

CVC Words Spell & Stretch Carpet Mark-Its™

This Really Good Stuff product includes:

- 26 Carpet Spots
- 8 Set-Up Cards
- 78 Word Cards (two-sided totaling 156 CVC words)
- This Really Good Stuff Instructional Guide

Congratulations on your purchase of **CVC Words Spell & Stretch Carpet Mark-Its™**, a fun kinesthetic activity in which beginning readers use their hands and feet to spell more than 156 CVC words.

Objective

Players take turns twisting and stretching on the *Carpet Spots* grid to spell called-out CVC words. Spectators record CVC words on the *Recording Sheet*.

Meeting the Standards

CVC Words Spell & Stretch Carpet Mark-Its™ aligns with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Phonics and Word Recognition

RF.1.3.b. Decode regularly spelled one-syllable words.

Phonemic Awareness

RF.K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

Conventions of Standard English

L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Managing the EZread CVC Words Spell & Stretch Carpet Mark-Its™

- Visit our website at reallygoodstuff.com to download Really Good Stuff Instructional Guides.
- The *Set-Up Cards* and *Word Cards* are color-coded for easy management.
- Use the *Set-Up Cards* to select the appropriate *Carpet Spots* and place the *Carpet Spots* in a grid on the floor as shown on the cards.
- Use either the *Set-Up Card* or matching colored *Word Cards* to call words.
- Store the *Carpet Spots* in alphabetical order so that you can efficiently locate the letters you need for each set.
- Depending upon your students' needs and behaviors, determine whether you will have just one student at a time on the grid or multiple students.
- Use the *Recording Sheet* to monitor progress.

Introducing the CVC Words Spell & Stretch Carpet Mark-Its™

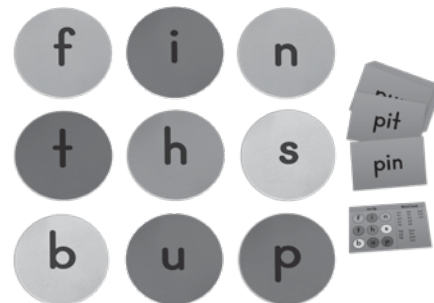
Actively engage students in fun word study! This is a kinesthetic word study activity for the whole class, small group, intervention, or center time. Students will enjoy learning how words work as they take turns stretching and twisting, using their hands and feet to spell CVC words! As the students taking turns on the spots find and spell words, have the other students record the words on their *Recording Sheets*.

Depending on your students' sight word fluency, you may decide to show the *Word Cards* as you read them or read them without displaying them.

Review CVC Words

Remind students that CVC words have three sounds (consonant-vowel-consonant), and we always see a vowel in the middle of the beginning and ending sound. It is important

to orally segment the word into its three parts to know what letters represent those sounds.



Model the Activity

Model the activity so that students are clear on your expectations for playing the game and recording their work. Select one *Set-Up Card* and matching colored *Word Cards*. Give each spectating student a *Recording Sheet* and pencil. Using the *Set-Up Card*, locate the *Carpet Spots* needed for this set. Place the *Carpet Spots* in a grid on the floor in the order they are shown. Have spectators fill in their *Recording Sheet* grid to match yours.

Select two students to demonstrate the spelling of called words. The child with the next birthday may go first. Read any word from the *Word Cards* so that spectators can see the card but the two players cannot. The student whose turn it is will touch the letters in the order the words are spelled, using hands and feet. He or she should say the letter as it is touched: "c, a, t, cat." Or you might have students make the letter sounds: "/c/ /a/ /t/, cat." Display the *Word Card* so students can check their spelling. If correct, spectators write the word on the *Recording Sheet*. (If incorrect, the other player tries spelling that word.) The first student steps off the grid. The other student takes a turn next. Allow students to spell a few words before inviting two new students to take turns. You may set a rule that if a student falls over, he or she is out and a new student comes in. Students may find words that are not on a *Word Card*, and you may give credit for any real words.

Variations

Tangled Up

After the first student spells a word, he or she remains on the grid. The next student's objective is to spell the new word without falling down. Have spectators record the words as they are spelled.

No Cards

Invite students to take turns spelling any CVC word they see on the grid without the support of seeing the *Word Cards*. Determine whether two students will play at once or individual students will take solo turns on the grid. When a student cannot find any more CVC words, his or her turn is over and a new student may try. Have spectators record the words as they are spelled.

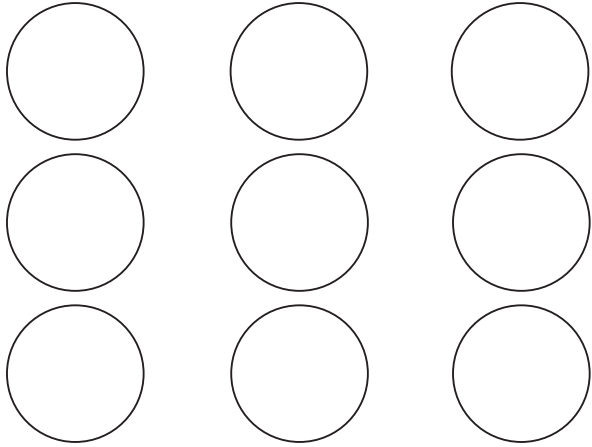
Speedy Spellers

Have a small group gather around the grid and quickly write all the CVC words they can find (from their seated position) within your time limit. When time is up, call on one to two students at a time to show (using hands and feet) the group a few of the words they found. Have spectators record the words as they are spelled (or check off words they already wrote). Students may acquire points for words no one else has found.

Name _____

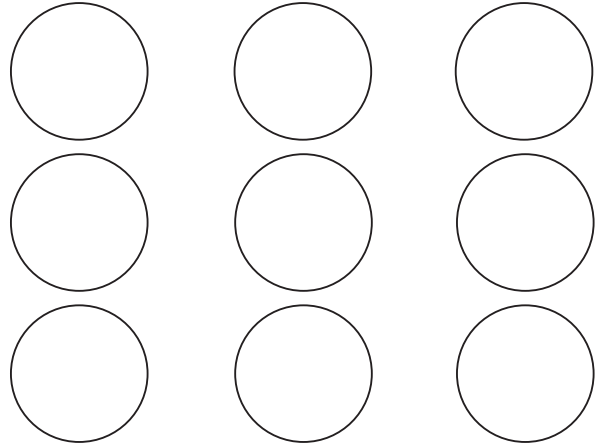
Date _____

Directions: Fill in the grid to match the floor grid.



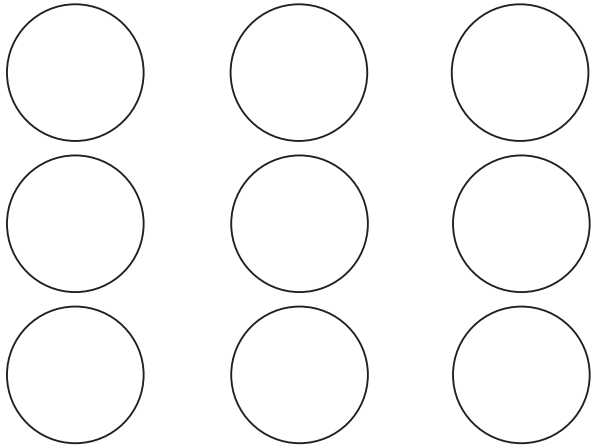
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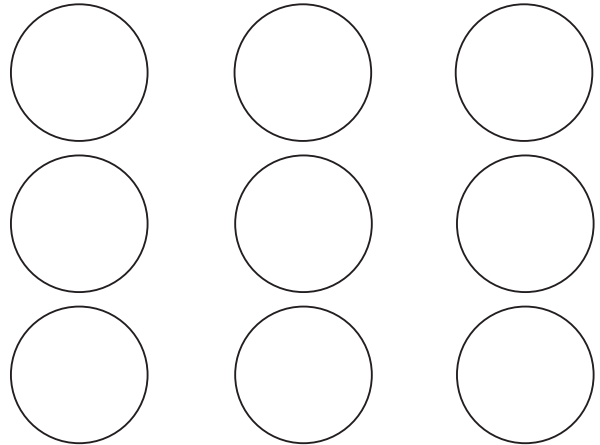
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