

General Instructions:

Choose the game board that focuses on the target areas you want to remediate for your students. There are activities that can be used for warm-ups or following game play, focusing on phonemic awareness, production, and language. In addition to the suggestions geared to each specific gameboard, general activities can be adapted for all games:

- 1. Twenty Questions.** In the format of “I am thinking of...” have the students ask YES or NO questions until they are able to guess the correct picture.
- 2. Riddles.** You give the clues! Give the most general clue first. For example, to guess the word “apple” on board one: “I can hold this in my hand.” (This will still maintain a large number of possibilities.) “It is something to eat.” (fewer options) “It is crunchy.” (two options) “It is red.”
- 3. Rhyming Tongue Twisters.** Make up tongues twisters with the rhymes on your boards. Example from board one: “The cowgirl sure can twirl.”
- 4. Associations.** Ask “what goes with...” Example from board one: What goes with teeth? (A toothbrush.) What goes with rain? (Rainbow.)
- 5. Memory Rounds.** Using the rhymes as a starter, begin a round where each person repeats the previous answer and adds one more from the picture squares. Example from board one: “Jenny found a nickel and bought a...” (Student says “lipstick.”) Student two: “Jenny found a nickel and bought a lipstick and a baseball...”
- 6. Pair Pals.** Have a student take two words and make up a silly or serious sentence: Example from board one: “I put lipstick on my toothbrush.”
- 7. Absurdities.** You say a sentence that does not make sense and have the student correct it using a word from the board. Example from board one: “The dog slept in his suitcase. It should say...”

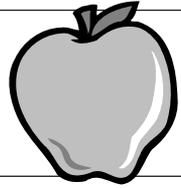
General Play

Delayed Answer: In order to ensure that all students have an equal opportunity to answer, it is suggested that you instruct students to have a “thinking time” and not to call out the answer. This will give students with delayed auditory processing the maximum opportunity to be successful.

Play: Each player proceeds in turn until one player reaches the finish line. An exact roll may or may not be required to win, as determined by the group or SLP. No student is penalized for an incorrect answer, but is encouraged to do his/her best. Instructions may be modified, or answers cued, to ensure each student reaches a level of success. Players may turn around and go back from Finish to Start, or return to Start and play another round.



Two-Syllable Words



Target Words: baseball, sailboat, hairbrush, snowflake, football, lipstick, popcorn, hotdog, cupcake, rainbow, apple, toothbrush, water, window, doghouse, mailbox, earring, lunchbox, donut, suitcase.

Pre-Game Warm Ups and/or Post-Game Activities: (Clap or tap each two-syllable word.)

1. Name something: sweet; round; you can open and close; you could hold in your hand; you see after the rain; soft; hard.
2. Read the poems and identify the rhyming words: Jenny, penny; nickel, pickle; hopping, popping; cowgirl, twirl. Can you think of more words that rhyme with these? Ex: many, tickle, stopping, pearl. Pair up other words. Do they rhyme? Ex: Jenny, froggy, nickel, popcorn.
3. Extension Activity: Take the first part of one word and match it with the second part of another. Ex: rainbox, popball (earboat)! Talk about how these new words are silly. Option: Put the individual word parts on cards, i.e., snow, rain, stick, ball, hot, corn, etc. Have a student choose two cards and draw a picture of their new word. For older students: Draw a picture of the new word and see if you can get the group to guess your two words!
4. Guess what picture I'm talking about. Ex: A puppy and a place you live in (doghouse); A noontime meal and a container to put things in (lunchbox).
5. How are these alike? Ex: doghouse/mailbox; popcorn/donut; baseball/football; hotdog/cupcake; toothbrush/hairbrush; etc.

Game Play Options: When a student lands on a square:

1. He/she may say the word, clap/tap out the syllables, or use the word in a sentence.
2. Name other items in a category. Ex: earring (jewelry); apple (fruit); popcorn (snacks); lipstick (makeup).
3. Use these silly sentences as sentence starters to be completed by the child using the word in the square he/she lands on:
 - a. The cowboy went to the dance wearing his new _____.
 - b. The froggy was watching the _____ pop.
 - c. Jenny found a nickel and bought a _____.
 - d. I ate so much I was full, but I still had room for a _____.
 - e. Toby put salt on his _____.
4. "What is the first part of the word? Take it off. What is left?" doghouse (house). "Now say the whole word."
5. "What is the last part of the word? Take it off. What is left?" (dog) "Now say the whole word."



Three-Syllable Words



Target Words: dinosaur, fire engine, hamburger, bumblebee, ice cream cone, policeman, Santa Claus, bubblegum, cowboy hat, grasshopper, banana, teddy bear, pineapple, grandfather, grandmother, kangaroo, screwdriver, potato, basketball, honeybee.

Pre-Game Warm Ups and/or Post-Game Activities: (Clap or tap each three-syllable word.)

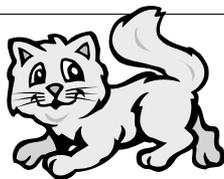
1. Name something: sweet; yellow; that's an insect; that is a person; you can eat; bigger than your house; that can hop.
2. Read the poems and identify the rhyming words: choo choo train, rain; bubblegum, yum. What other words rhyme with these?
Ex: pain, grain, gain; some, from, hum.
3. Extension Activity: Take the first part of one word and match it with the second part of a different word. Ex: kangacone, basketbee, bubbleClaus, teddy hat. But the resulting word must have *three* syllables (so "ice cream mother" wouldn't work). Have the student clap out the sequence to make sure there are three syllables. Option: Put the words on cards and let the student choose two words and draw a picture of their new word. For older students: Draw a picture and see if you can get the group to guess the new word!
4. Guess what picture I'm talking about. Ex: Something sweet and sticky that bees make, a flying insect (Honeybee); A small container you throw paper away in, a round object you bounce (Basketball).
Bonus: Here are three clues: an animal that goes moo; the opposite of a girl; and something you wear on your head (Cowboy hat).
5. How are these alike? Ex: grasshopper/kangaroo; hamburger/basketball.

Game Play Options: When a student lands on a square:

1. He/she may say the word, clap/tap out the syllables, or use the word in a sentence. Another way to get tactile and visual feedback is to have the student hold out his/her arm, and with the other hand begin at the shoulder for the first syllable, then touch their elbow for the second syllable, and their wrist or hand for the final syllable.
2. Name other items in a category. Ex: pineapple (fruit); honeybee (insects); potato (vegetables); grandmother (relatives).
3. Use these silly sentences as sentence starters to be completed by the child using the word in the square he/she lands on:
 - a. The choo choo chugged happily along the _____.
 - b. The bumblebee buzzed around and landed on (a) _____.
 - c. The dinosaur stopped to have a hamburger and _____.
 - d. The grasshopper jumped so high, he touched the _____.
4. Either by holding up a finger for each syllable, or using your arm (see #1 under Game Play), ask: "What is the first syllable? Take it off. What is left?" Ex: di/no/saur (no/saur). "Now say the whole word."
5. Same as #4 but with the last syllable. Ex: di/no/saur (di/no).



Final Consonant Deletion



Target Words: soap, rat, pot, cap, cup, mop, soup, bat, ship, pup, beet, goat, rope, sit, hot, feet, jeep, boot, sheep, cat.

Pre-Game Warm Ups and/or Post-Game Activities:

1. Rhyming. What word on your game board rhymes with: hat? up? not? sleep? root? note? neat? lip? hop? pit? top? group? Read the poems and name the rhyming words. What other words rhyme?
2. Blending and Segmenting. "Guess what word I am saying."
Level One: Give student two choices. Ex: soap and boot. Say one of them. "boo...t" (or "b...oo...t" depending on activity). Student chooses correct square.
Level Two: Say a word either final blending or segmenting (see examples) and have student guess from all the words on the square.
Examples of final blending: soa...p, cu...p, shi...p, jee...p.
Examples of Segmenting: m...o...p, b...a...t, c...a...p.
3. Final Sounds: a) Go through the squares and have the student name the final sound. Cueing: Say the beginning and medial sound and have the student fill in the final sound. Ex: "shi...(p)." Then elicit what the word is. "Yes, shi...p is ship!"
b) Point to two words. Say them. Ask the students what the final sound in each is. Are they the same or different?
4. Name something that: is part of your body; is an animal; is a container; is a vehicle; has a handle; you can tie; is round; has paws; has hooves.
5. How are these alike? bat/mop; pup/cat; ship/jeep; sheep/goat; cup/pot.

Game Play Options: When a student lands on a square:

1. He/she may say the word, clap/tap out the syllables, or use the word in a sentence.
2. Choose another square at random or use the square the last student landed on. Say both words. Do they end with the same sound?
3. Name other items in a category. Ex: feet (body parts), jeep (vehicles), cap (clothing), mop (cleaning items).
4. Use these silly sentences as sentence starters to be completed by the child using the word in the square he/she lands on:
 - a. The rat ran from the _____.
 - b. The cat chased the _____.
 - c. The sheep was driving a _____.
 - d. A hungry goat will even eat a _____.
 - e. When I eat peas, they tickle my _____.
5. "What is the last sound in this word? Take it off. What is left?" Ex: soap (so).
"Now say it with the last sound."