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Directions

Language Theatre for Group Therapy makes it easy to target a variety of skills simultaneously in a mixed group. Here's how it works.

This set includes six books of scripts focusing on *synonyms, antonyms, context clues, idioms, vocabulary attributes* and *inferencing*. As you begin your therapy session, simply grab the books focusing on the skills you would like to target with each student. Ask students to open their books to the same page and take turns reading their lines aloud. Some books incorporate cloze sentences, which require students to fill in the blank as they read. An answer key is located at the end of each play.

All six language books contain matching plays and pagination. The only variation between them is the lines focusing on different language skills! Mix and match any combination of scripts.

For example:

- If your student Ryan is working on synonyms, Sally on inferencing and Logan on context clues, give each of them the book focusing on their respective language skill.
- Next, ask them to find the play *I'm Sorry* in their books. While Ryan, Sally and Logan all have the same play about apologizing for silly mistakes in each of their books, they have *different lines* targeting their specific language skills.
- As they take turns reading their own lines, they are performing in the play together!

Lines from the *I'm Sorry* play in each book:

- Ryan (Synonyms): I'm sorry for leaving my earthworm collection in your closet. My mom told me to get rid of it, and I didn't know what else to do. I know you must have felt **shocked** and _____ when you found it.
- Sally (Inferencing): I'm sorry for taking the last **cold, fruity treat** after you had your **tonsils** out.
- Logan (Context Clues): I'm sorry for being so **egocentric** and showing you photos of my pet poodle Pookie all evening. I know you're not a dog person but isn't she just precious?

If you would also like to target articulation goals in your mixed group, *Language Theatre for Group Therapy* is completely compatible with the *Articulation Theatre for Group Therapy* book set. For example, if one of your students is working on the /r/ sound, he or she would turn to the same page as the students above and read "I'm sorry for reading your diary. It was really interesting."

On each page of every book, you will find a social pragmatic language question related to the line. All 600 questions are designed to maximize social language learning opportunities.

These plays work effectively during individual therapy sessions as well. Simply provide your student with the book focusing on the language skill you're targeting and take turns reading lines from that book together.

Act out the silly scenes
with others as you take
turns reading lines.

Don't forget to think about the meaning
of the idioms in bold. All actors need to
understand their lines as they rehearse
for their performance!

Break a leg!

I NEED ADVICE!

Why did you say it's wacky hair day? Take a hike!



I NEED ADVICE!

Whoever spread the false rumor that today is wacky hair day at school needs to **take a hike**. Now I'm stuck here all day with purple gel and crazy ribbons in my hair!

Read between the lines

How is your character feeling?

My last name is "Sickel," and I'd like to legally change my first name to "Pop." My parents think I've **lost my marbles**, but I'm seriously into popsicles, so why not?

Read between the lines

Why is this not a good idea?



I NEED ADVICE!

I really want to be a professional clown when I grow up, but I don't think my parents are **on board**. What should I do?

Read between the lines

Why are your character's parents not on board?

I have no sense of direction and keep getting lost in the hallway at school even though it's May! I guess I need to focus more? I just love to daydream, and **my head is always in the clouds**.

Read between the lines

What are two ways to solve this problem?

