

Classroom Pictionary — Lesson Plan

A 15–20 minute vocabulary round · US Letter · pictionarywordgenerators.com

BEFORE YOU START

- **Groups of three or four.** Bigger groups mean most students watch instead of play.
- **Rotate the drawer every round,** no matter who is winning.
- **Give non-drawing students a job:** official guesser, score keeper, or rule referee. When everyone has a role, off-task behaviour drops on its own.
- **Set the volume rule before round one:** voices at table level, and a raised hand means the group has a final answer.

THE 15–20 MINUTE ARC

1. Warm-up

3 min

Show three easy words on the board. Students shout guesses as you draw — this models the “no talking, no letters” rule before anyone is holding a pen.

2. Team rounds

10–12 min

Groups of three or four. One drawer per round, ninety seconds on the timer. Rotate so every student draws once if time allows.

3. Language wrap

3–5 min

List five guessed words. Quick oral review: “What category? Animal or object?” This is the step that turns recognition into usage.

ESL AND MIXED-ABILITY ADJUSTMENTS

- **Pre-teach five words.** Flash images before play so beginners are not stuck on vocabulary they have never seen.
- **Partner drawers.** Pair a stronger and a newer student as co-artists for the first two rounds. Use the same setup for any student who is anxious about drawing — and never force the marker on anyone.
- **Longer timers.** Default to ninety seconds or two minutes; competitive adults can drop to sixty.
- **Theme the lesson.** Food unit? Restrict play to the food category. Holiday week? Swap in a seasonal list.

MAKING THE GAME DO TEACHING WORK

- **The vocabulary value is in the wrap-up, not the rounds.** Sort the guessed words aloud by category, part of speech, or unit theme.
- **ESL repetition step:** each team must use two of the guessed words in spoken sentences before the activity counts as finished.
- **Reverse the game for review:** students draw words from the current unit while the class guesses. That reveals exactly which terms the class recognises at speed and which need reteaching.
- **Cap it at fifteen minutes** for younger classes and stop while the room still wants more. A session that drags is harder to restart next week than one that ends early.