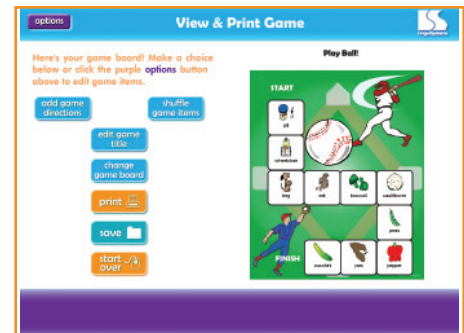


Selecting and Printing a Game Board

Click on a game board to select it. Next, type a title for your game board in the **Title** space above the game boards. (Note: You must type a title for your game board in order to advance to the next screen.) Finally, click the **next** button.

The **View & Print Game** screen provides several options.

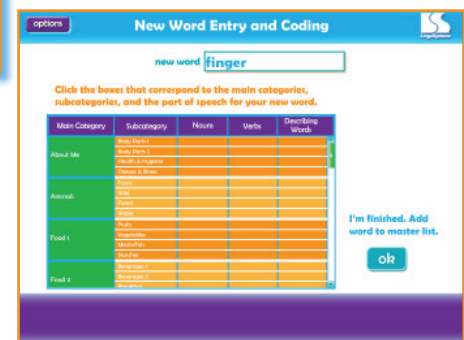
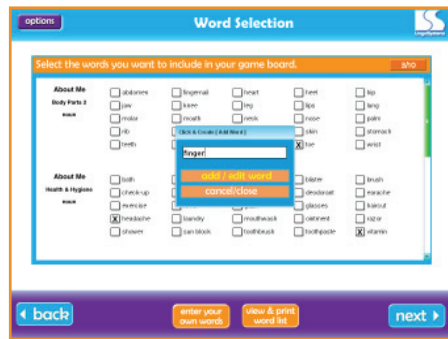
- **add game directions:** A pop-up window appears to let you add pre-written directions to your game board or write your own.
- **shuffle game items:** The game items are randomly redistributed (helpful if you are creating Bingo boards for multiple students).
- **edit game title:** A pop-up box allows you to edit the game title.
- **change game board:** This feature returns you to the **Game Board Selection** screen to select a different game board. When you return to the **View & Print Game** screen, your original items will appear on the new game board.
- **print:** Clicking on this button displays print options.
- **save:** This feature allows you to save this game board, along with a description of its content for future retrieval.
- **start over:** Choosing this option returns you to the opening screen. Make sure you've saved your game board first.



Adding Words to the Master List

If you want to add your own words to the master list, you can code them by category and part of speech so they will be recalled when those criteria are entered in the future.

Begin by clicking **enter your own words** on the **Word Selection** screen. Enter the word you wish to add in the pop-up box. Click **add/edit word** and you will move to the **New Word Entry and Coding** screen. Click the boxes that correspond to category/part of speech criteria you would like to assign to the word and click **ok** to return to the **Word Selection** screen. If you would like to delete or edit the added word from the master list, select it in the word list and click **view and print word list**. Select your word in the word list and select an option. All words added to the program will appear in the word list in green, and there will be no illustrations associated with them.



Working with Existing Games

Over 200 ready-to-use game boards are included with the program. Simply click **load existing game** from the opening screen, and your game board will appear on the **View & Print Game** screen. You can then print out the game board as is or edit it, print it, and save it under a different name for future use.

General Tips

- Use the [options](#) button (located in the upper, left-hand corner of most screens) to navigate to previous steps of game board setup or to quit the program.
- List game board stimulus criteria in the description line when you save game boards (Verbs, Body Parts I) for easier recall.
- Personalize a game board by including the student's name in the title (Colin's Forest Animals Practice Game) and in the game directions, especially if you are sending a game board home for practice (e.g., Have Colin use each word in the game board in a good sentence).

Tips for Using Game Boards

You will need a die and game tokens to play the games you create. Determine who goes first. The first player rolls the die and moves his token that number of spaces. He looks at the stimulus and either names the picture, says the word, describes the item, or uses the word in a phrase or sentence, depending on his abilities.

If the student uses the target word correctly, his turn is over. If he uses the target word incorrectly, he moves back to the space he occupied prior to his turn. Game play ends when a player reaches the [End](#) space.

Game Variations

- If a player lands on a space occupied by another player, he sends that player back to [Start](#).
- Have the player practice the word on each space he passes as he moves his token the number of spaces shown on the die.
- Have the player make up a silly sentence using the target word he lands on.
- Let the player choose any word from the game board to practice. After rolling the die, have him use the word in a sentence and move the number shown on the die.
- Have the player move ahead for even numbers rolled and back for odd numbers rolled. Have him practice each word he passes while moving forward or backward.
- Create your own "Describing Bingo" game for a group of students. Fill a 25-space bingo board with nouns and print it. Then shuffle the items and print again. Continue this process until you have created a game board for each student who will be playing.

Print out one more grid to use as calling cards. Cut the cards apart and randomly draw them from a pile. Give clues to the item on the calling card ("It's a furry, forest animal that sleeps in a den"). Each player who has an item that matches the description covers it with a marker. The first player to correctly cover a complete vertical, horizontal, or diagonal line is the winner.

Evidence-Based Practice

- Neuropsychological studies provide convincing evidence that semantic knowledge is organized categorically and functionally. Semantic knowledge is thought to drive the processing of meaning in language (Rhodes & Donaldson, 2008).
- A systematic approach to teaching vocabulary, including direct and indirect instruction, teaches students that vocabulary is important for learning language and for reading (Beck, McKeown, & Kukan, 2002).
- Students who struggle with vocabulary acquisition need more trials than typical language learners to maximize vocabulary growth (Montgomery, 2007).

[Click and Create Vocabulary Board Games](#) incorporates these principles and is also based on expert professional practice.

References

- Beck, I.L., McKeown, M.G., & Kukan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.
- Montgomery, J. (2007, November). *Vocabulary interventions for RTI: Tiers 1, 2, 3*. Paper presented at the American Speech-Language-Hearing Association Convention, Boston: MA.
- Rhodes, S.M., & Donaldson, D.I. (2008). Association and not semantic relationships elicit the N400 effect: Electrophysiological evidence from an explicit language comprehension task. *Psychophysiology*, *45*, 50-59.