

TLC Dot Games

SAMPLE PAGES

created by

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TLC DOT GAMES- Instructions and Suggested Uses

TLC Dot Games for Educational Purposes

Playing the dot game is a fun way to provide students with automaticity practice for various skills. In this book, letters and words have been placed within the game sheets so that students can have fun playing the dot game while gaining valuable practice on reading and spelling skills. In this reproducible book are dot games that include letters and words, and plain dot games (having dots, but no words included).

Standard Dot Game Directions – How to Play the Game

The game is well suited for play between two players (two students or a student and teacher). If more than two people are playing, keep the number to no more than three or four. Print out a dot game sheet for the players to share and make sure each player has his or her own pen, pencil, or crayon to use. Each player takes a turn connecting two adjacent dots, drawing a line either vertically or horizontally (not diagonally). The players continue connecting pairs of dots until a player connects the two dots that build the fourth side of a small square or box on the page. Once the fourth side of a box is drawn, that player places his or her initial in the box and then takes another turn, connecting another pair of adjacent dots somewhere on the page. Depending on the layout of the dots already connected, a player could possibly win many boxes during a single turn. Players eventually realize they need to try to avoid connecting the third side of a box, in order to prevent the opponent from completing the fourth side and winning that square. The game continues until all of the dots have been connected into small squares, each box enclosing the initial of the player who formed its final side. When the game is over, count the number of boxes each player has won. The player with the most initialed boxes on the page wins the game.

Using the TLC Dot Games that contain letters and words

The games with the letters and words are played the same as the games without words. The difference is that every time a player draws the fourth line and completes a box, he must complete an academic task (announce a letter sound, print a letter, read a word, or spell a word) before writing his initial in the box. The table of contents lists the various types of skills that are addressed. Depending on what skill needs to be worked on, the teacher selects and photocopies a page.

The teacher may play with one student, or work with several students who are playing with and against each other. The game may also be used as a center activity for two or three students to play on their own.

Even with the game that includes letters or words, game begins by having the players simply take turns connecting pairs of adjacent dots on the page, with no academic skill being required until a box is formed. Students are thrilled with this feature of the game! By the time students are required to perform the academic tasks, they are highly motivated by the challenge of winning the game, and are typically happy to name the sound or read the word, as it typically means someone is winning a box.

As they play, both players focus on finishing and claiming as many small boxes as possible. As soon as someone draws the last line of a box, the student is required to perform the academic task in that box (i.e. name a letter sound, read a word, spell a dictated word...). If a teacher is playing and forms a box, it is still the *student* who must perform the academic task in the box. The player who drew the fourth line of that box then puts his initial in it to claim the box as his, and then takes another turn.

Each of the games has a few bonus areas that do not have any word or letter in them. If a player wins a bonus box, the student does not have to perform any academic task. The player drawing the fourth line simply puts his initial in the box and takes another turn.

As the game progresses, more and more boxes are formed, and the intensity level of skill practice increases. Students are trying to get as many boxes as they can, and are so engrossed in the game that they really don't mind having to perform the task within each box that they win. As described above, each time a student makes a box, he performs the task and places his initial in it and takes another turn. Students will find themselves sometimes making several boxes in a row, giving them several turns in a row of naming letters or words. When all of the boxes have been formed and claimed, the player with the most boxes with his initial in them wins the game!

Using the plain dot games (containing no printed letters or words)

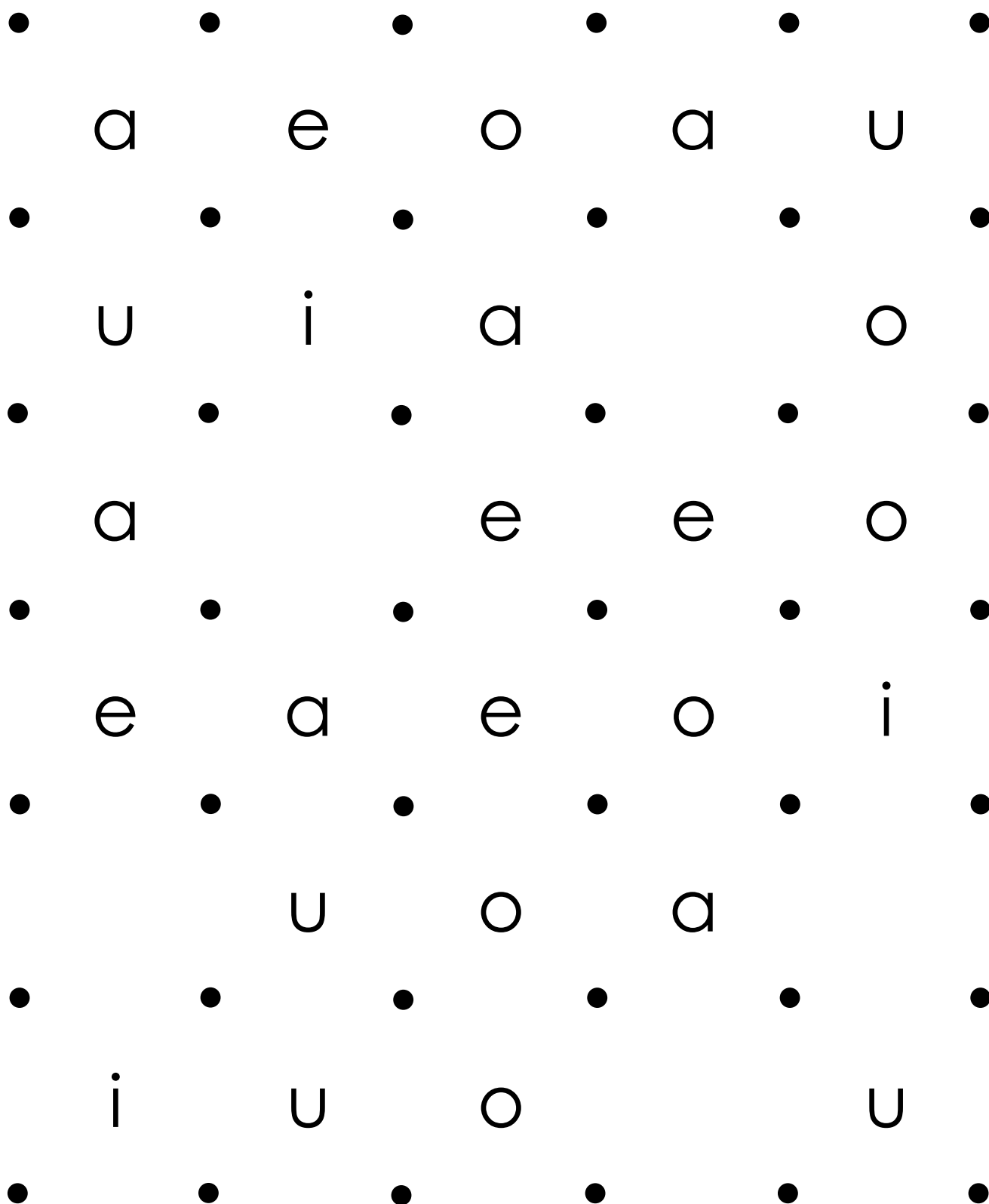
One of the things instructors can do is to use the blank dot games as a reward, having the students take turns after performing short academic tasks. For instance, after reading two flash cards, naming a letter sound, or spelling a dictated word, the student is allowed to take a turn connecting two dots. For more intensive tasks, such as reading a short page of decodable text, or sounding out a string of words in list form, the reward for this longer task could be longer play, where each player takes 2 or 3 turns at the blank dot game before attempting another of these tasks. The instructor may choose instead to use the blank dot games as templates, personalizing the dot games by printing in the specific letters or words that she would like the students to practice that day.

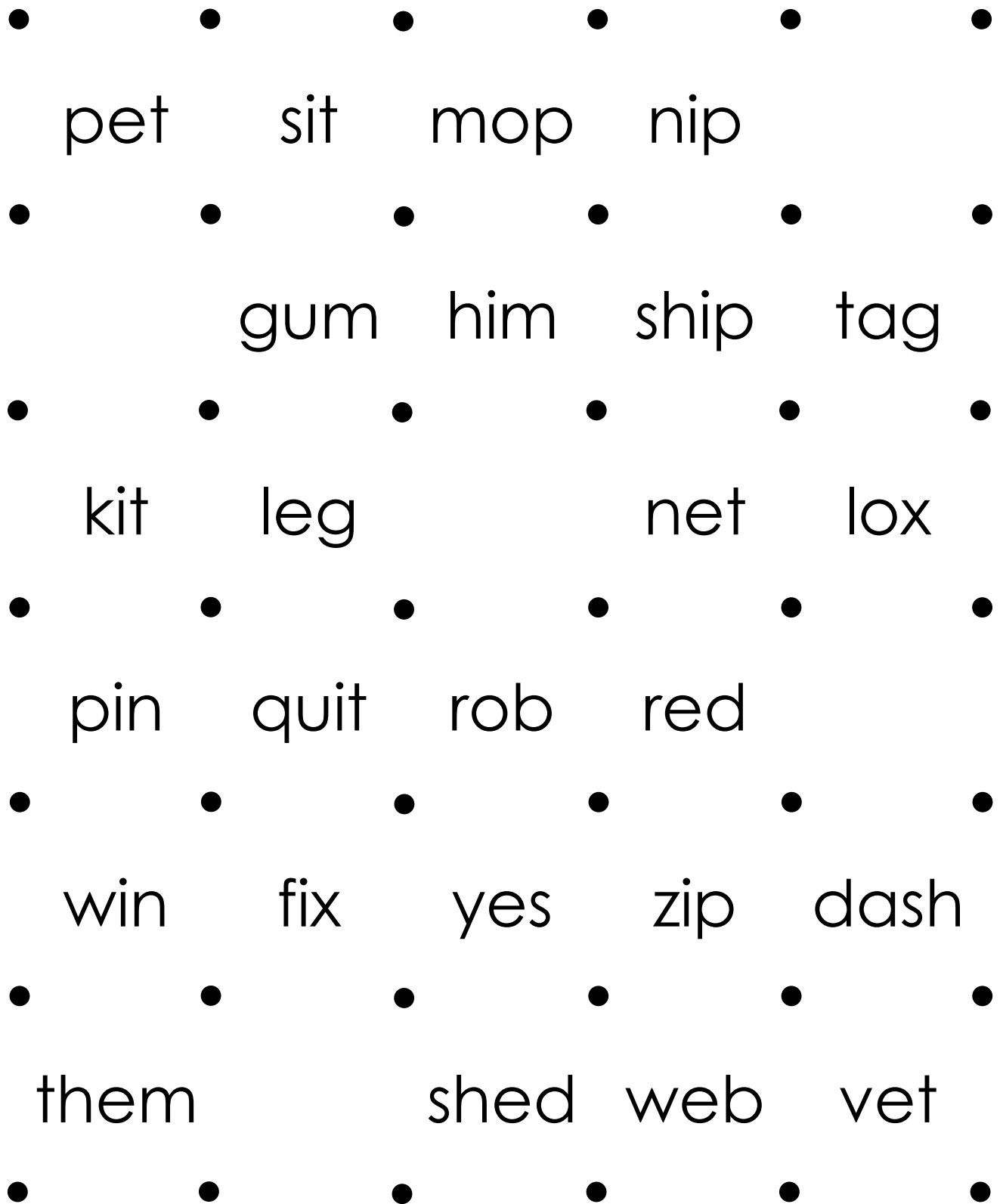
Alternate Uses of the TLC Dot Games

Instructors may choose to use any of these alternate ways of playing the games:

- Have student read all of the words on the page, and then take a break from work and then simply play the dot game.
- Have a student read a whole row or column of words, and then play the game for a little while before switching back to reading the next row or
- If the teacher forms a box, and the student reads the word in it correctly, the student gets to put his initial in the box instead of the teacher's.
- Have the student read a word before taking each turn in the game until all the words are read, and then just continue to play the rest of the game.
- For students with stubborn naming problems, in order to prevent impulsive guessing and to promote accuracy and automaticity, students could be told that they have to get the answer correct on the first try to get to put their initials in the boxes. Tell them to take their time in answering, cueing them as needed.
- Instead of playing any dot game at all, some teachers choose to use the dot game sheet as simply a list of words to practice reading for automaticity practice, using some other means of motivating the students.
- Cut up the dot game sheets to make small flash cards for your students to drill. Being a reproducible product, each student can have his own sets of these flash cards to take home and practice.







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kov	mab		fub	nath	
	•	•	•	•	
chol	lan	losh	toj	sav	
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yok	zaf	dax	zub	bap	
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	vot	sab	chob		



