



Game Board Ideas



Webber® Cards

Use the game boards with the Webber® Articulation, Webber® Phonology, Webber® Classifying, and Webber® Verb Cards. Students take turns drawing a card and using the word at the appropriate level (ie. word, phrase, sentence, carryover). Then, the student rolls the die and moves the number of spaces shown.

Sounds Good!

Write the target sound in each space. The student rolls and moves around the board producing the sound in isolation. You can also write the sound in syllables or in words. The same procedure is followed.

Word Parts

Think of several words that use a target sound: Ex. shark, sharp, short, shirt, show, shape... On the game board squares, write down the words without the target sounds: ark, arp, ort, irt, ow, ape... When the student lands on a space, have him/her combine the target sound with letters in the space (ex. shark, short).

Kids Communicate

Let your students choose and write their own target words on the game boards or allow them to draw pictures on the spaces! This is a real motivator. Students roll and move around board saying target words.

Story Teller

Write target words on each square. As the child lands in various squares from start to finish, he/she writes down each word. Then have them tell a story using those words.

Categories

Write down 4 simple sentences having to do with 4 different categories on a piece of paper.

Ex: I can wear...(clothing category)

I like to eat...(food category)

I like to play with...(toy category)

I like to go to...(places category)

In the game board squares, write down various items that fall into these categories. When the child lands on “shoes,” for example, have him/her read aloud each category sentence using the word “shoes.” Then ask him/her which sentence the word “shoes” really goes with. The students will get a laugh out of these!

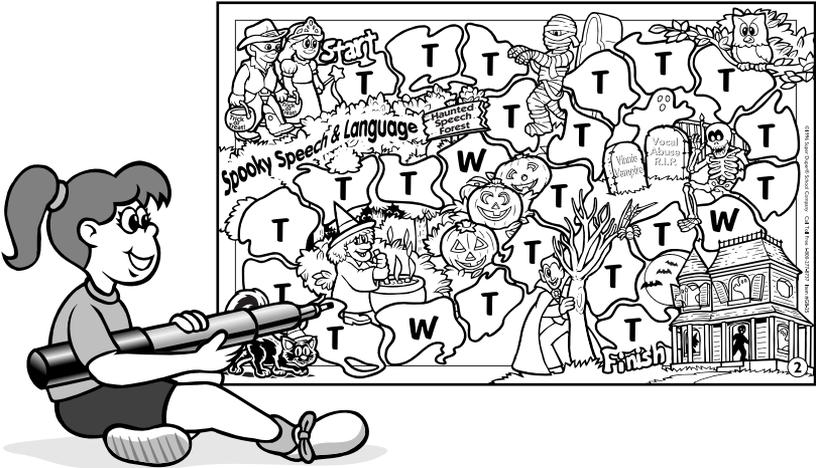


Use your imagination to create one-of-a-kind games! Just remember to use the “write-on/wet erase” pen. Other pens can damage your laminated game boards! It’s easy to re-use the game boards...just wipe with a damp cloth.

“Talk or Walk”™ Game

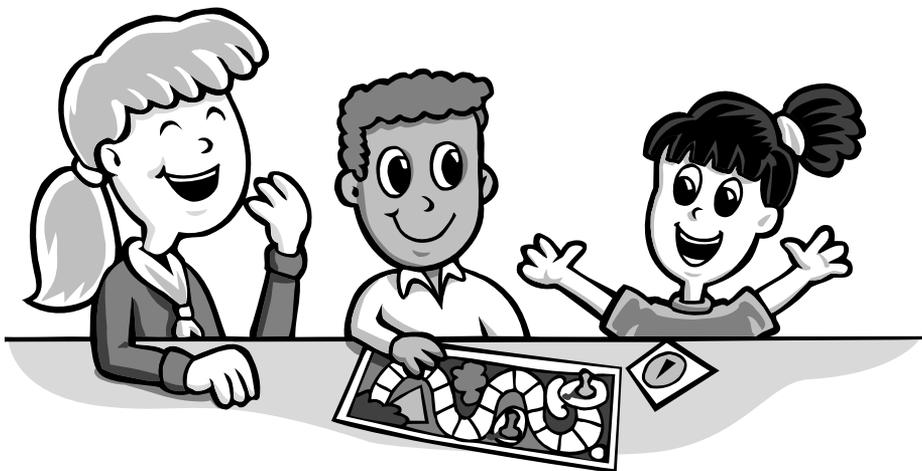
“Talk or Walk”™ is a fun-filled game that can be used for articulation, language, voice, or fluency goals. The “Talk or Walk”™ format can be used with any of the Holiday and Seasonal game boards. Here’s how to play!

1. Choose the game board you want to use.
2. Use your write-on/wet erase pen to write either the letter T or the letter W on each blank space on the board. The T represents a “talking” activity and the W represents a “walking” or pawn moving activity. Specific “T” and “W” instructions are found in this booklet for each game board. To encourage optimum talking time, we suggest limiting the “W” spaces to 2 or 3. Be sure to use only the write-on/wet erase pens. Any other pen may permanently damage your game board. Use a damp cloth to erase.



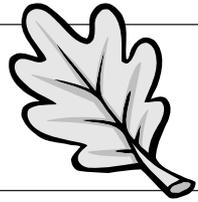
3. To start the game, each student should choose a pawn. All pawns are placed at the start position on the game board.

4. The starting player rolls the die and “walks” his/her pawn forward the number shown. The student will land either on a “T” or a “W” space.
5. If a student lands on a “T” space, the instructor chooses and reads aloud a “T” talking instruction. The “T” instructions listed in this booklet can be used for articulation, language, voice, or fluency goals. If a student lands on a “W” space, the instructor chooses and reads aloud a “W” walking instruction. Please note that any instruction listed under the “T” or the “W” may be read aloud by the therapist. The therapist should choose the instruction best suited to each student’s needs!
6. The student follows the given “T” instruction. No one is penalized for an incorrect “T” or talking response! The instructor is encouraged to modify or adapt the instruction so that the student achieves some level of success. If a student lands on a “W,” he/she should “walk” the pawn forward or backward according to the instruction. If the student now lands on a “T” space, he/she should follow the talking instruction read aloud by the therapist. Play then proceeds to the next player.
7. Each player proceeds in turn until one player reaches the finish line. An exact roll isn’t required to win. Any roll that lands the player on or beyond the finish line is acceptable. This player is the “Talk or Walk”™ winner.
8. All players return their pawns to the start and begin a new game.





Falling for Good Speech & Language



“Talk or Walk”™ game instructions: Have the student roll and move the number of spaces shown. If he/she lands on a “T” space, read an appropriate statement from those below. If the student lands on a “W” space, read a statement from those shown. See pages 4 and 5 for in-depth instructions!

T = Talking statements for Articulation

- Find something in the picture with your sound. Say the word/sentence.
- Name an article of warm clothing that has your sound.
- What is one activity in the picture that has your sound? (Raking, pitching leaves, walking, passing the football, playing in leaves, pulling a wagon, hanging upside down, etc.)
- Finish this sentence by choosing a card: In the fall, I just love to spend the day raking up the _____.
- Make up a tongue twister that begins: “Lots of lovely trees....” and use at least one word with your target sound.
- Finish: “I like fall because....” and use your good sound.

T = Talking statements for Language, Voice, Fluency, or Artic Carryover

- Name another word for fall.
- The opposite of fall is _____.
- Name a fall holiday (in October or November).
- What is another way to use the word “fall?”
- What category does a rake belong in? (Garden Tools).
- What goes with fall?

W = Walking statements for pawn movement

- Go out for a pass. Move ahead one space.
- You need to empty your wagon. Go back one space.
- You stopped to play with pup. Go back one space.
- You did a good job raking leaves. Go ahead one space.
- You are having fun playing in the leaves. Go back one space.
- A big wind carries you ahead two spaces.



Spooky Speech and Language

GAME BOARD

2

“Talk or Walk”™ game instructions: Have the student roll and move the number of spaces shown. If he/she lands on a “T” space, read an appropriate statement from those below. If the student lands on a “W” space, read a statement from those shown. See pages 4 and 5 for in-depth instructions!

T = Talking statements for Articulation

- Name a Halloween costume with your sound.
- What could be in the witches brew with your sound?
- Name a Halloween treat with your sound. Spin again!
- Name something with your sound that a black cat would eat.
- What could be in a haunted house with your sound?
- Finish: “The scariest thing I ever saw on Halloween was...” and use your good sound.

T = Talking statements for Language, Voice, Fluency, or Artic Carryover

- Name five Halloween costumes.
- Name some sounds associated with Halloween. (Crackle, rattle, screech, etc.)
- The witch is mixing the brew. What is another name for mix?
- What is a jack-o-lantern?
- What is a skeleton?
- Name three things that someone is doing in this picture.

W = Walking statements for pawn movement

- You forgot your broom. Fly back to start.
- Scared by a mummy. Go back one space.
- This is your treat...go ahead one space.
- You stopped to carve a jack-o-lantern. Go back one space.
- A monster jumped out from behind a tree and scared you. Run up two spaces.
- Watch out! Low flying bats. Go ahead one space.