



My Truck Is Stuck

## The Mechanic's Matching and Memory Game

### Large or Small Group Activity

#### Domain:

- Language, Cognitive, Socialization

#### Goals:

- Child will increase the number of spoken or signed words in his/her vocabulary.
- Child will identify objects pictured in the story.
- Child will use memory skills to correctly match objects.
- Child will take turns.

#### Materials:

- *Matching And Memory Cards* (pp. 40-43)
- color CD
- scissors
- lamination (optional)
- Story Board (p. 19)

#### Instructions:

##### **Activity 1** (matching/object identification)

- The teacher may need to work in small groups or one-on-one with a child depending on the child's level of need.
- Reproduce two sets of each card.
- Cut the cards out and laminate for durability.
- Choose the most familiar objects to use as a set. Use 5 cards or less for children who have a limited expressive vocabulary. After the children have been consistently successful matching the cards, add another card to the set.
- Now that the set of cards has been chosen, display one set of cards on the floor or a Velcro board.
- Have a child pick a card from the second set and match it to the correct card on the floor or Velcro board.
  - Put the cards in a dump truck and have a child pick a card.
  - Hand out the cards, one for each child.
  - Hold the cards in your hand and have a child pick one.
- As the child matches the cards, encourage him/her to name the object. For children with a limited vocabulary, say the name for the object and have the child repeat the name.
- Model turn taking with the children. Practice using social language such as "my turn" and "your turn." The teacher can model the language, and use gestures and pointing to help identify whose turn it is while playing the game.

##### **Activity 2** (visual memory)

- Reproduce two sets of each card.
- Cut the cards out and laminate for durability.



- Use 5 cards or less for children who have a limited expressive vocabulary.
- Change or add cards as children's visual memory improves.
- Play "Memory Game." Lay both sets of cards face down in an array on the floor.
- Have one child turn two cards face up. If the cards match, the child keeps the cards. If the cards don't match, the child turns the cards face down and another child selects two cards.
- Model turn taking with the children. Practice using social language such as "my turn" and "your turn." The teacher can model the language, and use gestures and pointing to help identify whose turn it is while playing the game.

### Suggestions:



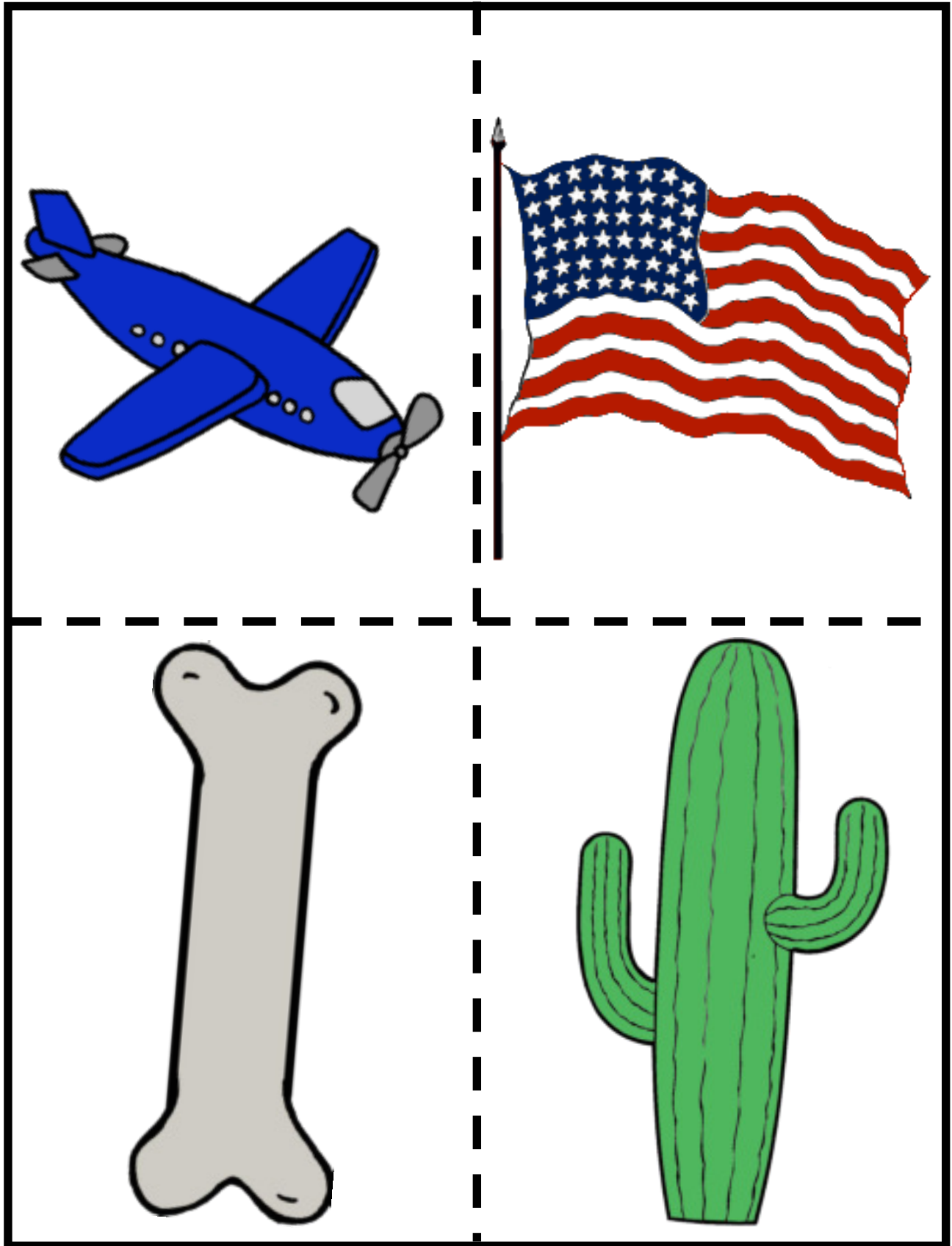
- The number of cards used should be determined by the age and ability of your children, the younger the child the fewer the cards.
- Limit the number of players to two or three.
- Rotate cards from day to day for variety.
- Use the IWB CD and import the graphics to make the activity a large group activity.
- Separate the memory cards into two sets. Use two different colors of construction paper to back the memory cards. Create 2 piles of cards (one pile of red cards and one pile of blue). Instruct the child to select one card from the red pile and one card from the blue pile. Have them identify the pictures and decide if the two cards match. Having two separate colored piles makes it easier when giving the directions to pick two cards. Teacher can direct the child to "pick one red card and pick one blue card."

### Story Time Teaching:

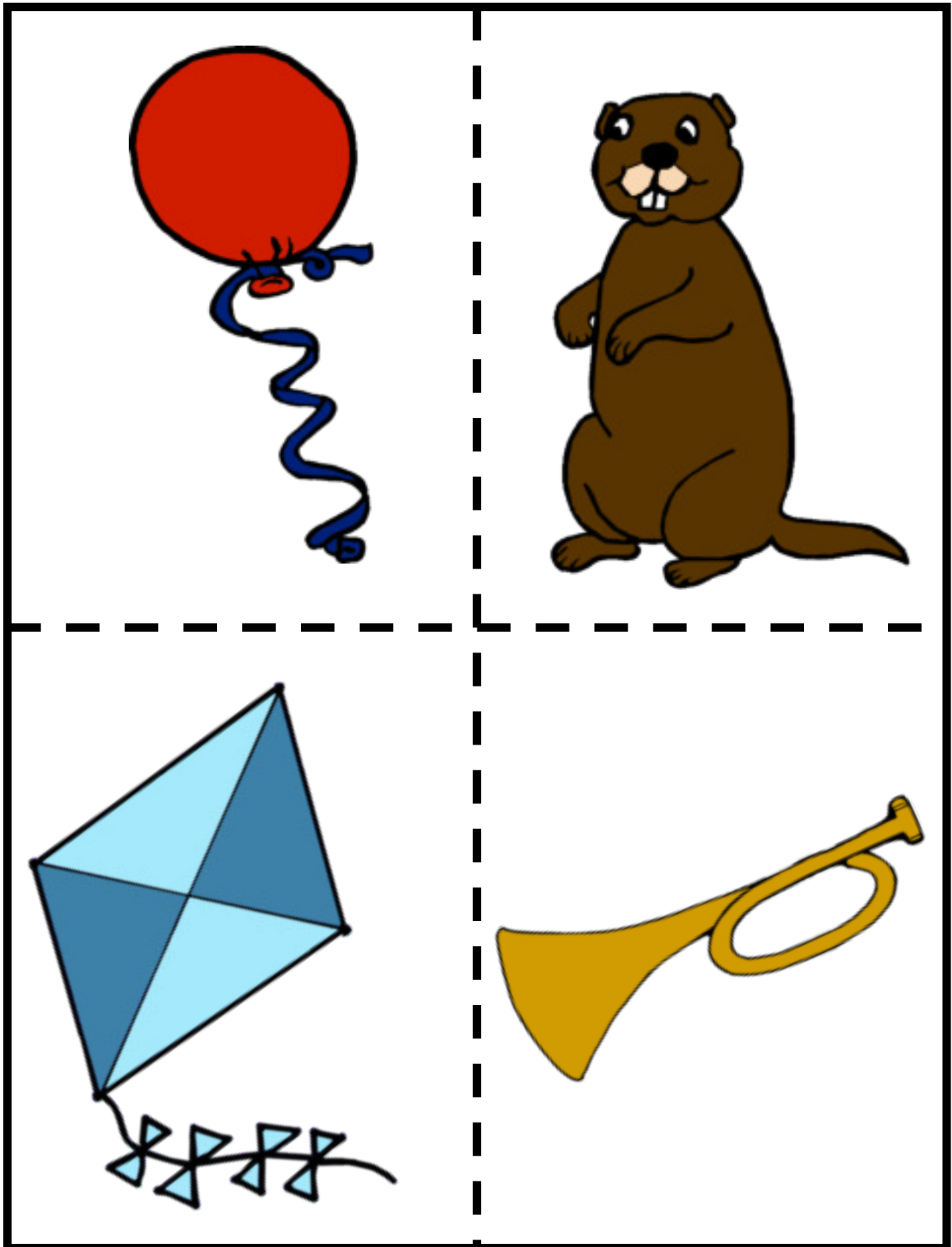
- Before the story is read, give each child a card, use both sets of cards (two children will have a dump truck, two children will have a cactus).
- Tell the children to look for their object as the story is read. When they see their object, raise their hand.
- Have the pair of children bring their cards to the front and name the object.
- Be sure to identify the matching pair of cards as "the same." Have the children put the cards on the Story Board or in the dump truck.
- Continue reading the story.



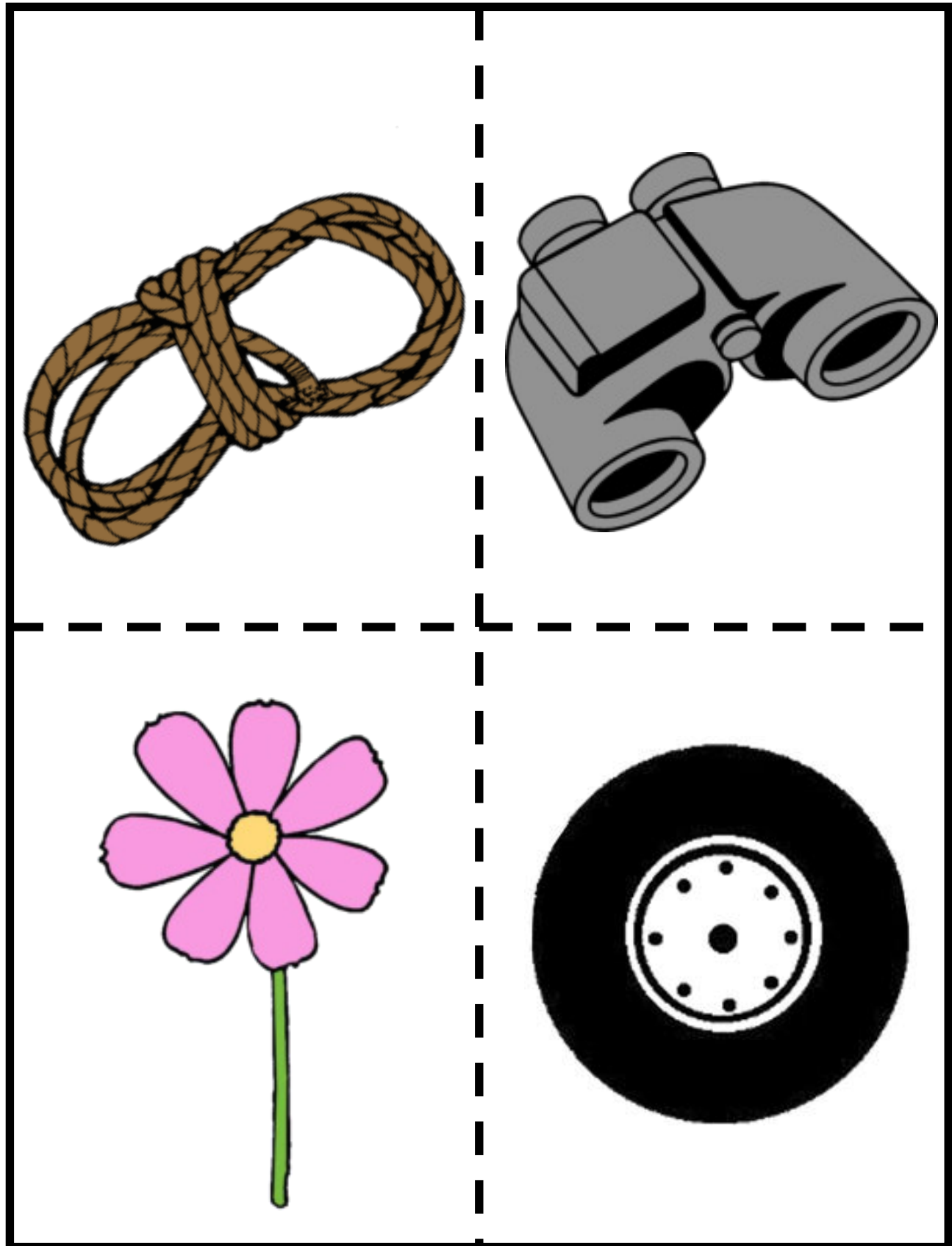
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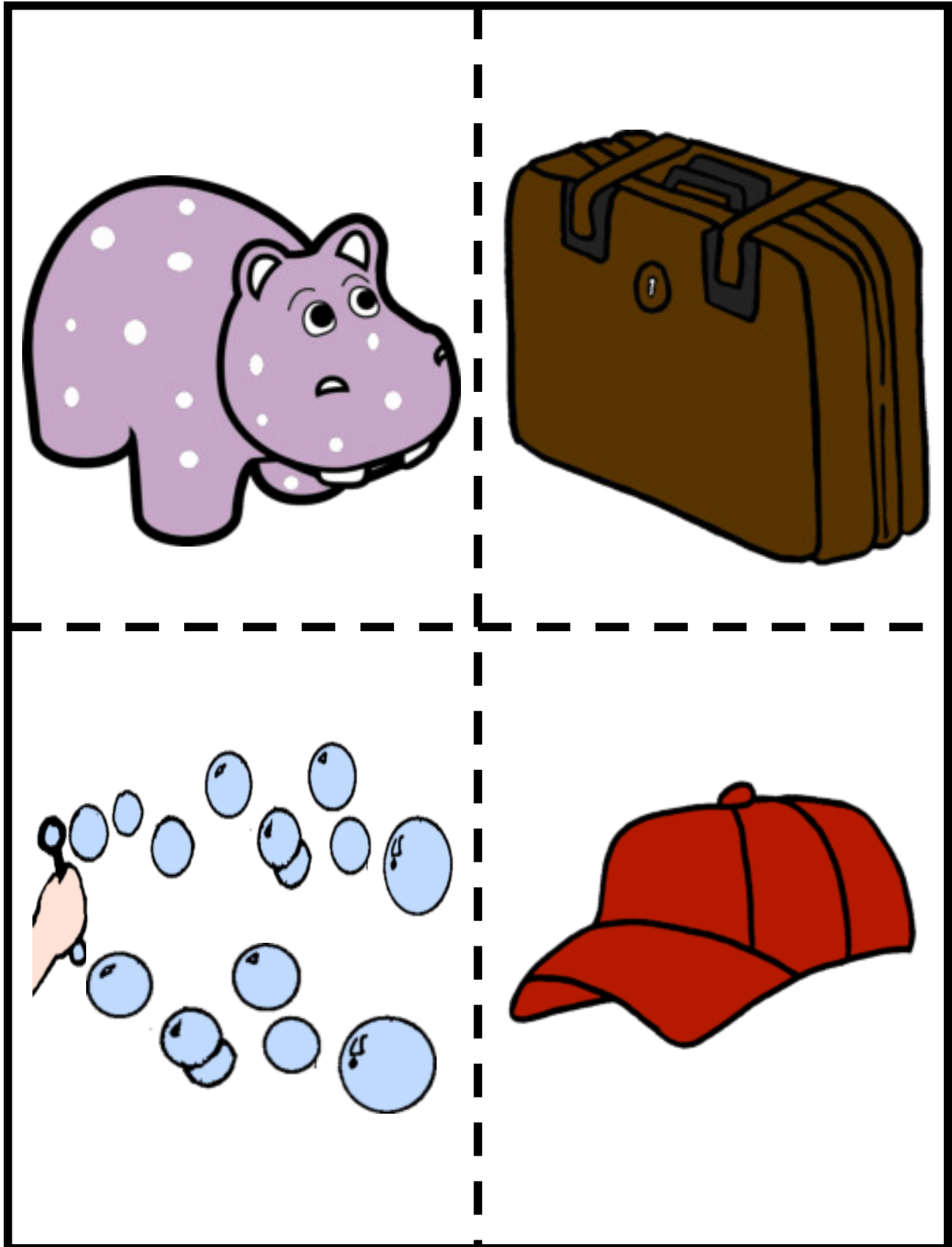
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Paint Master



prairie dog - brown