



Using the Game in Classrooms to Promote Spelling, Vocabulary, Grammar and Story-Telling

Lesson Plans

Recommended Grade Levels: 2nd grade and up

Subjects Enhanced by Play: Language Arts

Applicable Concepts, Skills and Strategies: Vocabulary development, grammar identification, creative writing, cooperative teamwork, self-confidence

Objectives: Students will identify words along with their definitions and parts of speech, use words in oral and written forms and explore rhymes.

Materials needed:

- Chain Letters game(s)
- Scratch paper

Warm up:

Familiarize students with the game play by dumping the letter hooks in a pile and asking them to hook words. Start with one letter and use that hook to hook another, then another, and so on. They must keep letters upright and try not to drop any. It's a fun way to spell words, think ahead and practice fine motor skills!

Ask students why they think some letters are worth more points than others. Talk about how some letters are used less frequently than others, making it more difficult to form words, therefore deserving higher point values.

Activities:**1. Spelling Practice**

Have students work individually or in groups. Each student/group should have a pile of letter hooks. Stand in front of the class and call out a letter. Ask the students to spell a word using that letter with the letter hooks, hooking them together. You may make it a race to see who can spell a word first, or just an activity to practice spelling. Once everyone has hooked together a word, write the words on the board for everyone to see. If any words were misspelled, discuss the correct spelling. You may choose to check and keep track of who spelled the word correctly, or keep it merely as a practice activity and allow your spelled word on the board to act as the students' correction.

2. Clipped Words

Using the game play above, ask students if any of the words spelled are clipped words. For example, math is a shortened word for mathematics and phone is short for telephone. Talk about clipped words and why students think some words get shortened. You may also talk about how some words are shortened using the first part of the word, last part of the word, etc. Also mention how some nicknames are clipped words...do any students use shorter versions of their proper names (e.g. Jen for Jennifer, Dan for Daniel, Beth for Elizabeth)?

3. Define it

Gather a group of students, and put the letter hooks in a pile on a table. Ask the first student to find a word using the hook letters. The word must have at least three letters (no one- or two-letter words). Once they have correctly hooked a word, ask them what the word means. You may want to open the question of the word's definition up to the whole group to engage all students. Continue until each student has had at least one opportunity to spell a word with the hooks.

4.

A Rhyme in Time

In a group, have students take turns hooking words together. Once a word has been found, ask the group to announce a word that rhymes with it. Discuss rhymes and how, even though the words may sound alike, they probably do not have similar meanings.

5. What is it?

Gather a group of students and put the letter hooks in a pile on a table. Ask the first student to hook a word using the letters. Once they have correctly spelled a word, ask them what part of speech that word belongs to—is it a noun, action verb, adjective, adverb, etc.? Discuss the different parts of speech and how they are important in a sentence. You may want to open the question of the word's part of speech to the whole group to engage all students. Continue until each student has had at least one opportunity to spell a word.

Once a student has identified a word as a noun, verb, etc., you may want to ask them to tell you another word of that same category. For example, if they spelled "run" and identified it as a verb, you may ask them to tell you another verb, and they may answer "walk."

6. Use it in a Sentence

Have students take turns hooking words together. Once they have a correctly spelled word, ask them to make up a sentence using that word. It can be a silly sentence or a serious one, as long as they correctly form the sentence with a subject and verb. For example, if the word they hooked was "dog," they may make up a sentence such as "My dog is brown" or "The dog laughed at my joke."

7. Expand on the Story

Using the exercise above, have students try to create a story and continue on other students' sentences. For example, Ryan hooks the word "dog" and makes up the sentence "My dog was hungry." Then Jessica spells the word "mom" and makes up the sentence "I asked mom to hand me his food bowl." Dan then hooks the word "play" and makes up the sentence "Then we went out to play." And so on.