

Dixit: Elementary level Lesson Plan

Learning the game: Dixit is an abstract game for 3-6 players ages 8-up. In Dixit, each turn will consist of one person playing the role of a storyteller. The storyteller will begin each round by choosing one of their cards and saying a sentence out loud based on the card (without showing the card). All other players then choose which card in their hand best matches the card the storyteller has placed. Once all players have given their card to the storyteller, they will display all the cards for the round and the players will have to decide which card belongs to the storyteller. [Here is a full rules explanation and playthrough.](#)

Topics Covered:

- Sentence formulation
- Exploring storytelling elements
- Analyzing and interpreting
- Using visual elements to explain and elaborate

Lesson Objectives:

- Grades: K-5: Students will be able to formulate logic-based statements by forming a full sentence for each card they play during a game of Dixit.
- Grades 3-5: Students will be able to illustrate details of a story by using elements from the game Dixit to describe the setting, an event, or at least two characters in a story.

Academic Language and Vocabulary: Storyteller, round, score track, guess, noun, verb, subject.

Questions/Activities:

- While playing Dixit, have each player verbally discuss their reason for playing their card they after scores have been counted for the round.
- After playing the game, choose 5 cards used in the game. Write 5 sentences that all connect to each other, each sentence should be based on 1 card from your chosen 5 cards.
- In 20-30 min, retell a story using Dixit cards. The story can be either a personal story, from a book, movie, or television show. Use all the cards available in the game to accomplish this.
- Choose one of the sentences a storyteller said throughout the game and develop a one paragraph narrative based on it. Your narrative can be delivered orally or in written form.
- Have the storyteller write their sentence down on a piece of paper prior to saying it and read the sentence off that piece of paper. While the players are choosing their cards, have the storyteller underline the subject of the sentence, draw a box around the verb, and circle the noun in the sentence.

Questions/Activities:

- Have each player keep track of their score each round. While end of round scoring is being determined, go around in order and have each player announce the points that had at the start of the round, how many they earned in the round, and their new total as they move their scoring piece to the appropriate space.
- For more advanced players, choose from a list of grade and/or subject appropriate vocabulary words. Those players MUST use at least one of each word from their chosen list of vocabulary words when they are the Storyteller. Here is an [online database of vocabulary lists.](#)

- Mathematically speaking, is there an advantage to going first? What about going last? While answering these questions also determine the lowest amount of rounds it would take for someone to reach 30 points.

Content Background Knowledge:

- [How to ask questions that provoke deeper thinking](#)
- [5 Elements of Storytelling](#)
- [ELA common core standards](#). There are grade specific thresholds for the standards mentioned below.

Common Core Standards:

- Grades K-5:
 - K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single syllable spoken words.
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
 - K-5.RF.3: Know and apply grade-level phonics and word analysis when decoding words.
 - K-5.SL.4: Report on a topic, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at all times.
 - K-5.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
 - K-5.L.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
 - K-5.RL.7: Use illustrations and details in a story to describe its characters, setting, or events.



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