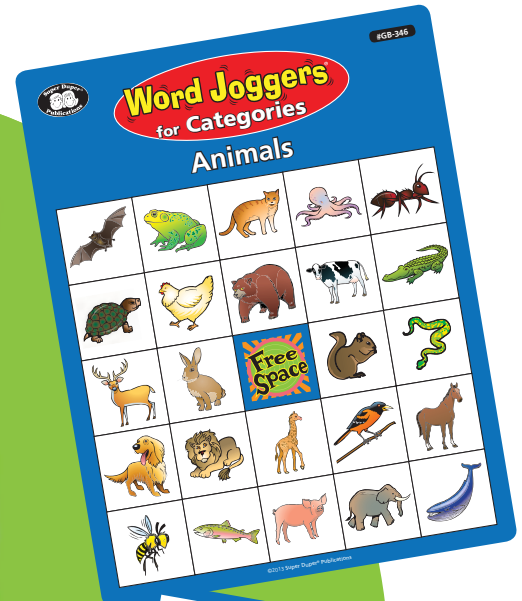




#GB-346

Grades PreK-5
Ages 4 & Up

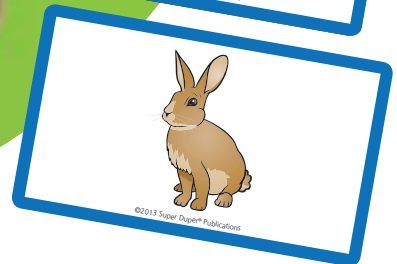
Word Joggers[®] for Categories



- Small mammal
 - Lives in grassy and forested areas
 - Fur, bushy tail, large ears
 - Hops
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Animals that hop

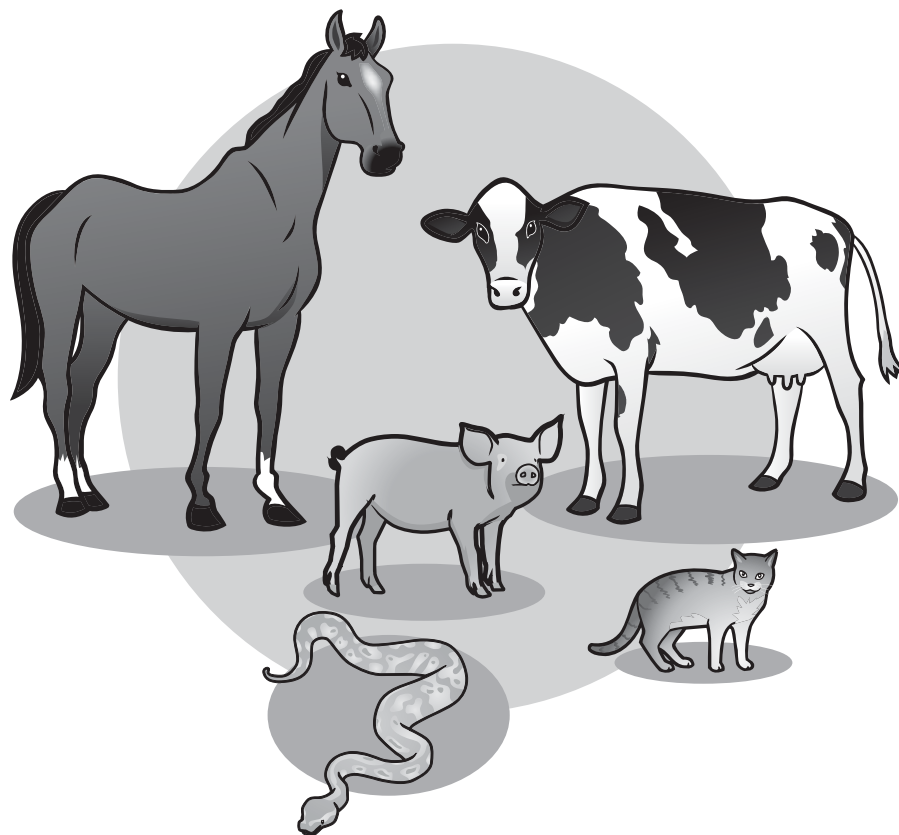
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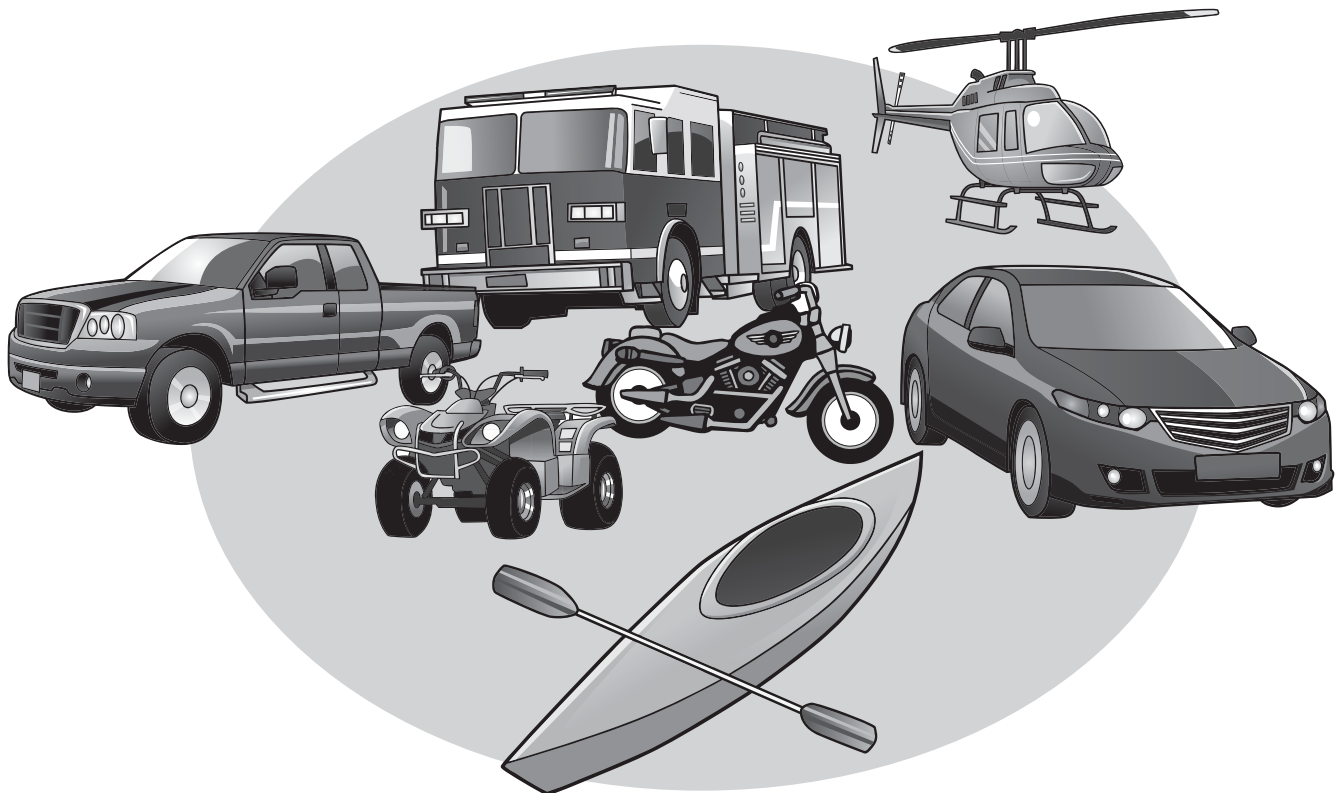
Introduction

Word Joggers for Categories helps young children gain knowledge about items they see every day — what they are called, the categories they belong in, how they are similar and different, and how we describe them. This knowledge lets children quickly retrieve and use the words in daily conversations. With *Word Joggers for Categories*, children play a fun bingo game with colorful game boards and *Word Joggers* cards while targeting language processing skills.

The vocabulary addresses six common categories (*Animals, Food, Clothing, Home, School, and Transportation*), with 24 items per category. Each category includes five bingo game boards and three sets of cards (*Vocabulary Picture Cards, Attributes Cards, and Category Cards*) for a total of 30 boards and 396 cards. You can use the bingo boards and cards in various combinations to target multiple objectives and to match students' needs.

Word Joggers for Categories is intended for students with specific language processing difficulty in PreK through fifth grade and students learning English as a second language. You can easily adapt the materials for small group or individual therapy sessions in resource, classroom, and clinical settings. Includes multiple game ideas with varying degrees of difficulty.

This manual also teaches you how to create a visual map with your students that will help them learn how to categorize items and form associations.



Games

Objective 1: To identify and label items

Warm Up – Choose a category and distribute a game board to each student. Place the corresponding *Vocabulary Picture Cards* facedown on the table. Choose and name cards one at a time from the stack. Students find the pictures on their game boards and cover them with bingo chips. Players try to connect five pictures in a row to win mini-race. Game play ends when the entire board is covered.

Variation: Students choose and name cards from the pile.

Name It, Match It – Shuffle the *Vocabulary Picture Cards* and *Attributes Cards* for a chosen category. Place the cards facedown in rows. Students take turns turning over two cards at a time, naming the items, and looking for matches. The player with most matches wins.

Hold 'Em, Match 'Em – Shuffle the *Vocabulary Picture Cards* and deal five cards to each player. Shuffle the *Attributes Cards* and place them facedown in a stack in the middle of the table. Player One turns over an *Attribute Card* and sees if he/she has the matching *Vocabulary Picture Card* in his/her hand. If so, the player places the matching *Vocabulary Picture Card* on top of the *Attribute Card*. Play continues in turn. The player who plays all of his/her cards first is the winner. (You may have to re-shuffle the stack and start again if the cards run out before gameplay is over.)

Objective 2: To identify item categories, subcategories, and attributes

Jogging Teams – Choose a category and distribute a game board to each student. Read aloud from the corresponding *Category Cards*, first spinning the spinner to indicate how many items the students should find on their boards. Students scan their boards to find and cover the given number of items that fit the named category (for example, two animals with fur). The first player to cover an entire row (or the entire board) wins.

Variation: The spinner is not used and students may find and cover as many items in the named category as they can.

Category Race – Deal the *Vocabulary Picture Cards* for the chosen category to each student. Players lay out all of their cards faceup in front of them. Read each category aloud from the corresponding *Category Cards*. Players scan their cards to find items in the category, name the items, and turn over the cards. The first player to turn over all of his/her cards is the winner.

Category Flip – Choose a category of *Vocabulary Picture Cards* and deal them facedown in a stack to each player. Read aloud a card from the corresponding *Category Cards*. Players take turns flipping over one picture card at a time, naming the item, and trying

to match it to the named category. (For example, if the category is *fruit*, and Player 1 turns over *broccoli*, Player 2 turns over *pizza*, and Player 3 turns over *apple*, then Player 3 wins and takes all turned-over cards.) The first player to flip a card and make a match wins all of the flipped over cards. The player with the most cards at the end is the winner.

Attribute Match – Choose one or more categories of *Vocabulary Picture Cards* and place facedown in rows. Students take turns flipping over two cards at a time and naming an attribute that the pair has in common to form a match. If the commonality is correct the player keeps the matched pair. (For example, if a student flips over *orange* and *pizza*, he/she can say they are both round to earn an attribute match.)

Go Jog – Shuffle the *Vocabulary Picture Cards* for a chosen category. Deal 5 cards to each player and spread out the rest facedown in the middle of the table. Following *Go Fish* rules, students take turns asking each other for cards by category, not name, in order to make category matches for cards they hold. (For example, if the animals card deck is used, a player may try to find a category match for bat by asking, “Do you have an animal that flies?” The other player may then give the bird or bee card to make a category match.) The first player to get rid of his/her cards is the winner.

Objective 3: To recognize and form word associations

Name It! Word Chain – Choose a category of *Vocabulary Picture Cards* and place them facedown in a stack. The first player turns over a card, names the item, and names a word that goes with that item. Players take turns naming a word that goes with chosen item. Play continues until a player cannot think of a word association, and the chain ends. The player to name the last word wins the card, and the player with the most cards is the winner. (For example, if the chosen card is ice cream, the word chain might be something like “cold, frozen, sweet, dairy, melts, cone ...”)

Name It! Same Sound – Choose a category of *Vocabulary Picture Cards* and place them facedown in a stack. The first player turns over a card, names the item, and then names a word in the same category that starts with the last sound of the vocabulary word. In turn, all players name a word that begins with the last sound of the previous word. Play continues until a player cannot add another word. The last player to name a card wins the card, and the player with the most cards is the winner. (For example, if the chosen word is horse, the next word must start with an S, and so on.)

Name It! What Word Comes to Mind? – Place the *Vocabulary Picture Cards* in facedown in the middle of the table. The first player turns over a card, names the item, and then names a word that is associated with that item. In turn, all players name a word that is associated with the previous word. Play continues until a player cannot add any other word associations. Players try to beat their own word chain record. (For example, if the

chosen word is *apple*, the word association chain might be something like, “apple, fruit, orange, round, ball, bounce, trampoline ...”)

Objective 4: To define a picture using category, subcategory, and attributes; to relate the salient information in a clear and precise manner so that a listener is able to name the picture being defined.

Mystery Name – Define It Game!

1. Choose a category and distribute a game board to each student.
2. Give one corresponding *Vocabulary Picture Card* to each student and have them keep their cards hidden from the other students. Place the rest of the deck in a stack on the table.
3. The students take turns giving clues to the identity of their mystery picture cards. Clues must be in the form of subcategory and attributes (*food, fruit, red*); players canNOT give clues related to spelling or rhyming.
4. The other players must name the identity of the mystery picture card using the game boards as a visual aid. When a player’s mystery card is guessed, he/she chooses a new card from the stack to describe for the next round.

Variation: The object and rules of the game are the same but more challenging—no game boards are used as a visual aid. You may also make the game more challenging by using more than one category and game board.

Objective 5: To formulate questions that will identify categories, subcategories, and subsets; to apply information to form a hypothesis (question—decode—inference)

Mystery Name – Question Game!

Level 1

1. Choose a category and distribute a game board to each student.
2. Place a corresponding *Vocabulary Picture Card* in a card holder in front of but facing away from each student. Students cannot see their own cards, but can see the other students’ cards.
3. Students take turns asking YES/NO questions to determine the identity of their mystery card. If the answer is NO, the student places a bingo chip over all pictures on the game board that have been eliminated. If the answer is YES, the student places a bingo chip over all pictures that do not fall under the question attribute. (For example, “Is my mystery picture a fruit?” “Yes.” Then the student eliminates all non-fruits by placing a bingo chip on non-fruits.)
4. The first question should be related to the primary category to determine subcategories. (For example, with the *food* category: “Is my mystery picture a dairy product? Is my mystery picture a vegetable?”)

- a. Students continue asking questions about descriptive subsets or attributes (color, shape, texture, function, size).
 - b. Students canNOT ask questions related to spelling, nor can they directly ask if they are a specific object. The questions must be inferential using hypothesis and critical thinking skills.
5. When students have covered all of the eliminated pictures on their game boards, the correct answer should be left. They have solved the identity of their mystery card.

Variation: The object and rules of the game are the same, but instead of YES/NO questions students ask WH questions to elicit clues from the other students. (For example, "What color am I? Who uses me? Where can you find me?")

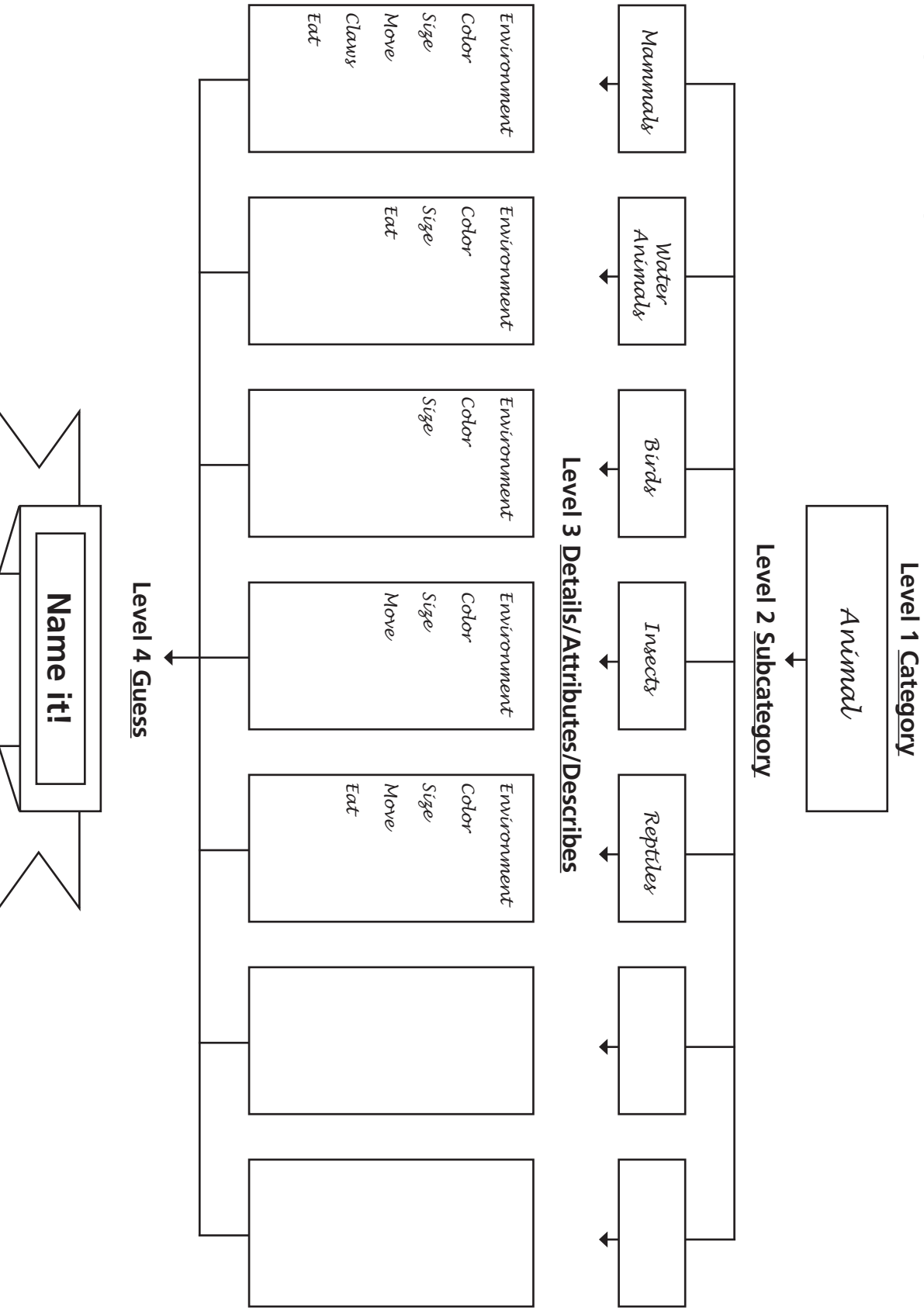
Level 2

1. Distribute two game boards to each student. (This is a more challenging level—the mystery card is taken randomly from two categories.)
2. Place a corresponding *Vocabulary Picture Card* in front of but facing away from each student. Students cannot see their own cards, but can see the other students' cards.
3. The object and rules are the same as Level 1. After students establish the category of their card, they continue to ask Yes/No or WH questions to determine subcategories and descriptive subsets or attributes.
4. When students have covered all of the eliminated pictures on their game boards, the correct answer should be left. They have solved the identity of their mystery card.

Level 3

1. Choose a category or multiple categories, but do not give each student a game board as a visual aid.
2. Place a *Vocabulary Picture Card* from the chosen category(ies) in front of but facing away from each student. Students cannot see their own cards, but can see the other students' cards.
3. The object is the same as Levels 1 and 2, but now students must rely on memory, not a visual aid, to combine information to make eliminations and guess the identity of their mystery card.

Sample Visual Map



Vocabulary Word List

Animals	Food	Clothing	Home	School	Transportation
alligator	apple	boots	bath tub	backpack	airplane
ant	asparagus	coat	bed	book	ambulance
bat	banana	dress	broom	calculator	bike
bear	broccoli	earrings	chair	calendar	car
bee	cake	gloves	computer	clock	dogsled
bird	cereal	hat	couch/sofa	computer	fire truck
cat	cheese	headband	dish washer	crayons	four-wheeler
chicken	chicken	necklace	dresser	desk	helicopter
cow	cookie	pajamas	DVD player	globe	horseback
deer	corn	pants	hammer	glue	hot-air balloon
dog	egg	ring	hose	lunch box	kayak
elephant	french fries	robe	lawn mower	magnifying glass	motorcycle
fish	ham	sandals	microwave	map	police car
frog	ice cream	scarf	plate	marker	rowboat
giraffe	juice	shorts	rake	microscope	sailboat
horse	milk	skirt	refrigerator	paper	school bus
lion	orange	sneakers	screwdriver	pencil	ship
octopus	pancake	socks	silverware	pencil sharpener	skateboard
pig	pizza	suit	stove	ruler	skis
rabbit	potato chips	sweater	television	scissors	snowmobile
snake	soup	sweatshirt	toilet	slide	subway
squirrel	spaghetti	swimsuit	toothbrush	stapler	taxicab
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