



The Flipping & Switching Word Game™

Using the *Game in Classrooms to Promote Spelling, Vocabulary, Grammar and Creative Thinking*

Lesson Plans

Recommended Grade Levels: 2nd grade and up

Subjects Enhanced by Play: Language Arts

Applicable Concepts, Skills and Strategies: Spelling, Vocabulary development, grammar identification, thinking quickly, exploring poetry, cooperative teamwork, self-confidence

Objectives:

Students will identify words along with their meaning, use words in sentences and explore clipped words, anagrams and alliteration.

Components:

- Classroom lessons
- Worksheets

Materials needed:

- Stir 'em Up! game(s)

Warm up:

Familiarize students with the game play by having each student (or each small group of students) scoop out seven letter tiles from the bowl(s). You decide whether to use one set or multiple sets of the tiles, depending on how many students you have playing. Once everyone has their letters, roll the die to stir things up! If the die shows a color, everyone must flip over those color tiles they have. If it lands on "right," they take two tiles from the student or group to their right. If it lands on "left," they pass two tiles to the student or group to their left. Now ask them to try to form a word with the tiles. The word must have at least three letters (no one- or two-letter words). The first student to announce a word gets the points for that word. For example, if they have a D, O and G they can say the word "dog" and they get one point for each letter. Write that word on the chalk or white board so everyone can see. The student who formed the word "dog" sets those tiles aside and scoops out three more. Roll the die to cause the switching or flipping and then ask students to find a word to make a crossword with "dog" (such as "goat," playing off of the G). Continue playing until all tiles have been used (or you run out of room on the white board)! Encourage students as they find words quickly.

Activities:

1. 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, Bella for Isabella)?

Homework or class assignment: Ask students to identify the clipped words of the longer versions on the worksheet at the end of these lesson ideas. You may also make up your own worksheet to correlate with any words you are studying in class.

2. Fine Defining

Gather a group of students, and using one or more sets of tiles, scoop out several for each student. Ask the first student to find a word using the letters of the tiles that are showing. Once they have correctly spelled 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 tiles. Mix it up by rolling the die to add some switching and flipping fun!

3. Step-by-Step Spelling

Gather a group of students, and using one or more sets of tiles, scoop out several for each student. Ask the first student to choose one of his letters to start a word. Write that letter on the board. Now ask another student to announce a letter they have that could come next to make a word, and write that letter on the board. If a student announces a letter that would be impossible to form a word in the sequence, stop and talk about why that letter would not work. Keep going until someone gives a letter that completes the word. That student gets one point. Then, play again with another word, having that student start it off.

4. Make a Sentence

Have students take turns scooping out letter tiles and forming words with them. 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 formed was "cat," they may make up a sentence such as, "My cat is fat" or "The cat flew over my bed."

5. Handy Anagrams

Scoop out certain tiles so that the letters will spell a word. Show the students the tiles and see who can spell a word with them first. For example, scoop out an E, T and N. A student may spell net. Then ask what other word can be spelled using the letters (ten). Talk about anagrams and how a group of letters can be used to spell multiple words. Ask if anyone can think of words that can be scrambled to make other words.

Homework or class assignment: Ask students to identify anagrams of the words listed on the worksheet at the end of these lesson ideas. You may also make up your own worksheet to correlate with any words you are studying in class.

6. A Little Alliteration

Have students take turns scooping out letter tiles and forming words with them. Ask someone to announce a word they have formed and write that word on the board. Ask if anyone else formed a word that starts with the same letter or letter sound as the word on the board. Write down all the words the students have formed that start with that letter or letter sound. Now talk about alliteration and how it refers to sentences, poems, etc. that contain words with the same letter or letter sound. Recite a well-known tongue-twister such as, "Peter Piper picked a peck of pickled peppers" and "She sells seashells by the sea shore" and point out the alliteration. See if students can make up sentences or poems using the words written on the board. They can be silly or serious.

Homework or class assignment: Ask students to make up sentences using alliteration for each letter or letter sound on the worksheet at the end of these

lesson ideas. Decide if you want the sentences to be realistic or silly, depending on how much you wish to challenge them.

Assignment to accompany activity #1.

Name _____

Clipped Words

Write the clipped version of the words listed.

1. examination _____
2. telephone _____
3. mathematics _____
4. veteran _____
5. gymnastics _____
6. raccoon _____
7. alligator _____
8. gasoline _____
9. bicycle _____
10. refrigerator _____
11. hamburger _____
12. fanatic _____
13. influenza _____
14. airplane _____
15. hippopotamus _____

Answer Key
Clipped Words

Write the clipped version of the words listed.

1. examination exam
2. telephone phone
3. mathematics math
4. veteran vet
5. gymnastics gym
6. raccoon coon
7. alligator gator
8. gasoline gas
9. bicycle bike
10. refrigerator fridge
11. hamburger burger
12. fanatic fan
13. influenza flu
14. airplane plane
15. hippopotamus hippo

Assignment to accompany activity #5

Name _____

Anagrams

For each word, use the letters to make another word.

add _____

angel _____

inch _____

least _____

three _____

two _____

eighth _____

sent _____

shape _____

handouts _____

smite _____

tab _____

gel _____

Answer Key

Anagrams

For each word, use the letters to make another word.

add dad

angel angle

inch chin

least stale

three there

two tow

eighth height

sent nest

shape phase

handouts thousand

smite times

tab bat

gel leg

Note: There may be other possible answers for each set of letters.

Assignment to accompany activity #6.

Name _____

Alliteration

Write a sentence for each letter/letter sound using alliteration.

L

S

B

G
