

# DABBLE®

The Fast Thinking Word Game



## Lesson Plans

Grade Levels – 3<sup>rd</sup> Grade and Higher

Subjects – Language Arts

### Student Benefits

- Dabble enhances and supports students development in the skills of reading, spelling, and vocabulary at all levels and provides an experience that builds upon oral language.
- In using Dabble, student's diverse learning styles and needs can be accommodated.
- Dabble is also an excellent tool for those students that learn best visually and kinesthetically, in that it allows them to see what they are learning as well as process their learning through a hands on experience.

### Concepts, Skills, and Learning Strategies

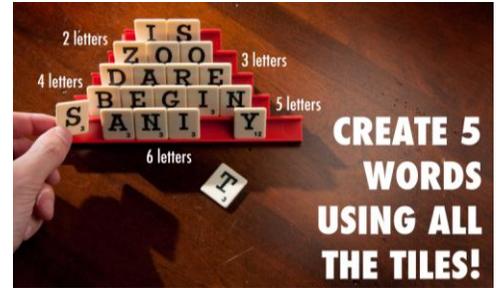
– Dabble can be applied to your Common Core State Standards:

- The student will apply word-analysis skills when reading.
- The student will read fiction and nonfiction with fluency and accuracy.
- The student will use context to clarify meanings of unfamiliar words and explain words with multiple meanings.
- The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- The student will use precise and descriptive vocabulary to create tone and voice.
- The student will read and learn the meanings of unfamiliar words and phrases.
- The student will be assessed on mastery of spelling, definitions, and usage of vocabulary words per grade level.

## Below are a few activities to promote learning through the use of Dabble.

### Activity Idea # 1 - Parts of Speech

Working in groups of four, hand each student a tile rack and place all of the tiles face up in the center of the table and call out different parts of speech. Have the students use the tiles to create words representing the parts of speech. For example: the teacher says “spell a 3 letter noun” – student spells “zoo” as their 3 letter noun and places it on third tier of the tile rack. Next, the teacher says “spell a 4 letter verb” – student spells “dare” and places it on the fourth tier of tile rack. Once the tile rack is full and all of the words have been created (a 2, 3, 4, 5, and 6 letter word), ask them to write a sentence for each word.

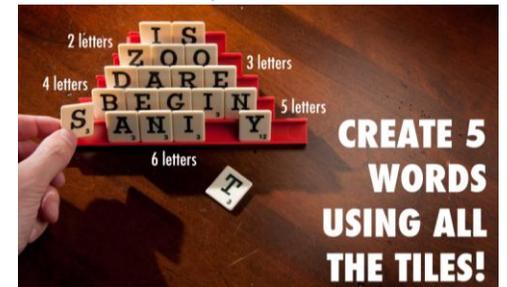


### Activity Idea # 2 - Definitions

Working in groups of four, hand each student a tile rack and place all of the tiles face up in the center of the table and have the students use the tiles to create 5 random words (a 2, 3, 4, 5, and 6 letter word), in five minutes. Once the tile rack is full and all of the words have been created ask them to define the terms and use them in a proper sentence.

### Activity Idea # 3 - Spelling

Working in groups of four, hand each student a tile rack and place all of the tiles face up in the center of the table. The teacher will call out a random letter and have the students use the tiles to create 5 words (a 2, 3, 4, 5, and 6 letter word). For example: the teacher says “spell a 2 letter word beginning with “i”- student spells “is.” Next, the teacher says “spell a 3 letter word beginning with “z” - student spells “zoo.” Continue until all 5 words have been spelled. Once all of the words have been created, have students check each other’s words for correct spelling. All students will have the opportunity to review correct spelling multiple times.



### Activity Idea # 4 - Word Recall

Have the students split up into four groups (Team A, Team B, Team C, and Team D). The students will have a “word face-off” against each other. Place four sets of tiles face up and the tiles should be mixed up on each team’s table. The teacher will call out a random letter and have the student’s race over to their team’s table and spell a word beginning with that letter. For example: the teacher calls out “b” – the first student from Team A, B, C and D go over to their table and make a word beginning with the letter “b.” For example: student from Team A spells “begin” and places it on the fifth tier of their tile rack (see picture) and student from Team B spells “but” (picture not shown) and places it on the third tier of their tile rack. Student from Team C spells “bait” (picture not shown) and places it on the fourth tier and student from Team D spells “blanks” (picture not shown) and places it on the sixth tier. Once all four students have made their words, the teacher selects another random tile and begins round 2 with four new students. For winning purposes, the goal is for the entire tile rack to be completed and the team with highest point total and correct spelling of all five words wins.

