

Name _____

BOGGLE

Realidades I: Capítulo 4A

Q	M	E	U	Y
E	U	S	P	A
R	E	D	O	L
A	U	A	N	E
V	S	C	F	M

Directions: Make as many Spanish words or phrases as you can using the letters on the board. You will construct words using letters going left, right, up, down and diagonal. You may switch directions within a word as long as the consecutive letters touch. You may “bounce back” and use a letter twice. Words must be at least 2 letters long to score points. You may put an accent on any word, as needed. Nouns appear without the article. Remember: the longer the word, the better your score. **BONUS:** any words that you find that are from chapter 4A are worth double.

Point Values
2 letters: 1 point
3 letters: 2 points
4 letters: 3 points
5 letters: 5 points
6 letters: 6 points
7 letters: 7 points
8 letters: 8 points

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____
- 21. _____
- 22. _____
- 23. _____
- 24. _____

BOGGLE- Instructions and tips:

This is the perfect vocabulary activity for your class when you have a few minutes and you want them to have another opportunity to work with the words from the chapter. If you have played Boggle in the past, note that I have modified the game to make it easier for the world language classroom.

A few things:

- There are certain vocabulary words that have been intentional built into the game. However, the students are still encouraged to make, and will score points for, any words they write in Spanish that are two letters or more. See below for the built-in vocabulary.
- You might want to go over the rules with the students before they play, make sure they understand what “bouncing back” between the letters means. My students have also had trouble with the fact that you can change directions within the same word (my guess is that they are used to word searches in which you can’t do that). So this might need to be explained.
- You could make this either a whole class race, or you could have the students race a designated partner.
- I have the students do this activity at the beginning of the chapter when they are still learning the vocabulary and I allow them to have their books open. As an alternative, you could have them do this the day before the test as a review.
- I give my students five minutes to complete the puzzle.
- I pass the assignment out face-down and signal them to turn them over once everyone has one. This way, all students have the same amount of time to finish the puzzle.
- When time is up, students can score their own papers, and put the value of each word in the space next to it.

Chapter Specific Vocabulary

DE DONDE ERES

ADONDE

CUANDO

DE

DESPUES DE

DESPUES

SOLO

CASA

ME QUEDO EN CASA

CAFÉ

EN CASA

PLAYA

VA

A LA

AL