Congratulations on your purchase of Really Good Literacy Center-in-a-Bag™ Mapping Words, a hands-on activity that strengthens your students’ phonological awareness and letter-recognition skills.

**Objective**
Student segment phonemes to spell simple words using picture cues.

**Meeting State Standards**
This type of practice in segmenting phonemes to spell simple, pictured words helps students meet grade-level expectations and prepare for standardized testing. Mapping Words can also help improve spelling and phonics skills.

**This Really Good Stuff® product includes:**
- 14 Double-sided Game Mats
- Center Task Card
- This Really Good Stuff® Activity Guide

Segmenting phonemes is an important part of phonological awareness and letter recognition. With Mapping Words, early readers have fun forming words by isolating and identifying their phonemes. Students see a picture cue for a familiar word and form the word by isolating the phonemes, identifying them, and writing them in boxes provided below the picture. Then they find the same picture on a worksheet and write the word again. Through repeated play, students build essential auditory-discrimination and letter-knowledge skills.

**Managing the Center-in-a-Bag**
- Display the Center Task Card.
- Copy this Activity Guide and file for future use.
- Demonstrate how to tidy the center when the activity is complete.
- Store the center materials in the bag and hang it alongside other Centers-in-a-Bag.

**Introducing Mapping Words**
Mapping Words provides a fun setting for students to practice segmenting phonemes in familiar words using pictures on Game Mats. Students must know the alphabets and basic phonemes for this activity. Students name the picture on their Game Mat, segment the phonemes in the word, and write the phonemes in boxes provided below the picture. Then they find the same picture on the Phoneme Reproducible and write the word again.

This Really Good Stuff® product includes:
- 14 Double-sided Game Mats
- Center Task Card
- This Really Good Stuff® Activity Guide

**Model the Activity**
Begin by modeling the activity, discussing every step with students. Start with one Game Mat and Phoneme Reproducible for practice. Choose a word that contains a two-letter phoneme, such as off (as in fish). Say the word that names the picture on the Game Mat. Sound out the word, segmenting the phonemes and pronouncing each phoneme distinctly and clearly. Point out to students that they can tell how many phonemes the word has by counting the number of boxes provided below the picture.

Then write the phonemes of the word in the boxes. Explain to students that some phonemes have more than one letter. Ask students to help you find the same picture on the Phoneme Reproducible. Pronounce the word again, segmenting each phoneme, and write the word on the line below the picture.

**Center Task Card**
Place this at the literacy center in a visible position. The student or helper can refer to the Center Task Card for instructions. Refer to the shaded section at the top of the Card for center preparation, including needed materials.

**Mapping Words Game**
One to four students
**Object:** Segment phonemes to spell simple words.
**Materials:** Game Mats, Dry Erase Crayon, Phoneme Reproducible (one for each student)

1. Each student gets a Game Mat, Dry Erase Crayon, and Phoneme Reproducible.
2. Name the picture on your Mat. Say each sound in the word and write its corresponding letter or letters in the boxes below. Some sounds are spelled with two letters—write both letters in a single box.
3. Find the same picture on your Phoneme Reproducible and write the word below it.
4. Turn over your Game Mat and repeat the activity.
5. Continue until you have written words for all the pictures on your Phoneme Reproducibles.

**Variation:**
Play with a partner. One student says the word aloud and the other student writes the letters in the boxes. Both students record the words on their own Phoneme Reproducibles.
Congratulations on your purchase of Really Good Literacy Center-in-a-Bag™ Mapping Words, a hands-on activity that strengthens your students’ phonological awareness and letter-recognition skills.

**Objective**
Student segment phonemes to spell simple words using picture cues.

**Meeting State Standards**
This type of practice in segmenting phonemes to spell simple, pictured words helps students meet grade-level expectations and prepare for standardized testing. Mapping Words can also help improve spelling and phonics skills.

This Really Good Stuff® product includes:
- 14 Double-sided Game Mats
- Center Task Card
- This Really Good Stuff® Activity Guide

Segmenting phonemes is an important part of phonological awareness and letter recognition. With Mapping Words, early readers have fun forming words by isolating and identifying their phonemes. Students see a picture cue for a familiar word and form the word by isolating the phonemes, identifying them, and writing them in boxes provided below the picture. Then they find the same picture on a worksheet and write the word again. Through repeated play, students build essential auditory-discrimination and letter-knowledge skills.

**Managing the Center-in-a-Bag**
- Display the Center Task Card.
- Copy this Activity Guide and file for future use.
- Demonstrate how to tidy the center when the activity is complete.
- Store the center materials in the bag and hang it alongside other Centers-in-a-Bag.

**Introducing Mapping Words**
Mapping Words provides a fun setting for students to practice segmenting phonemes in familiar words. Students name the picture on their Game Mat, segment the phonemes in the word, and write the phonemes in boxes provided below the picture. Then they find the same picture on the Phoneme Reproducible and write the word again. Included are 28 Game Mats providing 10 three-phoneme words, 10 four-phoneme words, and 8 five-phoneme words. The 28 Game Mats make it possible to use Mapping Words as an individual or small group activity.

**Model the Activity**
Begin by modeling the activity, discussing every step with students. Start with one Game Mat and Phoneme Reproducible for practice. Choose a word that contains a two-letter phoneme, such as sh (as in fish). Say the word that names the picture on the Game Mat. Sound out the word, segmenting the phonemes and pronouncing each phoneme distinctly and clearly. Point out to students that they can tell how many phonemes the word has by counting the number of boxes provided below the picture. Then write the phonemes of the word in the boxes. Explain to students that some phonemes have more than one letter. Ask students to help you find the same picture on the Phoneme Reproducible. Pronounce the word again, segmenting each phoneme, and write the word on the line below the picture.

**Center Task Card**
Place this at the literacy center in a visible position. The student or helper can refer to the Center Task Card for instructions. Refer to the shaded section at the top of the Card for center preparation, including needed materials.

**Mapping Words Game**
One to four students

**Object:** Segment phonemes to spell simple words.

**Materials:** Game Mat, Dry Erase Crayon, Phoneme Reproducible (one for each student)

1. Each student gets a Game Mat, Dry Erase Crayon, and Phoneme Reproducible.
2. Name the picture on your Game Mat. Say each sound in the word and write its corresponding letter or letters in the boxes below. Some sounds are spelled with two letters—write both letters in a single box.
3. Find the same picture on your Phoneme Reproducible and write the word below it.
4. Turn over your Game Mat and repeat the activity.
5. Continue until you have written words for all the pictures on your Phoneme Reproducibles.

**Variation:**
Play with a partner. One student says the word aloud and the other student writes the letters in the boxes. Both students record the words on their own Phoneme Reproducibles.
Congratulations on your purchase of Really Good Literacy Center-in-a-Bag™ Baseball Vowel Digraphs, a hands-on activity that strengthens your students’ phonics skills in variant long vowels.

**Objective**

Students identify variant correspondences in long vowels.

**Meeting State Standards**

This type of practice in identifying variant correspondences in words helps students meet grade-level expectations and prepare for standardized testing. Baseball Vowel Digraphs can also help improve spelling and phonics skills.

This Really Good Stuff® product includes:

- 1 File Folder Write Again® Game Mat
- 45 Double-sided Baseball Word Cards
- 5 Color-coded Baseball Bats
- 1 Dry Erase Crayon
- Center Task Card
- This Really Good Stuff® Activity Guide

Digraphs are important for students to read as a single phoneme in order to be fluent readers. A decoding breakdown occurs if a student tries to read a digraph as two separate phonemes. Baseball Vowel Digraphs allows students to practice digraphs in a fun and engaging way. Through repeated play, identifying, reading, and spelling digraphs becomes automatic!

Managing the Center-in-a-Bag

- Display the Center Task Card.
- Copy and file this Activity Guide for future use.
- Place the Baseball Word Cards in separate plastic bags for easy management.
- Demonstrate how to tidy the center when the activity is complete.
- Store the center materials in the bag and hang it alongside other Centers-in-a-Bag.

Introducing Baseball Vowel Digraphs

Baseball Vowel Digraphs provides a fun setting for students to learn tricky vowel digraphs as they “round the bases” in this variation of baseball. Students write their name or team name on the Game Mat’s scoreboard. The batter gets a reference Bat and a “pitch.” The color-coded Bats have 3–4 choices to complete the spelling on the matching Baseballs. The 5 Bats each have 9 color-coded Baseballs that share a vowel sound. The pitcher holds up a Baseball, showing the batter the incomplete side, for example, tr__ n. The batter then looks at the Bat and chooses a digraph to complete the word. The pitcher knows immediately if the batter is correct, as the answer is on the back of the Baseball. The batter then writes the correct answer on the base to “round the bases,” allowing for extra practice as well as recording the “hits.” Keep track of runs and outs on the scoreboard with the Dry Erase Crayon. The rule is two outs or one run and the teams change up, keeping the game moving and giving plenty of practice for each team.

**Model the Activity**

Begin by modeling the activity, discussing every step with students. Write the player team names on the scoreboard. Point out the place on the scoreboard to record runs and outs. Tell students that in this game there are only 2 outs and 1 run for teams to switch. Select a pitcher and a batter. Choose a matching Bat and Ball set and place the Bat in front of the batter, explaining that the choices for spelling are on the Bat. The pitcher holds up a Baseball with the blanks facing the batter. The batter chooses a digraph pattern from the Bat to complete the spelling. The pitcher checks the back of the Ball for accuracy, and if correct, the batter moves to first base by writing the word on first base. That batter continues batting until he/she either makes it around the bases, writing the words on the bases, and scoring a run, or misses, getting an out. Another batter is “up,” playing the same way until there are 2 outs. Then, the teams switch roles. Students may use another colored set of Bat and Balls if the game goes into overtime or if players are ready for another vowel sound.

**Center Task Card**

Post this at the literacy center in a visible position. The student or helper can refer to the Center Task Card for instructions. Refer to the shaded section at the top of the Card for center preparation, including needed materials.

**Beginning Baseball Vowel Digraphs**

Two to four students

Object: Identify variant correspondences in long vowels

Materials: Game Mat, 1 colored set of Bat and Baseball Cards, Dry Erase Crayon

1. Place the Mat in the center of the players. Write player or team names on the scoreboard. Select a pitcher and a batter. Batting will continue clockwise in the group. Place the Bat in front of the batter—these are the choices for spelling.

2. Batter up! The pitcher holds up a Baseball, hiding the answer on the back. The batter tries to finish spelling the word. If the batter correctly spells it, the batter moves to first base by writing the word on the base. If the batter is incorrect, mark 1 out on the scoreboard. Bat again.

3. Rules: 1 run and you switch batters. 2 outs means new batter up.

4. Try another set of Bats and Balls if you go into overtime.
Congratulations on your purchase of the Really Good Literacy Center-in-a-Bag® Fact & Opinion Sort & Write, Level 1, a hands-on activity that strengthens your students’ critical thinking and writing skills.

Objective
Distinguish fact from opinion on matching illustrated Cards and sort them accordingly on the mat. Then write a fact or an opinion piece on the mat or record sheet.

Meeting Common Core State Standards
Distinguish fact and opinion. Introduce a topic or text, state an opinion, and create an organizational structure that lists reasons. Write informative texts.

This Really Good Stuff® product includes:
• 42 Fact & Opinion Cards: 6 in each of 7 colored sets (The Level 2 card set has different borders so that you can easily manage both sets.)
• 2 Mats
• 1 Center Task Card
• This Really Good Stuff® Teaching Guide

Introducing Fact & Opinion Sort & Write, Level 1 (Grades 2-3)
This two-part activity provides a fun setting for students to practice distinguishing fact from opinion in their reading, writing, and speaking. The two-sided cards have matching illustrations on the front so students can organize pairs for sorting. The card backs have answers for self-checking. After sorting the cards on the mat, students use the back of the mat or record sheet to write a fact or an opinion piece in an organized structure. Finally, students read their piece to a buddy.

Quick Lesson in Fact & Opinion
Use the mat for visual support to teach fact and opinion. Notice that the word Fact has a check mark after it, as in fact check; this is to remind students that a statement must be checked or proven in order to be a fact. A fact expresses only what actually happens, or what can be proven by objective data. A fact statement may be disputed, but since it can be proven, it remains a fact. Facts don’t change. Fact statements often contain dates, times, and measureable quantities that can provide clues to determining their status as facts.

Also on the mat, the word Opinion shows a thumbs-up and a thumbs-down to remind students that they may agree or disagree with an opinion statement. An opinion expresses an attitude toward something—it presents a judgment, view, conclusion, or a statement that cannot be proven true or false. Opinions can change. Opinions are what someone thinks about something and may contain clue words, such as feel, believe, always, never, none, most, least, better, best, and worst, as well as descriptive words, such as fun, pretty, or boring.

Consider this example: Vanilla ice cream is better tasting than chocolate. This isn’t a fact statement because there is no way to prove or disprove it. This is an opinion. The difference between a fact and an opinion is the ability to prove or disprove the statement. As another example, it is easy to prove or disprove the title of a book (name a title your class is familiar with). That makes it a fact. Ask students to share other fact and opinion examples.

Why Do We Have to Understand Fact and Opinion?
Much of what you read in newspapers or magazines is a mix of opinions and facts. The opinions may be “disguised” as facts to strengthen the author’s argument. There is nothing wrong with mixing opinions...
and facts—it’s very common—but it is important that readers be able to distinguish fact from opinion so that they can make a sound judgment about the information they read. Understanding fact and opinion is also important because standardized tests include these items.

Model the Activity

Begin by modeling the activity, discussing every step with students. Use the mat’s visual reminders and Quick Lesson on the previous page to define fact and opinion. Tell students they will first sort the fact and opinion cards, and then they will write a short fact or opinion passage and share it with a partner.

For the first part of the activity, place the sort side of the mat in front of you. Choose one colored-card set to sort. Organize the cards by pairing like pictures together.

Use the pink card set for this demonstration. After compiling all three card pairs in your colored set, tell students you will select a topic to begin your sort (for demonstration, begin with the tornado pair). Read a tornado card aloud and think aloud as you use the visual reminders on the mat to determine which is the fact and which is the opinion. Remind students of the clue words listed on the previous page, such as opinions’ descriptive words (scariest) and facts’ measurable quantities (300 mph).

Sort all six cards on the mat. Check your answers on the card backs. If anyone disputes an answer, encourage discussion. This checking and discussion is excellent oral language practice for all learners, especially English Language Learners.

Next, turn the mat over and tell students they will write a passage about a fact or opinion card they liked, or they may choose one of their own. Using a low-odor, dry-erase marker (not included), have them use the organizational structure on the mat or record sheet to write an informational or opinion piece. Ask them to share it with a partner.

After demonstrating, have students sort cards, write a passage, and share it with a partner.

Center Task Card

Post this at the literacy center in a visible position. A student or a helper can refer to the Center Task Card for instructions. Refer to the shaded section at the top of the card for center preparation, including needed materials.
Related Really Good Stuff® Products:
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Sort & Write,
   Level 2 (Grades 4-5) (#305374)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Cause & Effect Sort & Say,
   Level 1 (Grades 2-3) (#305377)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Cause & Effect Tag & Tell,
   Level 2 (Grades 4-5) (#305383)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Main Idea & Supporting Detail Sort & Write,
   Level 2 (Grades 4-5) (#305380)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Ding! Ding! Ding! Summary,
   Level 1 (Grades 2-3) (#305387)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Ten-Buck Summary,
   Level 2 (Grades 4-5) (#305390)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Compare & Contrast: Same-Topic Texts,
   Level 1 (Grades 2-3) (#305355)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Compare & Contrast: Same-Topic Texts,
   Level 2 (Grades 4-5) (#305363)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Text Features,
   Level 1 (Grades 2-3) (#305361)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Text Features,
   Level 2 (Grades 4-5) (#305371)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Lights, Camera, Action! Retelling,
   Level 1 (Grades 2-3) (#305392)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Lights, Camera, Action! Comprehension,
   Level 2 (Grades 4-5) (#305221)
Really Good Literacy Center-in-a-Bag™: Fact & Opinion: Reading Strategies Game,
   Level 1 (Grades 2-3) (#305286)
Little Pocket Sorts™: Fact & Opinion,
   Level 1 (#304735)
Little Pocket Sorts™: Main Idea & Supporting Details,
   Level 1 (#304738)
Little Pocket Sorts™: Main Idea & Supporting Details,
   Level 2 (#304743)
Little Pocket Sorts™: Fact & Opinion,
   Level 2 (#304745)
Little Pocket Sorts™: Cause & Effect,
   Level 1 (#304748)
Little Pocket Sorts™: Cause & Effect,
   Level 2 (#304763)
Write about your favorite card or your own fact or opinion.

FACT OR OPINION

REASONS OR INFORMATION

CONCLUSION
Inference Fun! Level 1

Congratulations on your purchase of the Really Good Literacy Center-in-a-Bag™ Inference Fun! Level 1, an engaging literacy game that builds students’ critical thinking and inference skills.

Meeting Common Core State Standards
The Really Good Stuff Inference Fun! game aligns with the following Common Core State Standards for English Language Arts:

**Key Ideas and Details**

**Anchor Standard 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

This Really Good Stuff product includes:
- 100 Inference Cards
- 2 Inference Fun! Game Mats
- 2 Spinners
- 4 Game Pawns
- 1 Center Task Card
- This Really Good Stuff Teaching Guide

Making appropriate inferences is an essential component of reading comprehension. With Inference Fun!, students have fun while practicing “reading between the lines” to understand the subtleties of text. They become detectives as they identify clues in text in order to answer questions and make inferences. Focusing only on inference skills, this activity leads to better overall comprehension and increased engagement with text. The content of this activity is at the second- and third-grade level; however, the text cards can be used to review inferences with students at any grade level.
Managing the Center-in-a-Bag
- Visit our Web site www.reallygoodstuff.com to
download Really Good Stuff Teaching Guides.
- Display the Center Task Card.
- Demonstrate how to tidy the center when the
activity is complete.
- Store the center materials in the bag, and hang it
alongside other Centers-in-a-Bag.

Introducing Inference Fun!
Playing the Inference Fun! game, students make their
way along a carnival path by practicing their inference-
making skills. Each Inference Fun! Game Mat has its
own color-coded set of Inference Cards that explores
different types of inferences. Simply match up the colors
on the game mat spaces with those on the cards and
you're ready to play.

One game mat and set of cards focuses on inferences
related to character traits and feelings, and the other
game mat and set of cards focuses on setting and
cause of action. On all Inference Cards, students are
given a short passage and a multiple-choice question
that requires them to make an inference to arrive at the
answer.

A special set of 20 cards shared between the two game
mats—the Make a Wild Guess Cards—adds a twist
to the game. On each one, there is a short, open-ended
passage that asks students to make wild guesses
instead of logical inferences. Having students make both
wild and logical guesses, makes the difference between
the two obvious.

Students learn the difference between logical inferences
and wild guesses.

Practice the Skill of Making Inferences
It is important to verbalize the process of making
inferences with students to ensure that they understand
how to extract clues from the text and integrate them
with their own experiences to arrive at logical inferences.
Explain that Inference Fun! requires them to use clues
in the text, along with their own background knowledge,
to make logical inferences. Take an Inference Card
and read part of the passage aloud, such as “Jake
hurried up the stairs and tripped as he rounded the
corner.” Ask students if there is enough information
to make an educated guess about how Jake is feeling.
Read the rest of the passage—“His friends laughed at him. Jake blushed.” Again, ask students if there is adequate information to infer how Jake is feeling. Have them identify the words in the passage, or the text clues, that helped them to make the inference. Encourage them to relate their own experiences to those clues. For example, ask students how they have felt in situations that have made them blush. Point out that the first sentence of the passage lends itself to a wild guess, while the sentences that follow include key words that students can use to make logical inferences about a character’s feelings.

Model the Inference Fun Game
To begin, select a game mat and its corresponding Inference Cards, along with ten Make a Wild Guess Cards. Place the Inference and Wild Guess Cards face up in three separate piles. Explain that there are three types of colored spaces on the game mat—two correspond to different types of Inference Cards, and the third is a special space that requires players to complete an action or take a Wild Guess Card. The color of the space on which they land will determine which card or action they take. For example, if a player spins and lands on a pink space, he or she would take a pink Inference Card.

Taking turns, players spin and move along the colored spaces on the game mat. For each space on which they land, they take a card (or complete an action), read the passage aloud, and answer the question. They then turn the card over to check their answer. If they are correct, they stay on that space; if they are incorrect, they return to their previous space. Either way, they place the card in a discard pile.

The game is over when all players reach the end of the game path.

Extension
Use the Inference Cards for oral language practice. Read the passages aloud without the list of answers and have students write down their responses and explain how they made each inference.

Center Task Card
Post this at the literacy center in a visible position. A student or a helper can refer to the Center Task Card for instructions. Refer to the shaded section at the top of the card for center preparation, including needed materials.

Related Really Good Stuff Products
Making Inferences (#305269)
Before-, During-, and After-Reading Strategies, Level 1 (#305999)
Making Connections Using Illustrations, Level 1 (#306078)