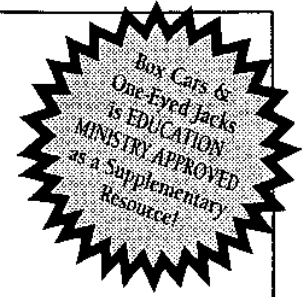


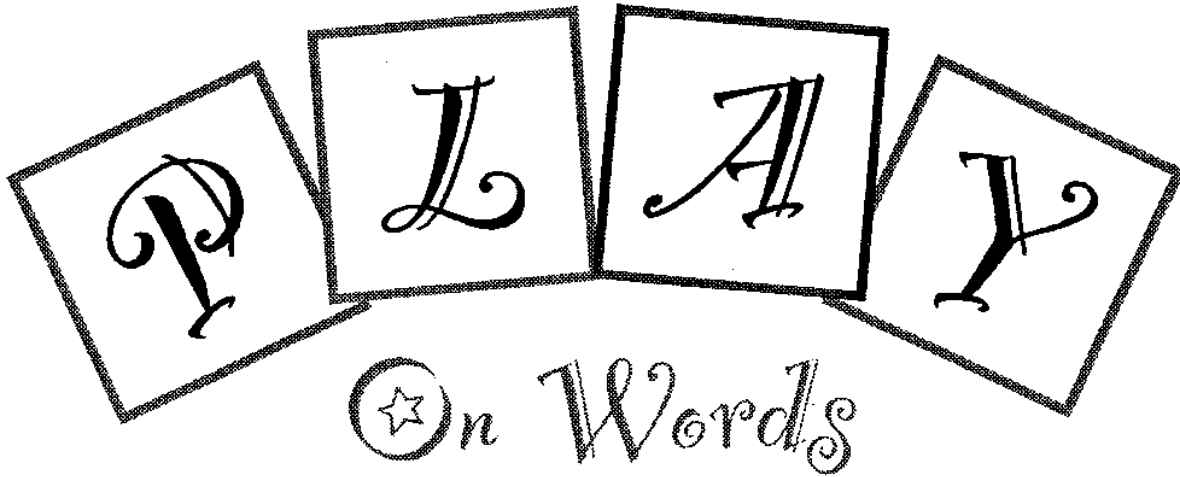
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boxcars@telus.net

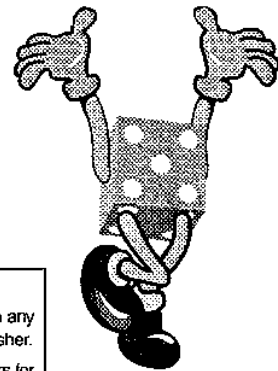
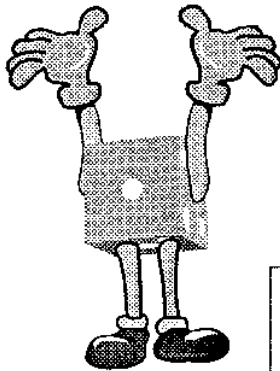
Presents



Language and Spelling Games using
Alphabet Dice, Decks & Letter Tiles

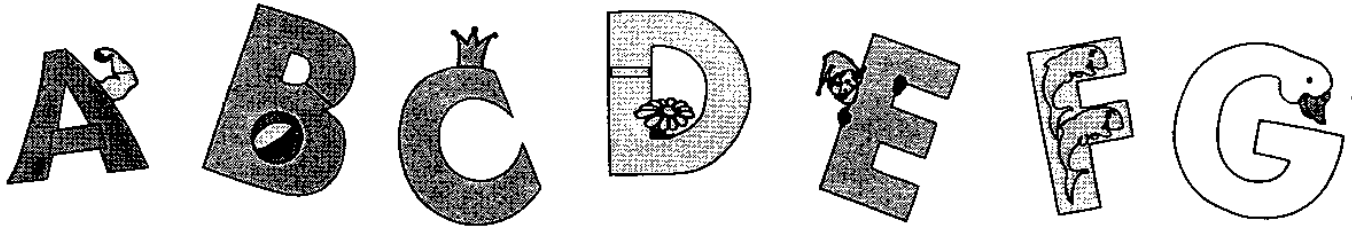
Fort Worth ISD

Kindergarten – 2nd Grade



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Introducing... The Alphabet



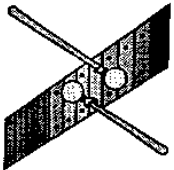
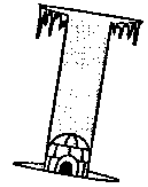
1. Letter Detective

- 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



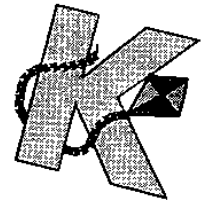
3. Build It And Sing!

- pull out some letters / kids sing and fill in
- teacher says the sound / kids pull out the letter
- alphabetizing / what's next?



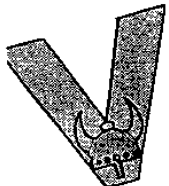
4. Alphabet Hop

- 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)



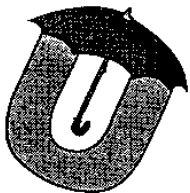
5. Theme Games

- roll it and verbalize a word that fits the theme / puzzle island



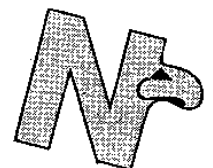
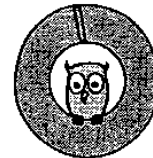
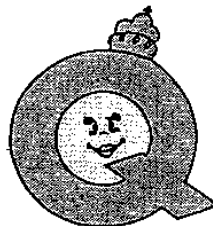
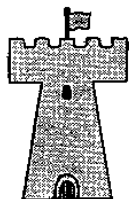
6. Rhyming Games

- 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



BINGO BLASTERS

PLAYER ONE

A	☆	J	P	U
B	F	K	☆	V
☆	G	L	Q	W
C	H	M	R	X
D	I	N	S	Y
E	☆	O	T	Z

PLAYER TWO

A	☆	J	P	U
B	F	K	☆	V
☆	G	L	Q	W
C	H	M	R	X
D	I	N	S	Y
E	☆	O	T	Z

yellow

YELLOW

blue

BLUE

green

GREEN

purple

PURPLE

red

RED

orange

ORANGE

white

WHITE

pink

PINK

black

BLACK

brown

BROWN

gray

GRAY

gold

GOLD

one

two

three

four

five

six

seven

eight

nine

ten

eleven

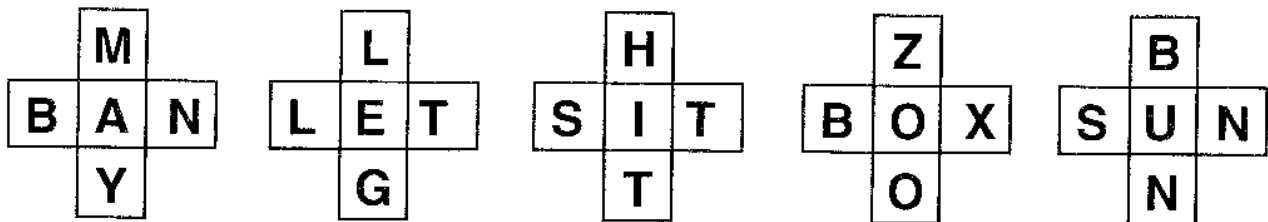
twelve

Let The Games Begin

All the **box cars and one-eyed jacks**™ games found in "On a Roll to Spelling and More" are written using the same format. As a sample, we've chosen one of our basic games to familiarize you with our style.

VOWEL CROSSES

- LEVEL:** Grade 1 and up
- SKILLS:** Spelling simple 3 letter words
- EQUIPMENT:** One thirty-sided alphabet die, one gameboard per player (see reproducibles)
- GETTING STARTED:** The goal of the game is for players to fill in their gameboard with as many correctly spelled words as possible. Players alternate rolling the die and calling the letters outloud. If a player rolls a ☆ they may choose a letter of their choice.
- A total of thirty rolls will be taken during the game. Throughout the rolling players may place the letters into any space on their gameboard. Any roll may be rejected by either player and placed into the reject spaces. Once a letter is placed into any space it cannot be changed or erased. After thirty rolls are completed players count up the number of correctly spelled three-letter words. The player with the most correctly spelled words is the winner.
- To increase the difficulty players may alter the gameboard to include various double vowel combinations (see reproducibles).



While our rules do not specify always to use Letter Tiles, we recommend using them for play. It provides students with manipulative support and enhances their game experience.

Remember

"A Tile Laid is a Tile Played."

REJECT ROLLS

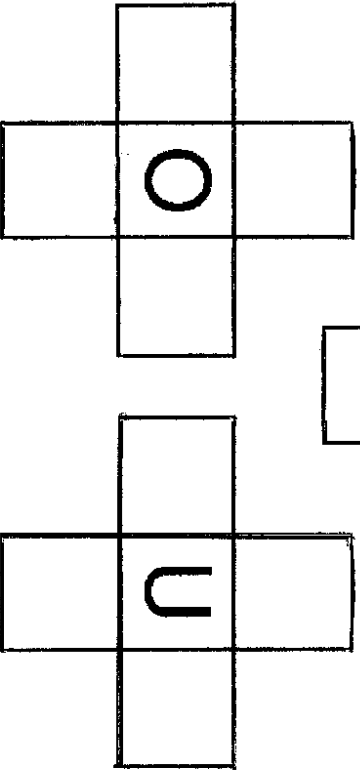
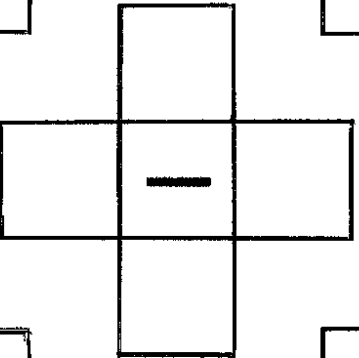
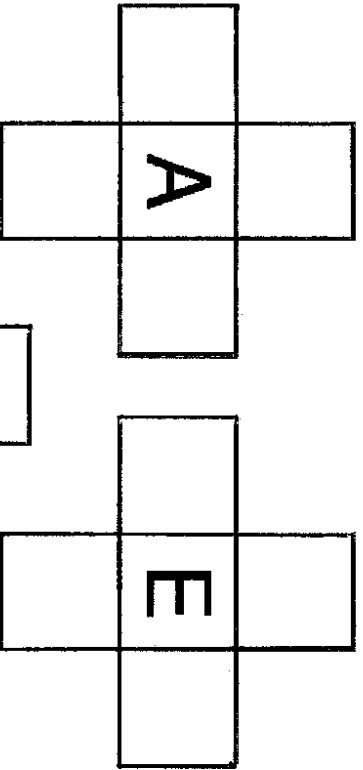
U	Z	I	J	L
I	C	U	A	

BAN	MAY
LET	ZOO
HIT	BUN
BOX	SIT
SUN	LEG

Notes:

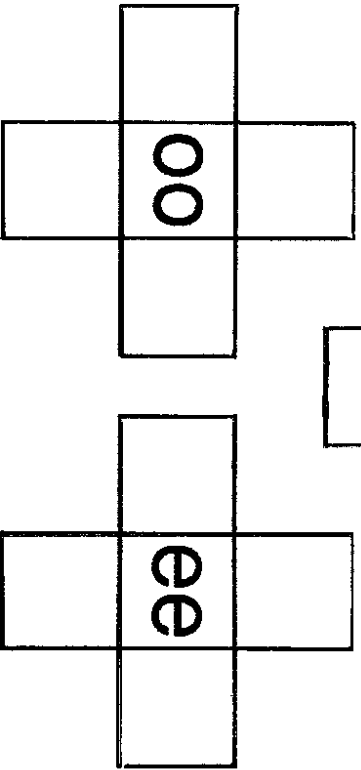
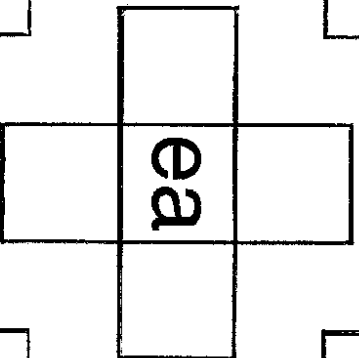
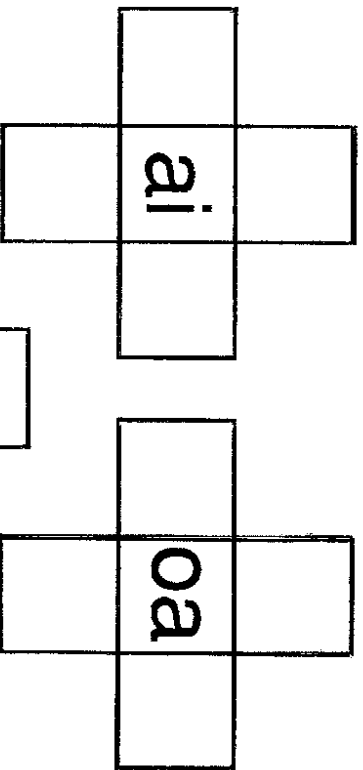
The following gameboards are teacher & student favourites - yours to copy.

VOWEL CROSSES



REJECT ROLLS

VOWEL CROSSES



REJECT ROLLS

Word Games Spelling

is the game...

Here

are the rules...

box cars

and

one-eyed

jacks®

Word Games

box cars

and

one-eyed

jacks®

Spelling

is the game...

Here

are the rules...

Keep Your Word!

Players: 2 - 4

Level: Grade 1 and Up

Skills: Spelling simple words

Equipment: Letter tiles and word cards (note: some cards are suffix cards and have been starred * - these should be removed from the deck for this game).

Getting Started:

Before the game begins, players turn over all letter tiles face down. Each player is dealt four word cards (which can be placed face up in front of themselves) and the remainder of the deck is placed face down.

If a player is dealt an [a] or [l] card that player automatically begins the game and also takes a second (bonus) turn. Throughout the game, if any player draws one of these bonus cards (a or l) that player takes another turn.

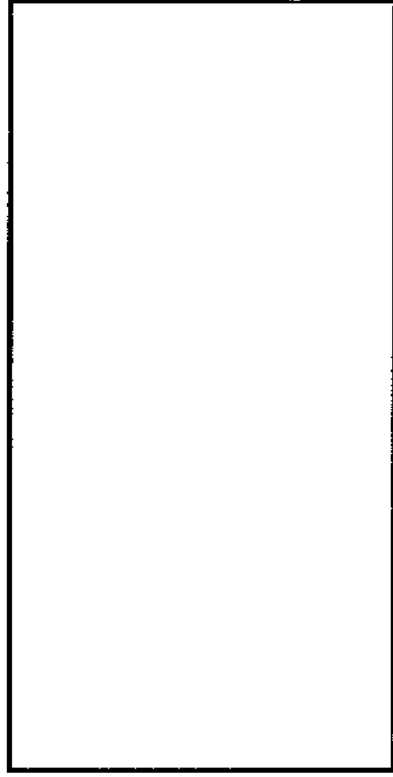
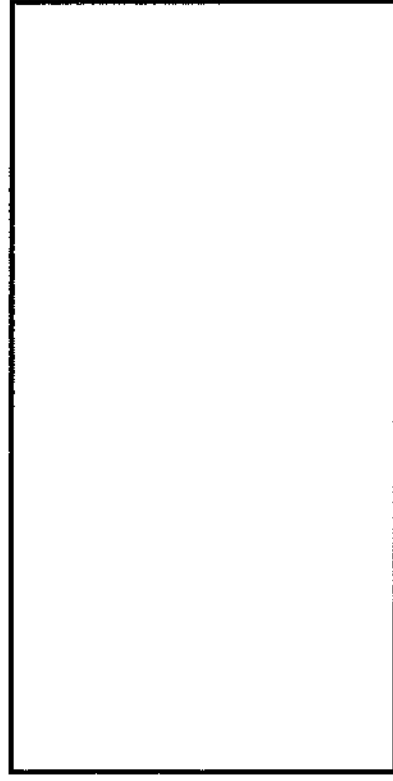
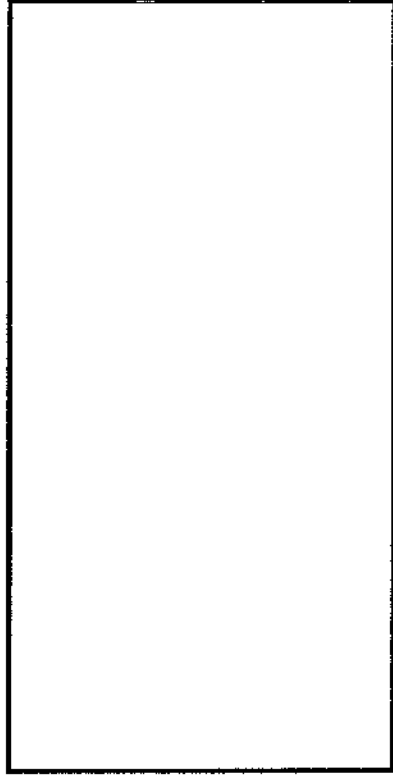
The goal of the game is to be the first player to spell (complete) 6 words on their cards.

To begin, one player selects a letter tile from the center and attempts to place it on one of their

own word cards to complete a word. If the player is successful they pick up a new word card from the top of the deck and their turn is over. If they cannot make a word, this letter tile is placed back into the center face up for the other players to use. Player Two now takes their turn. They can now choose either the face up letter (if it can be used) or choose a new (hidden) letter. Play continues until one player has built 6 words on their cards.

The first player to spell 6 words is the winner.

THE VOWELS COME MARCHING




F I V E

U P !

Box Cars 2008 ©

RULES:

- 1) Each player deals 5 WORD CARDS FACE UP
- 2) Each Player Rolls  vowel die and MAKE WORDS WITH THEIR OWN CARDS
- 3) PLAYERS now get to **CAPTURE** any of their OPPONENT'S LEFTOVER WORD CARDS. **END OF ROUND**
- 4) REPLENISH to a total of 5 WORD CARDS EACH

--

SIGHT WORD STACKERS

__ a k e

a b c d e f g h i j k l m n o p q r s t u v w x y z

- Flip over a card. Players use 1 alphabet **ONLY**
- Alternate turns placing a letter down to make a word
- Continue to alternate turns, stacking 1 letter at a time
- The last player to stack a letter and complete a word captures the card
- Put out all the alphabet for the next round
- Flip over the next card and continue

RECYCLING GAME

at

_____ at

_____ at

_____ at

_____ at

_____ at

_____ at

_____ at

et

_____ et

_____ et

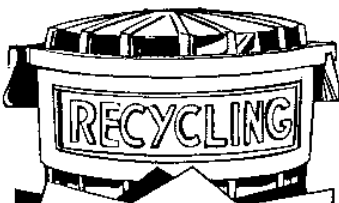
_____ et

_____ et

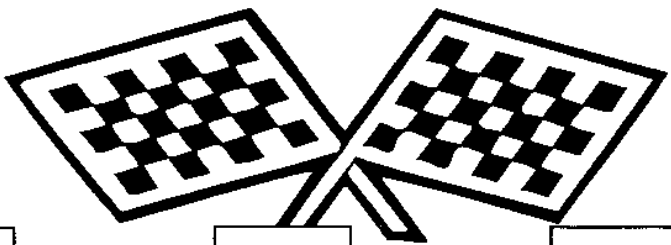
_____ et

_____ et

_____ et



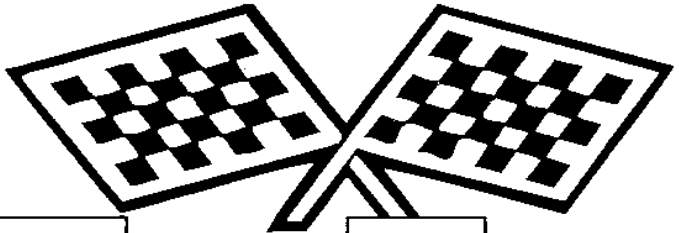
BEGINNERS



<input type="text"/>	at	<input type="text"/>	op	<input type="text"/>	et
<input type="text"/>	in	<input type="text"/>	ad	<input type="text"/>	og
<input type="text"/>	ip	<input type="text"/>	ug	<input type="text"/>	an

Rejects →

ENDERS



ta	<input type="text"/>	hi	<input type="text"/>	mo	<input type="text"/>
si	<input type="text"/>	to	<input type="text"/>	ha	<input type="text"/>
bu	<input type="text"/>	ca	<input type="text"/>	bi	<input type="text"/>

Rejects →

ROLLING VOWELS

b _ _	l _ _ d	h _ _ r	_ _ ch
q _ _ ck	p _ _ r	f _ _ l	ch _ _ r
tr _ _ s	_ _ t	cl _ _	s _ _ t
gr _ _	d _ _ r	h _ _ l	r _ _ n

Hide'n Seek Vowels

wr_____

r_____nd

sh_____k

fl_____er

s_____t

m_____ble

f_____st

k_____p

rec_____ve

b_____st

Tiles:

ar

ee

ir

ui

ur

en

oo

ow

ou

ei

B t t r l t t h n n v r.
(7)

S t l w t r s r n d p.(6)

G r t m n d s t h n k a k . (6)

C r s t k l d t h c t. (9)

B t t r s f t h n s r r . (7)

T h l r b r d c t c h s t h
w r m.(9)

1. a e l t _____

2. a c e r _____

3. a d e l _____

4. e i r t _____

5. o o r d _____

6. a b g r _____

7. a p s w _____

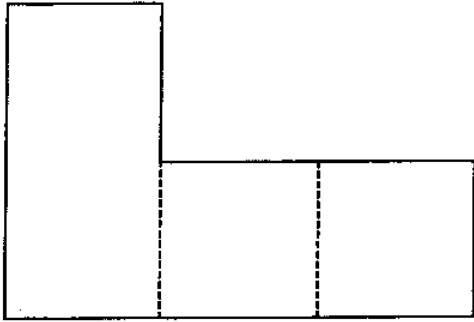
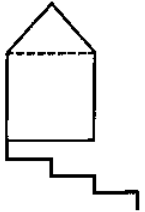
8. a e m t _____

9. a e l p _____

10. o p s t _____

WORD SHAPES

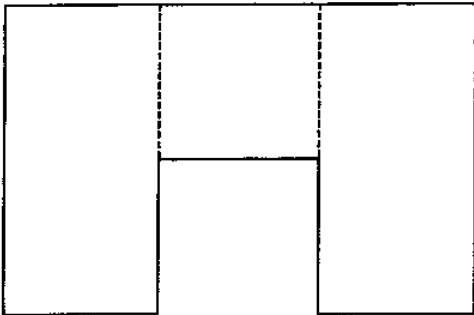
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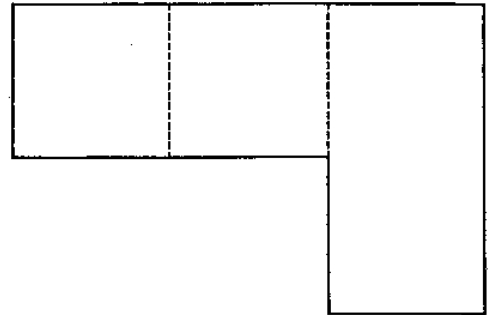
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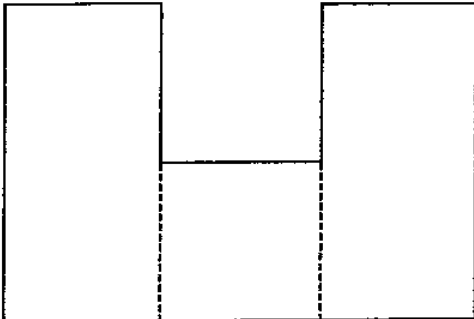
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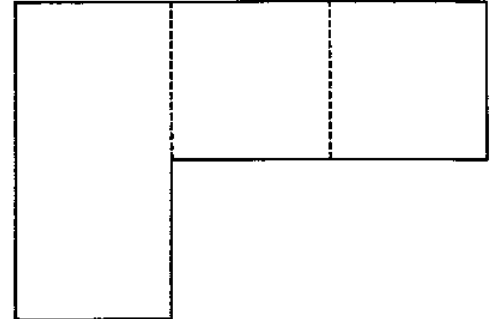
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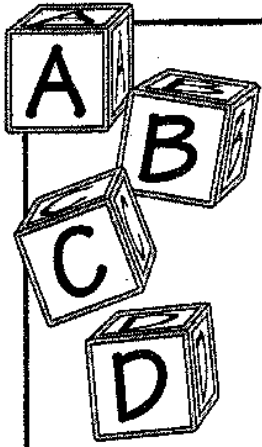
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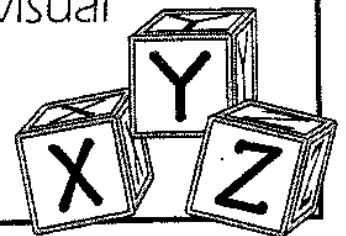


Let's Brainstorm!



Good spellers do the following...

-  Good spellers use predicting strategies - problem solving.
-  Good spellers use more visual imagery and applied common spelling patterns while poor spellers rely on sounding out strategies.
-  Students learn better when they correct their own errors.
-  Choose high frequency words.
-  Students need to learn spelling in a meaningful context and using words that exist in their own speaking vocabulary.
-  Use a multi-sensory approach. Active involvement. Hands-on is crucial. Have fun. Be creative!
-  Tiles / Games: Hands-on kinesthetic visual auditory talk as they play.



Implementation Plan

List 3 ways you can incorporate the Box Cars strategies into your classroom, program or school.

1.

2.

3.

Identify the game/activity that you will try first, when you get back later this week.

Find a colleague in this room whom you will contact at the end of the week. The two of you will be agreeing to hold a conversation regarding what you did to start implementing what you learned today.

Who:

From:

Phone:

Email:

You can reach me at:

boxcars@telus.net

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