



Introduction



Holiday & Seasonal Chipper Chat[®] open-ended game boards will provide hours of magnetic chip fun all year 'round. The 40 themed game boards display celebrations, holidays, famous Americans' birthdays, special school days, and national observances for every month of the year. Use them in small group class sessions, and in speech-language therapy, occupational therapy, and special education. These game boards allow the therapist/teacher to combine groups of students—no matter what their therapy needs, ages, or ability levels. The colorful game format appeals to children from kindergarten to upper elementary grades. There are an infinite number of ways you can use these game boards to enhance your therapy sessions and lessons!

To play, choose a topic to teach: articulation, fluency, reading, math, or any lesson! Students earn magnetic chips by making correct responses. After filling their game boards with chips, the fun begins as the students move the magnetic wand over them and watch them “fly” up to the wand!

Holiday & Seasonal Chipper Chat[®]

- 20 (6" x 9") double-sided game boards, plus two bonus birthday boards. 42 games in all. Five of each board. 210 total.
- 100 magnetic chips, magnetic wand, and a large die
- Instruction booklet

Suggestions for Using **Holiday & Seasonal Chipper Chat**[®]

Holiday & Seasonal Chipper Chat[®] game boards are easy to use with your picture cards, word lists, resource book exercises, math flashcards, phonological awareness photo cards, and classroom literature. From practicing speech sounds, to naming antonyms and synonyms, to forming uppercase letters, to answering reading comprehension questions, you can incorporate a **Holiday & Seasonal Chipper Chat**[®] game board into almost any classroom or therapy session. Students eagerly respond to this format—making drill and practice sessions less tedious and much more enjoyable for all.

The teacher/therapist determines the amount of practice that is appropriate for each student based on the age level, size of the group, amount of time, and skill level. One student may be asked to produce a sound in isolation ten times before taking a turn, whereas, another may be required to make up three sentences while using a specific set of words. The teacher/therapist should use their best judgment to make this determination.

The authors suggest that the student must roll the exact number of spaces left on the game board to win. This provides students who are behind with an opportunity to catch up to the other players. It lets everyone to have a chance to win, right up until the very end. Also, this helps younger students understand number concepts. Students quickly realize which numbers are “too big” and continually count to see which number they need. This is excellent practice in one-to-one correspondence and the concept of quantity.

The following pages explain the many ways to use **Holiday & Seasonal Chipper Chat**[®] game boards for various types of lessons and activities.



40 Themes Color-Coded by Season!



To make using *Holiday & Seasonal Chipper Chat*® even easier, each board has a color-coded symbol that identifies which season it belongs in!



Fall

- 1 Welcome Back to Schoolpg. 8
- 2 Witch’s Brew for You!.....pg. 9
- 3 Fantastic Fall.....pg. 10
- 4 It’s Halloween!pg. 11
- 5 Happy Thanksgivingpg. 12
- 6 Go Team!pg. 13
- 7 Cool for School.....pg. 14
- 8 Nuts About Autumnpg. 15



Winter

- 9 100th Day of School.....pg. 16
- 10 Happy Hanukkahpg. 17
- 11 Build a Snowmanpg. 18
- 12 Merry Christmaspg. 19
- 13 Happy Holidays!.....pg. 20
- 14 Celebrate Kwanzaa.....pg. 21
- 15 Happy New Year!.....pg. 22
- 16 “I Have a Dream!”pg. 23
- 17 Celebrate Black Historypg. 24
- 18 Groundhog Daypg. 25
- 19 Celebrate Chinese New Year.....pg. 26
- 20 Be My Valentine.....pg. 27
- 21 Hooray for Our Presidents!pg. 28
- 22 St. Patrick’s Daypg. 29



Spring

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- 26 Memorial Day.....pg. 33
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Summer

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Bonus Birthday Boards

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“Chip” Tips



As you introduce this game concept to your students, it is important to show them how the chips “fly up” to the magnet. Some students may want to touch the wand to the chips to collect them, but show them that this isn’t necessary.

You may choose to keep the chips in a small plastic container. This makes it easy to reach in and get a handful to pass out during the game. As with all magnets, be sure to keep the magnetic wand away from any computer equipment.



Variations/Adaptations



An Added Auditory Cue: You can also use the chips and the magnetic wand without the game boards. This works well with young students. You will need a small container, the chips, and the wand. Each time the student responds correctly (or makes a close approximation of a speech sound—whichever is appropriate), drop a chip in the container. The sound the chip makes when it lands in the container provides an auditory cue for a correct sound production. At the end of this activity, the student can collect the chips with the magnetic wand.

More Than One Game Board: Instead of using a die, you may elect to award your younger student with a chip for each correct answer. For SLPs working at the isolation level, model the sound for the student and have the student produce it. Each time the student produces the sound correctly or makes a closer approximation, you reward him/her with a chip. Since the pace of this variation will be much quicker, you can use several different game boards within the same therapy session. This variation appeals to young students and helps to keep their interest because of the fast pace and the variety of the game boards used.

Testing: *Holiday & Seasonal Chipper Chat*[®] can be used during informal classroom, speech/language, or occupational therapy testing. You may choose to use the chips and magnetic wand with or without the game boards. If you choose not to use the game boards, you may want to get a small plastic container in which to collect the chips. Before the test begins, show the child how the chips can “fly up” to the magic wand at the end. During the informal testing session, give the child a chip for each response. You will find that most children will become excited about an ordinary testing session, and will be very willing to complete the test.

Magic Number: Another variation you may want to try is called “Magic Number.” Before the game begins, have the student/therapist/teacher choose a number. This becomes the “Magic Number” for the game. Any time a student rolls that number, he/she receives an extra chip. When playing the *Birthday Game*, the birthday person gets to choose the “Magic Number” for that game.

Bonus Chips: Award bonus chips at the discretion of the teacher/therapist. They should be given to award behavior above and beyond what is expected. SLPs may want to reward a student who is working on an articulation sound at the word level if he/she spontaneously uses his/her speech sound correctly in conversation during the game. You may want to reward a student with a bonus chip for an answer to a language task that goes beyond being correct, to be exceptional. Award a bonus chip if the teacher/therapist requests an answer, and the student chooses to give more than one answer on his/her own.

The awarding of bonus chips should be an unexpected event so as not to interfere in the therapy/lesson or complicate the actual directions of the game. Explain the behavior you are rewarding when you give the bonus chip. You will find many situations in which you can use bonus chips. You may want to reward anything from being a good sport during the game to being polite or helpful to someone else during the therapy session. Be creative—your students will love receiving bonus chips!



Speech-Language Therapy



Articulation: Practice speech sounds at the word, phrase, or sentence level. You can use picture cards, word cards, or a word list to elicit the desired response. After the student practices the word, phrase, or sentence, he/she rolls the die, and places the chips on the game board. When working on carryover skills, give the student a story starter. Discuss the themes of the game boards to elicit spontaneous speech. There are specific suggestions for eliciting spontaneous speech for each game board on pages 8–48 of this guide.

Auditory Processing: Target a variety of auditory processing tasks using the game boards. For example, give the student a three-step command or practice auditory memory skills by giving the student five digits to repeat sequentially. After the student carries out the command, he/she rolls the die and places the chips on his/her game board.

Language: Practice almost any language skill. For example, if the student is working on categorization, ask the student to name a specific number of items in a category. You can also use the game boards to teach verb tenses, antonyms, synonyms, multiple meanings, etc. After completing the task, student rolls the die, and places the appropriate number of chips on his/her game board.

Stuttering: Use the game boards to establish or maintain fluency. For example, if the student is working on maintaining fluent speech while repeating sentences, the therapist says a sentence for the student to repeat and the student responds. For carryover practice, you can use your own conversation starters to elicit the desired response. After the student practices the skill, he/she rolls the die, and receives the appropriate number of chips to put on his/her game board. There are suggestions for eliciting spontaneous speech for each game board on pages 8–48.

Voice: Using any resource materials, have the student practice skills such as denasalizing words, easy onset of voice productions, or naming situations where vocal abuse occurs. After the student practices the skill, he/she rolls the die, and receives that number of chips to put on his/her game board. There are suggestions for eliciting spontaneous speech on pages 8–48.





Occupational Therapy



In-Hand Manipulation: To improve handwriting skills, the OT encourages the student to put chips on the game board. This activity targets in-hand manipulation skills.

Correct Letter Formation: The OT asks the student to write a particular letter on a piece of paper. If the child forms the letter correctly, then he/she rolls the die and places the chips on the game board, which also reinforces in-hand manipulation skills.

Palmar Arching: The act of rolling the die is an excellent warm-up activity for students working on palmar arching. This will help improve the student's ability to hold a pencil correctly. After rolling the die, the student places the chips on the game board, which also reinforces in-hand manipulation skills.

Drawing Shapes: The OT asks the student to draw a shape, such as a circle or square. If he/she draws it correctly, then the student rolls the die and places the chips on the game board, which also reinforces in-hand manipulation skills.

Dressing Skills: The student practices a dressing skill, such as buttoning or closing/opening a zipper. If he/she completes the task successfully, the student rolls the die and places the chips on the game board, which also reinforces in-hand manipulation skills.



Classroom Lessons



Math Facts: The student responds correctly to one or more math facts on flashcards ($3 \times 3 = \underline{\quad}$; $10 - 4 = \underline{\quad}$; $5 + 3 = \underline{\quad}$). He/she then rolls the die and places the chips on the game board.

Math Reasoning: The teacher reads aloud or has the student read a word problem on an index card. If the student responds correctly, then he/she rolls the die and places the correct number of chips on the game board.

Reading Fluency: The student reads a section of a book or a paragraph for one minute. The teacher uses a stopwatch and record sheet to record the number of words read correctly in one minute. If the student reaches his/her goal (this will be predetermined by the teacher and student), then he/she rolls the die and places the correct number of chips on the game board. Use the themes of the game boards to choose your reading selections.

Sight Word Recall: The teacher asks the student to read one or more flashcards, each with a sight word written on it (*and*, *the*, *dog*). If the student responds correctly, then he/she rolls the die and places the chips on the game board.

Recall of Information in Stories: The teacher reads a story to the group of students, and then gives each student several turns, asking reading comprehension questions such as "What is the main idea?" If the child responds correctly, then he/she rolls the die, and places the chips on the game board. Use the themes of the game boards to choose your reading selections. Some sample reading comprehension questions are as follows:

- What is the title of this story?
- Who is the author?
- What is the setting?
- Who is the main character?

Spell Well: The teacher asks the child to spell aloud a word from his/her weekly spelling list. If the student responds correctly, then he/she rolls the die, and places the chips on the game board.

Rhyme Time (Phonological Awareness): The teacher says a target word, such as "cat." The student responds with a rhyming word, such as "bat." If the student responds correctly, then he/she rolls the die and places the chips on the game board.

Blending Syllables (Phonological Awareness): The teacher presents three syllables with a short pause between each and asks the student to blend the syllables into a word. For example, the teacher may say, "Listen to each word part and then blend the parts into a word. Mul - ti - ply." The child will pause and respond. If the child responds correctly, "multiply" (said without any pauses between syllables), then he/she rolls the die and places the chips on the game board.

Manipulation of Sounds (Phonological Awareness): The teacher provides an auditory direction, such as "Say fuzz. Now change /f/ to /b/ to form a new word." The student then responds with "buzz." If the student responds correctly, then he/she rolls the die and places the chips on the game board.

Positive Reinforcement: Reinforce appropriate behavior and good social skills using the game boards. The teacher states that each team will be allowed to earn chips for positive behavior, such as working together, refraining from calling out answers, demonstrating positive attitudes, taking turns, etc., as they complete a group activity. The teacher asks a helper to pass out one game board and several chips to each team. As the students complete the activity, the teacher awards "rolls" to teams as she catches them behaving positively. Team members roll the dice and place the chips on their game boards. The teacher may choose to record scores to keep for charting purposes so teams may track their progress.





Directions for Play – The object of this game is to cover all of the school supplies and the tires on the bus with chips. Give each student a game board. After the student practices the desired skill, he/she rolls the die and places the chips on the game board. Play continues to the left. Since the student practices a task before he/she gets to roll, no one ever misses out on an opportunity to practice. The first student to cover all the spots on the game board wins. The students then use the magnetic wand to pick up the chips.

Favorite Features – Start the school year off with the “Welcome Back to School” game board. This game board will add to the beginning-of-the-year excitement! The students will enjoy talking about how they got ready to come back to school. When a student covers all items with chips, the teacher/SLP/OT can hand him/her the magnetic wand and say, “Welcome Back!”

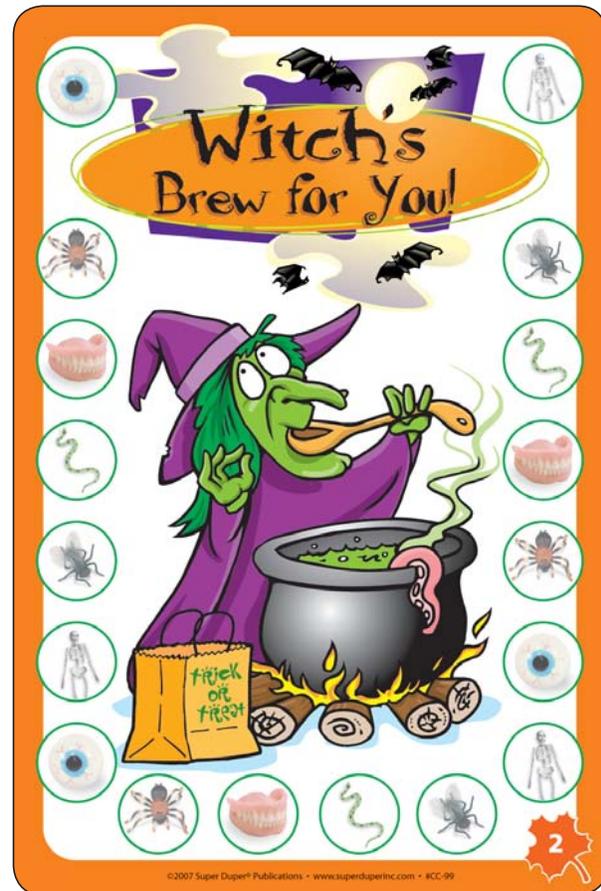
Suggestions for Eliciting Spontaneous Speech

- Tell about your summer vacation.
- What new school supplies did you buy for school this year?
- How do you think this school year will be different from last?
- Describe how you felt on the very first day of school.
- What can you do to make this a good school year?



Directions for Play – The object of this game is to cover all of the items for the witch's brew with chips. Give each student a game board. After the student practices the desired skill, he/she rolls the die and receives that number of chips and places them on the game board. Play continues to the left. Since the student practices a task before he/she gets to roll, no one ever misses out on an opportunity to practice. The first student to cover all the spots on the game board wins. The students then use the magnetic wand to "stir the brew."

Favorite Features – The students will delight in seeing all the snakes, spiders, skeletons and eyeballs on their game board. The students will love playing this game and pretending to stir up some "witch's brew."



Suggestions for Eliciting Spontaneous Speech

- What is a brew?
- Describe the items you would put in your witch's brew.
- Why do you think some people are afraid of snakes?
- Explain how a spider spins a web.
- Describe what a skeleton looks like.

