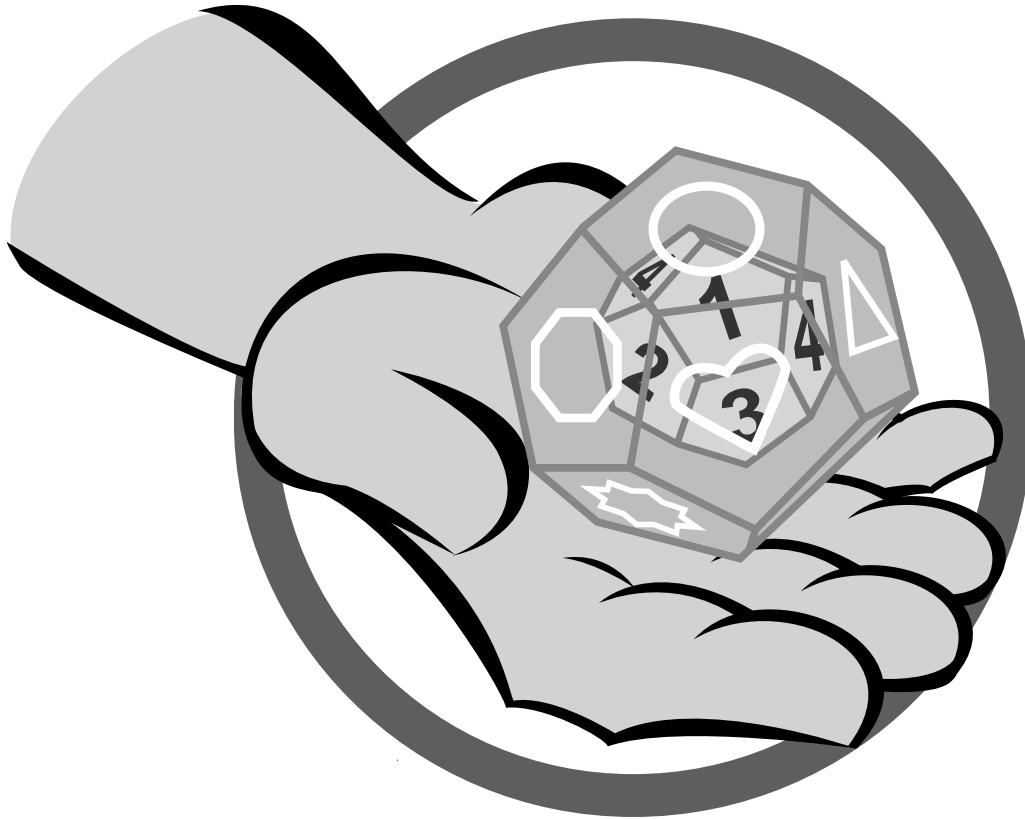


Double Dice Language

Interactive Language Activities



Written by Rachele Ellsworth, M.S., CCC-SLP

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Rachele Ellsworth, M.S., CCC-SLP, is a nationally-certified speech-language pathologist. She received her Master of Science degree in Communication Disorders from Arizona State University and her Bachelor of Science degree in Speech-Language Pathology and Audiology from Northern Arizona University. Rachele has worked with children of various ages and ability levels in public schools, private preschools, Head Start programs, and university facilities. She enjoys finding innovative ways of making therapy productive and motivating for the children she serves. With that passion and the support of her husband, Rachele founded Speech Corner, Inc. Through Speech Corner, Rachele has written and developed many reproducible workbooks designed to improve the speech and language skills of children ages 3 to 12. When Rachele isn't developing unique products, she is spending quality time with her husband and their four children.

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Introduction

As speech-language pathologists, we know first-hand and research demonstrates that language-impaired students have smaller expressive and receptive vocabularies, have difficulty learning words incidentally, and have fewer complex connections made among the words they do know (Kail & Leonard, 1986; McGregor, 1997; Rice, Buhr, & Nemeth, 1990; Brackenbury & Pye, 2007). Not having an adequate vocabulary and not being able to access the knowledge efficiently can affect reading, writing, and oral language skills as the student matures (Rissman, Curtiss, & Tallal, 1990; Stothard, Snowling, Bishop, Chipchase, & Kaplan, 1998). This means that, as professionals, we need to place a high priority on teaching semantic language skills and strategies for students to efficiently retrieve information. If you are working on these various skills in therapy and finding that your students are tired of the typical boring worksheets and activities that are often used to help supplement and enhance these areas of learning, then *Double Dice Language* is the workbook for you!

Double Dice Language provides busy speech-language pathologists with comprehensive, motivating activities to use as they target categories, descriptions, compare/contrast, synonyms, antonyms, multiple meanings, and facts/opinions. The unique double dice serves as the motivation component as the student rolls it prior to finding and practicing his/her target skill. Students enjoy rolling the dice and then determining what target question they will answer. Since the potential target question and number of responses is dependent upon the roll of the double dice, students look forward to their turn with anticipation. You can now maximize your students' therapy time by keeping them interested while simultaneously constructing therapy in a focused and structured manner. Many language-impaired students need multiple opportunities to practice the targeted concepts before the knowledge is acquired, and this workbook has plenty of activities that will keep students motivated time after time.

Because all game sheets are played in a similar manner, you can combine different game sheets within a single therapy group if needed. Yes, this means that your therapy group can work on different target skills at different levels, all while using a *Double Dice* worksheet! There are worksheets for readers and for limited readers. (You can also combine students working on articulation with students working on language skills in the same therapy group if you have any of the *Double Dice Articulation* workbooks, as the worksheet designs are based on the same concept.)

Double Dice Language also contains many supplemental pages to assist in maximizing therapy time and decreasing preparation time. A *Guidelines for Play* page gives a brief description of how to use the game sheets and the double dice. A *Game Variations/Suggestions* page provides extra ideas about how to add variety to your therapy sessions using this workbook. A *Certificates* page provides motivating certificates that can be given to students for showing progress. Blank *Master Sheets*, located at the back of the book, give you the flexibility of customizing worksheets for individual needs, if desired.

I hope you will find the activities on these game sheets useful, effective, and encouraging for the students you serve!

Guidelines for Play

Designed with the busy speech-language pathologist in mind, specific directions are given at the top of each worksheet; however, the following is a brief synopsis about how many of the pages in this book work.

- Choose an appropriate language skill.
- Select and photocopy (or print) a corresponding game sheet by locating it in the *Table of Contents*.
- Give the student the page and a pencil/marker.
- Set out the double dice.
- Easy-to-follow directions appear at the top of each game sheet. The basic format is for each student to:
 1. Roll the double dice.
 2. Determine the shape rolled on the outer die.
 3. Find the corresponding shape on the game sheet.
 4. Read the question/statement in the shape.
 5. The inner die indicates how many answers you must give.
 6. Use a pencil/marker to mark the game sheet.
- Play continues to the next student. The sequence continues until all students mark out a specific amount of shapes as outlined by the instructions.

Remember that different students can use different pages even if they are in the same therapy group, because the basic premise is the same for all pages (i.e., roll the double dice and respond to the question/statement the number of times indicated). You can follow the directions supplied at the top of each page or alter them using the *Game Variations/Suggestions* page.

Game Variations/Suggestions

Specific directions for play appear at the top of each game sheet. These directions can be altered so that you can use the same game pages over and over again with a new twist each time. Listed here are some ways to add variety by changing the directions (some of these suggestions are more applicable to specific game sheets than to others):

- Change the directions to complete all the questions in *columns* instead of *rows*.
- Have the students use plastic tokens, stickers, or stamps to mark their game pages instead of using a pencil/marker.
- Have the student “X” out a picture/shape instead of color it. (This is especially useful for older students who are limited readers and need the assistance of the picture pages.)
- Have the student take home the completed game sheet and respond to each question/statement a second time with his/her homework partner.
- Create directions for the students to follow when they roll a shape that they have already completely finished on their game sheet (i.e., If you roll a *circle* and all the *circle* target questions have been marked on your game page, then everyone else in the therapy group must find a *circle* on their game pages and answer their questions by giving the number of responses as indicated.).
- Students mark only the corner pictures, a square of pictures, or another similar variation. Once they’ve completed the shape or pattern, they are finished with the game sheet.
- The first student to mark all of the diamonds (or other predetermined shape) on the game sheet rolls the double dice for the entire group for one round of play.
- Have the students fill out their own game sheets by writing in their own target questions using the *Master Sheets* included at the back of this book.
- To simplify play, have the students give a single response if the inner die is even and two responses if the inner die is odd. (This is especially helpful for the categorization, description, and compare/contrast pages when they could potentially be required to give up to 4 responses.)
- To shorten play, have all the students in the therapy group respond to the question/statement on their respective sheets each roll of the dice, not just when they individually roll the dice.
- For advanced therapy, don’t let anyone repeat an answer that was previously given. (This is most applicable for the category and description pages.)
- As you play *Double Dice Language*, you will discover many other fun adaptations and variations. Be sure to note them on the lines below for future reference.

- ---

- ---

Certificates



Terrific!



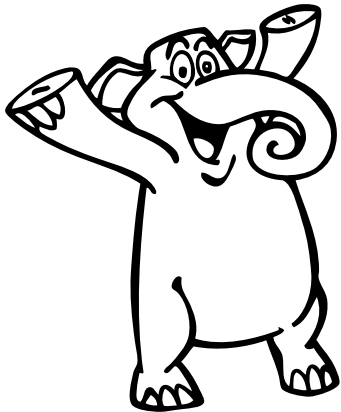
Student's Name

*is doing a wonderful job
working on*

Target Skill

Speech-Language Pathologist

Date



Way to Go!!



Student's Name

is making great strides with _____ *!!*
Target Skill

Great Job!

Speech-Language Pathologist

Date

Categories

In this section, students have the opportunity to increase their categorization skills. A category is a group whose members all have a common feature. To assist in teaching the building blocks of how categories are formed, each section focuses on one attribute and concludes with a section of mixed attributes. The attributes that are targeted include:

- **Appearance:** In this section, students will learn to think and talk about how people and things appear in relation to their five senses (sight, hearing, touch, taste, smell). Which items look the same? Which items sound the same? Which items feel the same way? Which items taste the same? Which items have the same smell? This section is full of adjectives.
- **Function:** In this section, students will learn to think and talk about how people and things perform similar actions. Which items perform the same function? Which items are used in the same manner? This section is full of verbs.
- **Content:** In this section, students will learn to think and talk about how items are made of similar materials. Which items are composed of the same raw materials? Which items are composed of the same ingredients? This section is full of raw materials and basic food ingredients.
- **Location:** In this section, students will learn to think and talk about how items can be found in similar locations. Which items are located in the same place? This section is full of locations.
- **Components:** In this section, students will learn to think and talk about how people, places, and things are composed of many pieces (or parts). What parts does a specific object have? This section is full of nouns that are composed of distinct parts.

As students learn to think about people, places, and things in terms of how they look, how they work, what they are made from, where they are found, and what parts they have, they develop better categorization skills. Research illustrates that categorization economizes storage of information in the mental lexicon, and this facilitates efficient retrieval for future use, in addition to enhancing the capacity to extend knowledge (Miller & Eilam, 2008). By focusing on only one attribute at a time, the instructor is able to allow students to see the different possibilities of categorization and set up new schemas. This section will indirectly assist in boosting vocabulary skills as the student thinks and discusses how items are categorized according to specific attributes (e.g., adjectives, verbs, and nouns). These worksheets are designed to give students plenty of practice in a motivating format. Questions to assist in guiding therapy dialog are listed on the next page and can be used as needed.

Discussion Questions

Listed below are some discussion questions/statements that you may use to expand on the ideas presented in the worksheets. Not every question is applicable to every item on every page; use the questions/statements as appropriate to assist in scaffolding correct answers and developing the student's underlying processing skills during therapy.

- What is a category?
- What is the attribute we are discussing right now?
- Close your eyes and think about what this attribute looks like in your mind.
- How do we determine if an item fits into this category?
- How do we determine if an item does not fit into this category?
- Tell me more about one of the items you said belongs to this category.
 - Does it have any other attributes?
 - How else does it look ?
 - How else does it function?
 - What else is it made with?
 - Where else is it found?
 - What other parts does it have?
 - Could this item belong to another category? Why? Why not?
 - Could anything happen to make this item no longer fit into this category? What?
- When might you classify things using this attribute?
- When would it be important to classify things using this attribute?
- Was it difficult thinking of items that had this attribute? Why? Why not?
- Name another word that belongs with this attribute that was not presented on your worksheet.
 - What items belong in this new category?

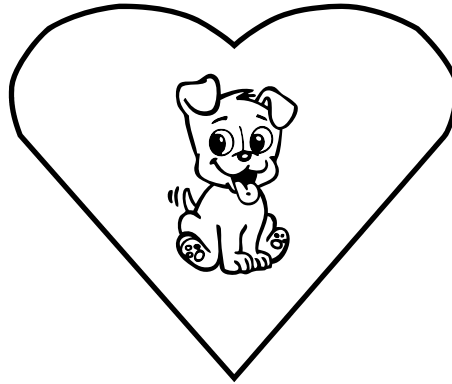
Categories—Appearance

Name _____

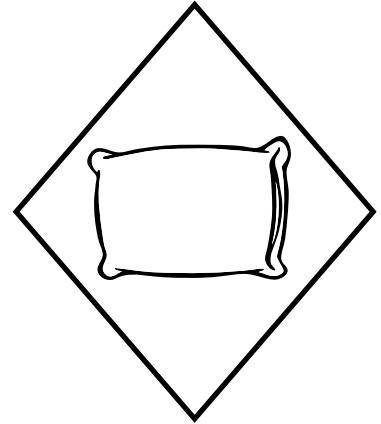
Roll the double dice. Determine the shape rolled on the outer die, and find the shape on this page. Name as many items that belong to that category as indicated on the inner die. Color the picture when you finish. Try to color the picture in every shape!



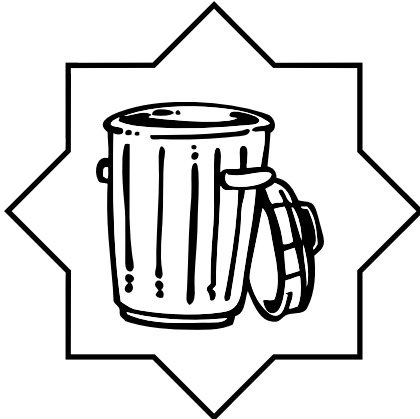
Name things that are big.



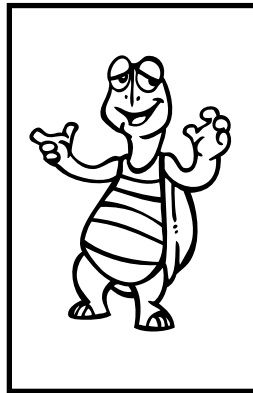
Name things that are young.



Name things that are soft.



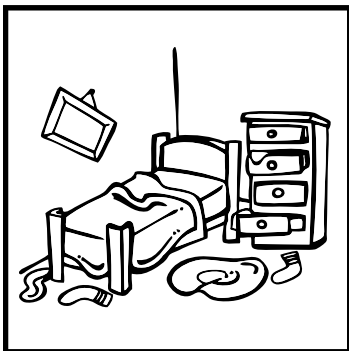
Name things that are empty.



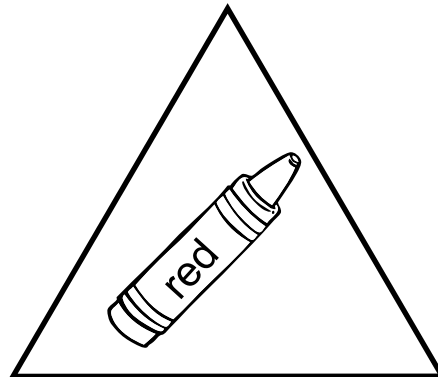
Name things that are slow.



Name things that are sticky.



Name things that are messy.



Name things that are red.



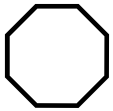
Name things that are quiet.

Categories-Location

Name _____

Roll the double dice. Determine the shape rolled on the outer die. Choose one category label in the row next to the shape you rolled. Name as many items that belong to that category as indicated on the inner die. Circle the category when you finish. Try to circle all of the categories in _____ rows!

Name things in a...



principal's office

teacher's desk

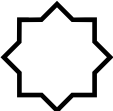
jewelry box



cage

grocery store

sink



cardboard box

mall

boat



lunchbox

baggie

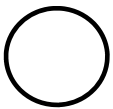
diaper bag



make-up kit

closet

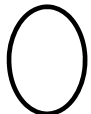
dentist's office



bathroom

can

suitcase



forest

kitchen

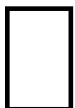
ocean



paper bag

shopping cart

freezer



bedroom





wallet

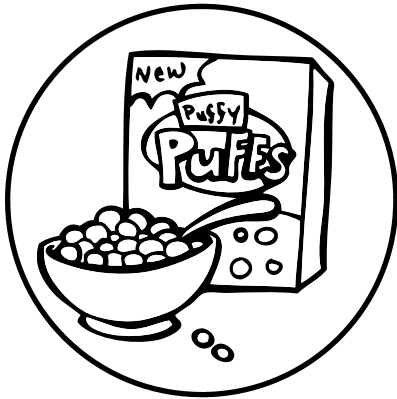
fireplace

Descriptions—Appearance

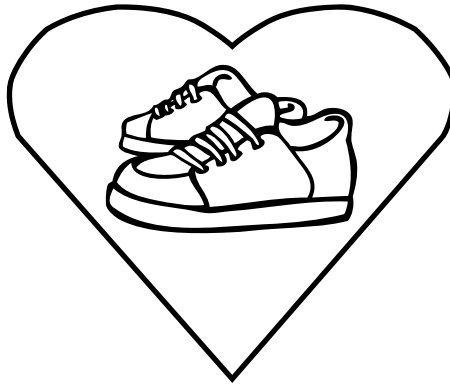
Name _____

Roll the double dice. Determine the shape rolled on the outer die, and find the shape on this page. The inner die tells you what you need to describe about the object. See the table below. Continue rolling and describing until your instructor tells you to stop.

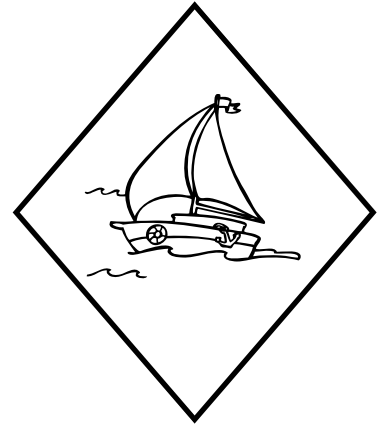
 1	What does it look like?	 2	What does it smell like?	 3	What does it feel like?	 4	What does it sound like?
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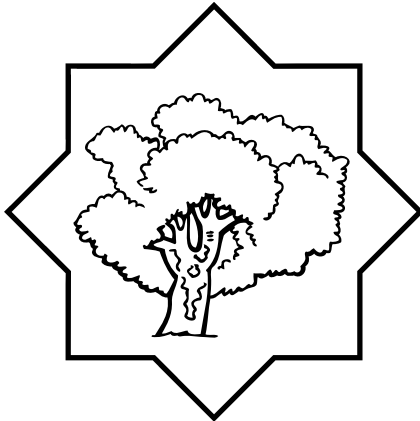
cereal



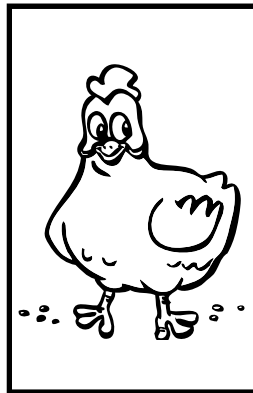
shoes



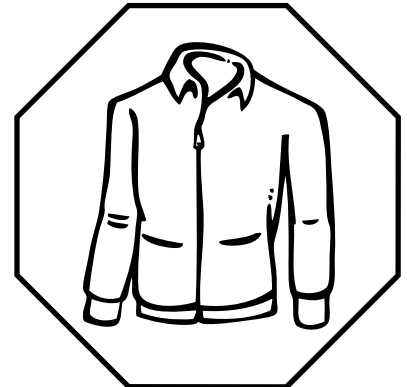
boat



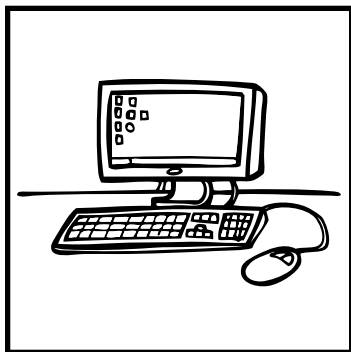
tree



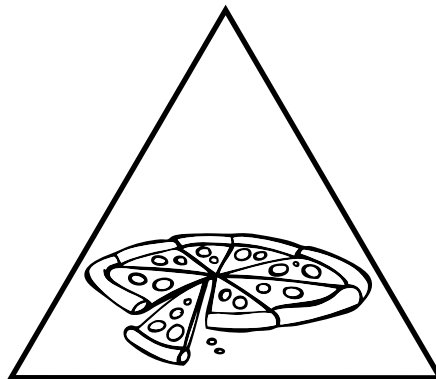
chicken



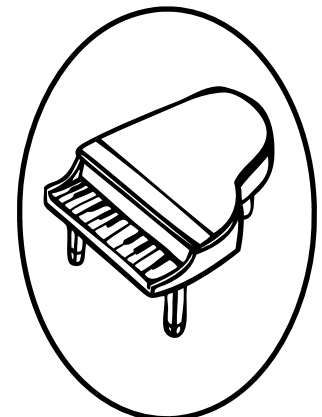
jacket



computer



pizza



piano

Comparisons—Nouns

Name _____

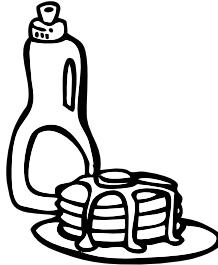
Roll the double dice. Determine the shape rolled on the outer die. Choose one shape on this page that corresponds to the shape you rolled, and read the words inside. Name as many ways that the items are similar to each other as indicated on the inner die.* Color in the shape when you finish. Try to color in _____ shapes!

knife

fork

syrup

honey



toothpick

dental floss

highchair

crib

bat

racket

paper towel

napkin

rope

belt

soda pop

juice



leash

collar

raisin

grape

mug

cup

pretzels

popcorn

beach

forest

pig

cow

raspberries

strawberries

taxi

bus

ham

bacon

calf

cow

*To simplify the task: If the inner die is even, then the student names one way the items are similar. If the inner die is odd, then the student names two ways the items are similar. (Remind the student about appearance, function, content, location, & components.)