

Jeopardy!

A Classroom Language Game
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This game provides students with practice in formulating questions verbally, in writing, or when using an augcom device. For some students, the goal is to generate a question that is syntactically correct. For others, the goal may be to create a question that, even if not syntactically correct, is at least semantically appropriate. Other skills practiced in this game include:

- **categorization.** Before playing the game, have the students name each category label then brainstorm “What kinds of things do you think we might find under this category?” Make a list of the students’ guesses. When one of those guesses is uncovered as you play the game, the player (or team) gets “Double Jeopardy” points.
- **math.** Points are tallied for each correctly formulated question, based on the number on the card. Points on the card are doubled when a revealed symbol matches a word on the “brainstormed” list.
- **labeling.** Students label the categories before the game begins, then label each of the symbols that are revealed as the game is played.
- **language.** The students can formulate any kind of question they want, as long as the answer is the symbol that was revealed. This can include the use of “wh” words, descriptions of appearance, function, location, behavior, etc.

Getting started:

Print each of the category cards (FurnTransp, SportsHoliday, etc.) on plain AVERY BUSINESS CARD FORMS. Then reinsert the forms, face down, in the printer and print the Numbers pages on the back. (Do a trial run with plain paper first to see the direction the paper should be in when reinserted). Print the Categories page just once (no numbers on the back). Fold the cards along the perforations to break them apart. The colored dots next to the numbers make identifying same-category cards easy when assembling the Jeopardy board.

To assemble on a large colored file folder or poster board (laminated), tape the cards (numbers up) in vertical rows along the left edge only, so cards can be flipped back to reveal the symbol. Place the category label cards at the top of each row.

To assemble on the chalkboard, place a small strip of magnet on the symbol side of each card.

Playing the Game:

If playing with a small group, each player can play as an individual. If playing in a classroom, divide students into 3 teams.

Each student requests a card, as in "I'll take transportation for 4, Alex." Card 4 is then flipped over. The student names the symbol, then comes up with a question for which that noun is the answer. If the judge (teacher or therapist) feels the question is appropriate, the student is awarded the point value on the card.

To keep the game going and to give every an adequate number of turns, the card can then be flipped back so it can be chosen by another player, who must ask a different question. To shorten the game, the cards can be removed once selected.

To increase student involvement, a student can play the role of game show host and a student can be the scorekeeper. Otherwise, these roles can be assigned to adults.

Extending the Game:

Make your own categories and related cards to address curricular topics -- science words, social studies words, characters and other words related to stories, etc.