

50 REVIEW GAMES GAME 12

Roll the Dice

Let the die decide the challenge

Roll the Dice adds an element of chance to ASL review. Each roll decides which challenge a student takes on, so no one can rehearse an answer in advance and every turn asks for something a little different. Review stays fresh because nobody knows what is coming next.

TIME NEEDED

10–20 minutes

GROUP SIZE

Pairs, groups, or whole class

GRADE LEVELS

Middle, High, College

01

Purpose & Objective

Review previously learned vocabulary and grammar while encouraging spontaneous communication. Because students cannot predict the task, they practice responding in the moment rather than reciting something prepared.

Students complete ASL review tasks based on the number rolled.

02 Materials & Skills

Materials

- One standard six-sided die per group
- A copy of the Dice Challenge Key for each group

ASL Skills Practiced

- Expressive ASL
- Receptive ASL
- Vocabulary recall
- Conversation
- Fingerspelling

03 Setup

1. **Divide students into pairs or small groups.** Smaller groups mean more rolls per student and less waiting.
2. **Give each group a die and the challenge list.** The key on the next page can be printed and set in the middle of each group.
3. **Review expectations before beginning.** Everyone watches the signer, feedback stays constructive, and no one rolls again until the challenge is finished.

Before You Start

Decide what happens on a repeat roll. Letting students take the same challenge again with a new word keeps things moving; making them re-roll until something new comes up slows the group down.

04 Dice Challenge Key

Print this page for each group, or copy the challenges onto the board.



ROLL 1

Sign and define a vocabulary word chosen by your classmates.



ROLL 2

Use one vocabulary word in a complete ASL sentence.



ROLL 3

Fingerspell a vocabulary word, then sign it.



ROLL 4

Answer a WH-question using only ASL.



ROLL 5

Describe a picture or object using at least five signs.



ROLL 6

Create a short conversation using three review vocabulary words.

Make It Yours

Swap any row for a challenge tied to your current unit. Keeping the same six numbers but changing the tasks each week means students learn the format once and the content stays new.

05 Directions

1. A student rolls the die.
2. They complete the challenge that matches the number rolled.
3. Group members offer encouragement and constructive feedback.
4. Play continues for several rounds so each student completes multiple challenges.

06 Variations

Beginning

Allow vocabulary lists and picture supports.

Intermediate

Require complete ASL sentences and follow-up questions.

Advanced

Roll twice and combine both challenges into one response.

Challenge Mode

Roll two dice. Students complete both challenges in a single response, or finish within a one-minute time limit.

07 Assessment Ideas

Observe students for:

- | | |
|---|---|
| ☐ Vocabulary accuracy | ☐ Participation across rounds |
| ☐ Fluency and pacing | ☐ Creativity in open-ended rolls |
| ☐ Grammar and non-manual markers | ☐ Willingness to attempt a hard roll |

Because the challenge is assigned by chance, two students are rarely assessed on the same task. Watch how a student handles the roll they were given rather than comparing turns to each other.

Paul's Best Practice

Keep the pace moving. The excitement comes from not knowing which challenge is next, so a group that stalls on one perfect answer loses the energy the game depends on. Encourage students to focus on communicating rather than performing.

A quick, imperfect answer keeps six students practicing. A perfect one keeps one.

Why It Works

Students stay engaged because every turn is different. The random element rewards flexibility instead of memorized delivery, and it quietly removes the pressure of choosing — no one picked the easy challenge, so no one is judged for the hard one. Students end up applying what they know in situations they did not prepare for, which is much closer to real conversation than a vocabulary quiz.

Quick Tips

- ✓ Create lesson-specific challenge cards for the current unit.
- ✓ Use foam dice for larger classes — quieter and safer on desks.
- ✓ Let students design new challenges once they know the format.
- ✓ Keep one die per small group so turns come around quickly.
- ✓ Model a roll yourself first so everyone sees the expected pace.

Continue Exploring

Next in the collection:

▶ **Game #13: Hot Seat**

▶ **Game #14: Vocabulary Pyramid**

▶ **Game #15: Memory Match**

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Extend the Activity

Have each group write a seventh challenge, then trade keys with another group. Deciding what makes a fair challenge sends students back through the vocabulary a second time without it feeling like review.