

[From Keep Reading and Learning](#)

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Directions: The teacher writes high frequency words in the box at the bottom of the page. These are the words the players can choose from. I choose words that my students are currently working on or any words that they need to review.

Each student chooses one word that they will use for the whole round. The students play Tic Tac Toe as usual, but they will write their word instead of the traditional X or O.

As they write their word, students should use Simultaneous Oral Spelling. This simply means that they spell the word as they write it, and then state the word. Example: when Billy writes the word *said* in a space, he says “s-a-i-d, said.”

Tips: Make the page last longer by sliding it into a plastic sheet protector. Students can play multiple games using dry erase markers.

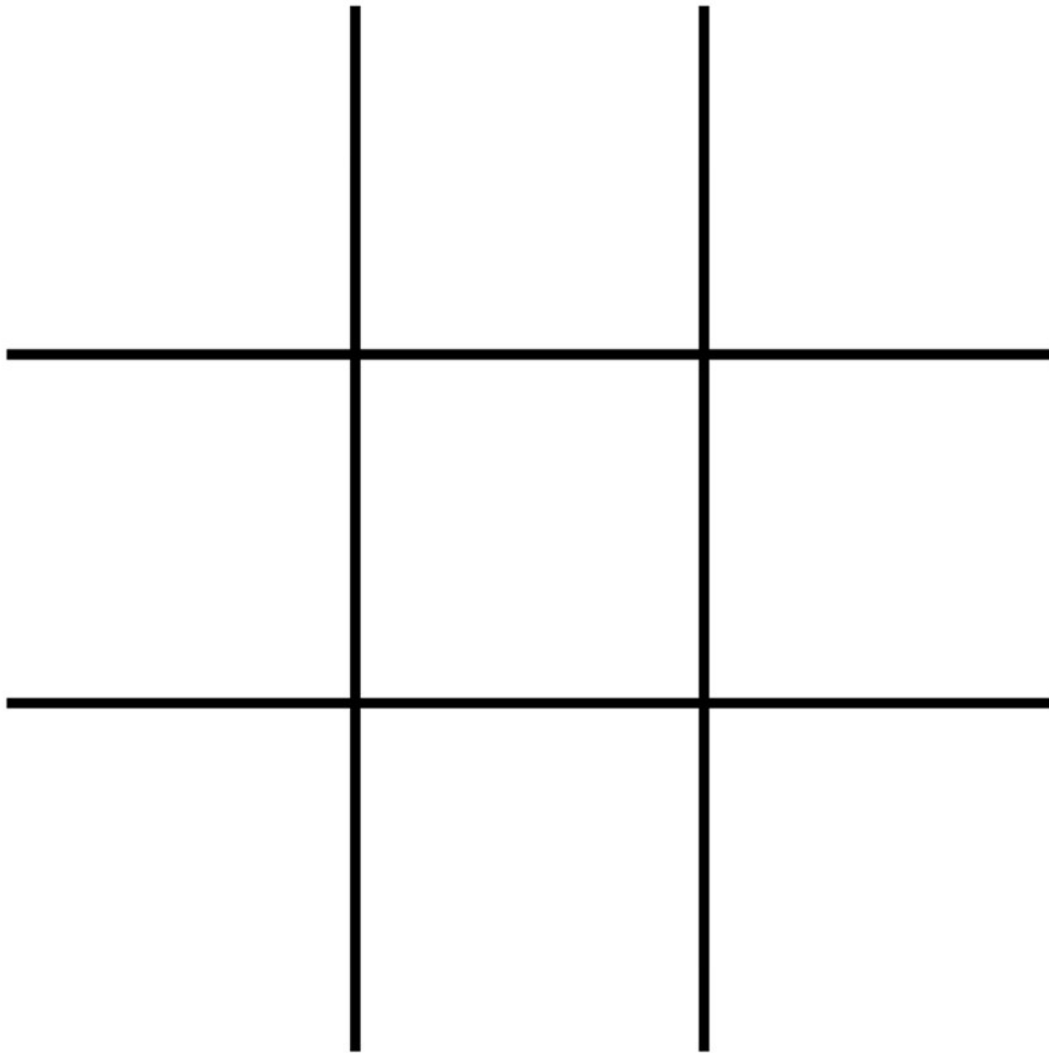
I like to send this game home for no-stress homework. Students can play with a parent, a sibling, or anyone else in their home!

It's also a fun way to liven up your small group lessons or tutoring sessions.

Enjoy!

Tricky Word Tic Tac Toe

Instead of X or O, each player chooses one tricky word from the list.
When you write your word in a space, spell it out loud and then say
the word, like this: "y-o-u, you."



Words to Use:

Tricky Word Tic Tac Toe

Instead of X or O, each player writes a word from the list.
When you write your word, say it loud and then say it slowly, y-o-u, you."

Example

| | | |
|------|------|------|
| said | they | said |
| said | they | |
| said | | they |

Words to Use:

was said they there come

Add some variety to your phonics lessons with scrambled sentences!

[These sets](#) cover a wide range of foundational phonics skills typically taught in kindergarten through second grade. They're also aligned with Wilson Steps 1 through 6.



According to the authors of [The Writing Revolution](#)*, unscrambling sentences helps students:

- Understand the concept of a complete sentence
- Improve their knowledge of word order
- Successfully incorporate capitals and punctuation

When you use sentences that align with your phonics program, your students get all the benefits listed above, plus the opportunity to work with decodable text, which helps develop fluency.

Wilson teachers, do you struggle to come up with comprehension questions during Part 9: Controlled Text Passage Reading with Comprehension SOS?

SAVE TIME

with comprehension questions created to accompany the controlled text passages in the 4th edition of the Wilson Reading System®.

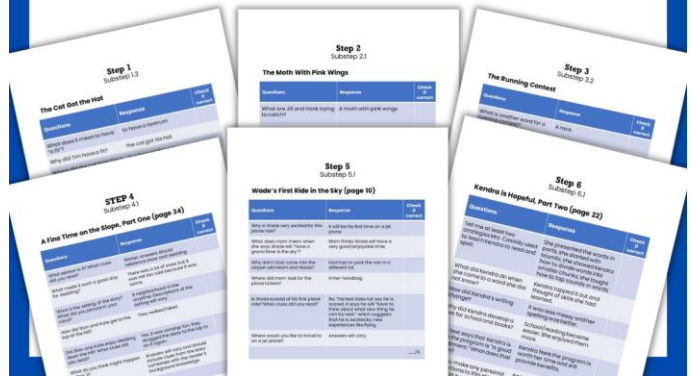
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| Questions | Response | Check if correct |
|---|---|------------------|
| What does it mean to have "a fit"? | to have a tantrum | |
| Why did Tim have a fit? | The cat got his hat. | |
| Where did the cat hide Tim's hat? | in a bag on the rug | |
| What did the cat do when Tim asked where his hat was? | The cat nodded at Tim and sat on his bed. | |
| After Tim got his hat back, what did he do? | He was not mad. He pet his cat. | |

6 QUESTIONS FOR EACH PASSAGE IN STEPS 1 - 6

You'll use these year after year with all of your WRS students.

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NO PREP!

Just keep these questions handy while you teach Part 9.

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| Questions | Response | Check if correct |
|---|---|------------------|
| What are Jill and Hank trying to catch? | A moth with pink wings | |
| Where does the story take place? What did you picture in your mind? | Outside on a hill. Details about the setting will vary and should include clues from the story combined with the reader's background knowledge. | |
| Why do the kids want to catch the moth? | To put it in a can and show mom and dad. | |
| What did Hank used to try to catch the moth? | A red net | |
| Why couldn't the kids catch the moth? | It was as quick as a jet. | |
| Were the kids sad that they couldn't catch the moth? What clues did you read? | No. They said they had lots of fun trying to catch it. | |

NEED DATA?

No problem! Easily make note of how many questions were answered correctly.

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| Questions | Response | Check if correct |
|---|--|------------------|
| Why were people told to leave their homes? | There are volcanoes. | ✓ |
| Why doesn't Abby leave the area of the volcano? | Abby is a freewoman! she must fight the free. | ✓ |
| What does it mean that Abby and the other freemen and freewomen are "never off duty"? | They must always be ready to work/ fight free. | ✓ |
| What caused some people to become dislocated? | They had to leave their homes and move to a more secure/safe place. | ✓ |
| Why do Abby and her unit check every home? | They are looking for people who need to be saved. | ✓ |
| What do you think might happen in Part Two? | Answers will vary and should include details from the story combined with the reader's background knowledge. | ✓ |

Steps 1-6 are available!