED:
• Each player deals 5 word cards face up.
• Each player rolls a vowel die and makes words with their own cards.
• Players now get to capture any of their opponent's leftover word cards.
• At the end of the round, replenish to a total of 5 word cards each.
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VOWEL SHAKERS

LEVEL: Primary

SKILLS: short vowel sounds

PLAYERS: 2 - 1 vs 1 or 4 - 2 vs 2

EQUIPMENT: 1 shaker with 4 vowel dice per player, 1 missing vowel deck (red) divided evenly between players

GOAL: to be the first player to run out of cards

GETTING STARTED: Players divide the cards evenly and place their half of the deck upside down. Set up vowel shakers as follows:

At the start of a round both players turn over 4 cards from their half of the deck, spaced on their game sheet. Player One shakes and aligns their shaker up against the word cards. If the vowel completes a correctly spelled word, it is removed and placed into their completed pile. If a player can remove all 4 of their cards in their first shake, then 4 new cards are immediately dealt out, the player gets another immediate shake and can remove any new cards that make correctly spelled words.

Player Two now takes their turn, shaking and aligning their shaker up against the word cards on their game sheet, and removing any cards that make a word. At the end of the round, players replenish their game sheet to a total of 4 new cards and shake and build words again. The players can be recording words as they are built and then removed. The player who gets rid of all of their half of the deck first is the winner.
VOWEL SHAKERS GAMEBOARD

PLAYER ONE

PLAYER TWO

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**WORD BUILDING RELAY**

**LEVEL:** Kindergarten – Grade 3  
**SKILLS:** Word Building, Long and Short Vowels  
**PLAYERS:** WHOLE CLASS, Teams of 4 – 8. Set up in gym or hallway  
**EQUIPMENT:** Missing Vowel deck, vowel dice  
**GOAL:** To be the team with the most collected word cards after a set period of time.  
**GETTING STARTED:**  
Arrange students relay style in the gym or hallway as follows

```
X X X X X  |   |   |   |   |
X X X X X  |   |   |   |   |
X X X X X  |   |   |   |   |
X X X X X  |   |   |   |   |
X X X X X  |   |   |   |   |
```

Divide the word deck into even stacks, one stack per team for use during the game.

On GO, the first runner from each team runs to the stack of cards and rolls their die. If they can make a word with the top card and their roll, they bring the card and die back to their team, put the card into their pile, and give the die to the next runner.

If they can’t build a word, they only bring back the die and give it to the next runner for the team. Each runner continues to run and roll until a match is made with the top card.

The relay continues for a set amount of time. Players on each team will likely run several times before the race is over. At the end of the race, the team with the most cards is the winner.
LEVEL:  grade 2 and up

SKILLS:  spelling simple words

PLAYERS:  teams of 2 vs. 2

EQUIPMENT:  one thirty-sided alphabet die, gameboard (see black line master), letter tiles (if available) or pencil, dictionaries are optional.

GOAL:  to spell the most words with one half of the alphabet

GETTING STARTED:

SETUP:
Before starting the game, teams divide the alphabet letters between both teams. At the end of this setup, each team will have 13 different letters of the alphabet assigned to them. These letters will be used in the spelling portion of the game.

If using letter tiles, a full alphabet is placed face up between both teams. Alternating turns, each team selects one letter tile at a time and puts it onto their playing side. Once each team has all 13 of their letters, the spelling portion of the game can begin.

If not using letter tiles, teams place one written alphabet in the center of the play area. Alternating turns, each team selects one letter, crosses it off the master alphabet and records it on their playing sheet.

SPELLING:
Teams now have ten minutes to create as many 2-, 3-, 4- and 5-letter words etc. using their own 13 letter bank.

SCORING:
At the end of the set spelling time, players exchange lists to check for spelling accuracy. Dictionaries may be used to double check for accuracy. Words score one point for each letter. Final scores are determined, and the team with the most points is the winner.
**ALPHABET ROLL OUT**

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Teams select one letter at a time
Record your 13 letters

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