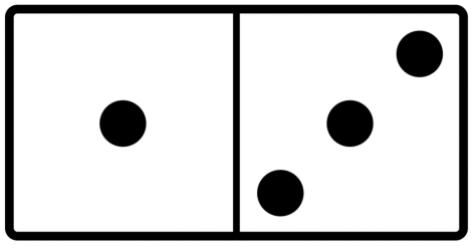
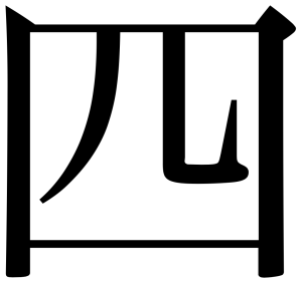
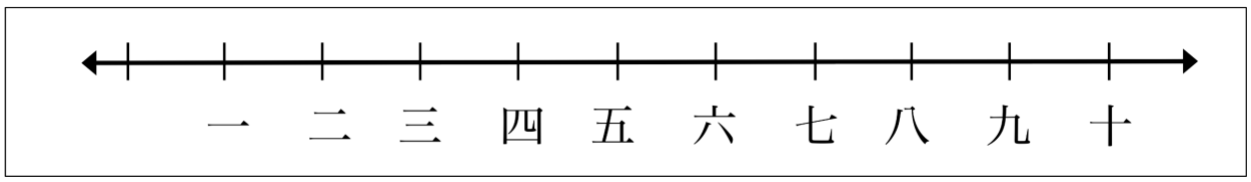
MATH FOR ALL

Memory Game

Rich Tasks May Require Memory Support







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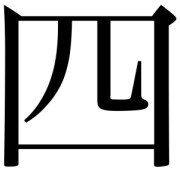
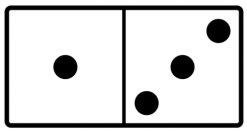
Educator—Working by yourself or with a partner



Complete the activity as described on the handout. As you do, consider the following questions.

- What strategies did you use to help you remember which cards were where?
- Did you follow the written instructions carefully? How did they help or hinder your success in the game?
- How did the arrangement of the cards help you complete the game?
- If you used the printed version in this packet, how long do you suppose you will remember the Chinese characters' meanings? If you needed to, how could you extend that time period?
- What were **your** challenges in completing this activity? What are some of the instructional practices (included in this package) that might be helpful for someone with similar challenges?



Note: A similar activity can be completed using the online app at go.edc.org/MFAMemoryGame. A couple of differences to note are (1) the cards won't be laid out in arrays separated by type, and (2) it's designed as a single-player game, but two players could take turns through videoconferencing.

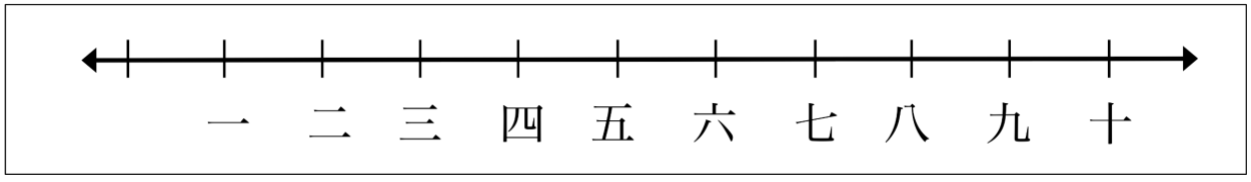
Note: If neither a printer nor online access is available, you can use a standard set of playing cards. Choose the ace through ten of any two suits and make pairs.

Working with a class of students

This activity can be done individually, in pairs, in teams, or even by small groups with each acting individually.

Often rules for this type of game include one that says your turn continues until you don't make a match. This can be advantageous for someone who has strength in active working memory, but can be frustrating for someone challenged in this area. Rules can be adjusted in consideration of students' varying strengths in memory. For instance, you could add the rule that both turned cards stay face up for a minimum amount of time (e.g., five seconds). For players who have strength in active working memory, you could add a bit of challenge by suggesting that the two sets of cards are intermingled in the set-up instead of placed in separate arrays, adding some complexity.

Another consideration for this game would be to use cards with numerals in place of the dominoes (or the Chinese characters). Presuming that numerals are more familiar, this would allow for the player to focus more on position of the card than on both the position and the number the domino represents.



Memory Game

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Your mission: Match all the domino cards with the corresponding Chinese character cards. When the game is done, write a few sentences describing a strategy you used to help you remember where the cards were.

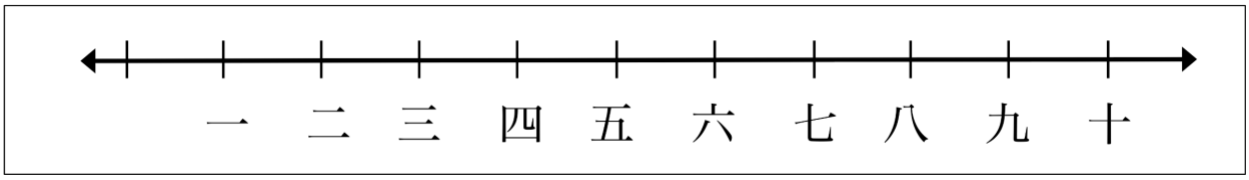
Instructions

- Place the cards face down on a table or desk. Arrange each type in a separate two-by-five array.

Chinese Characters

Dominoes

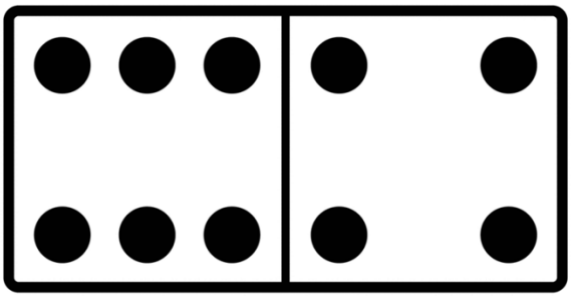
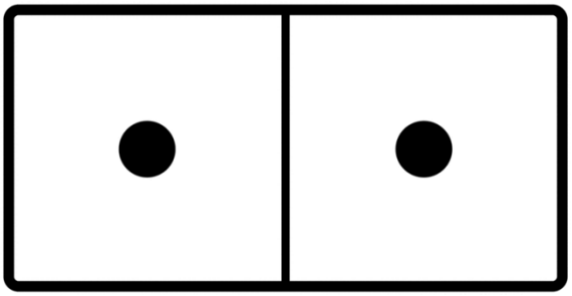
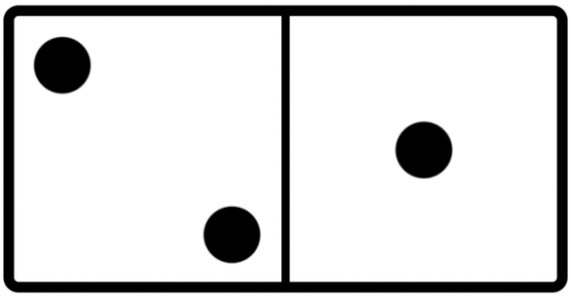
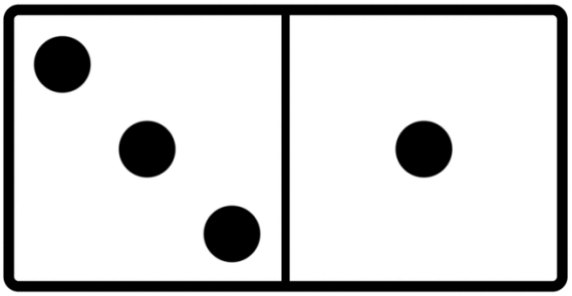
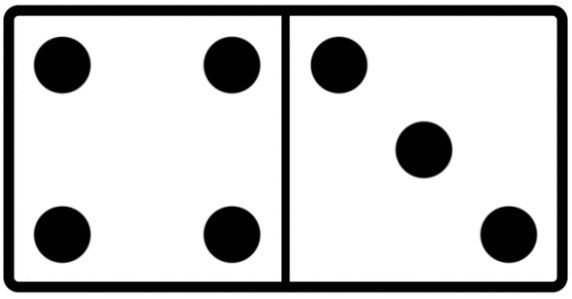
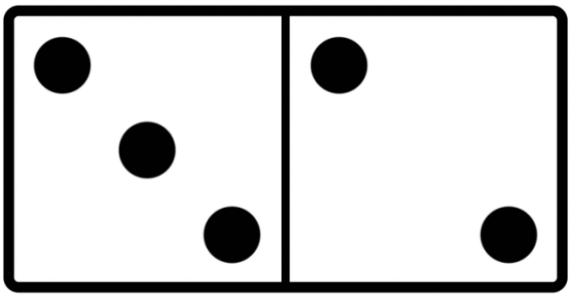
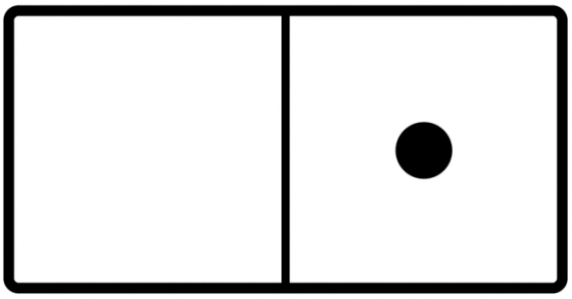
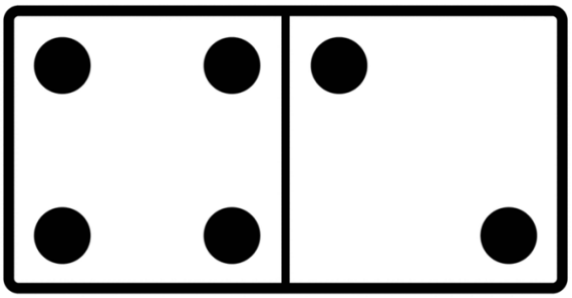
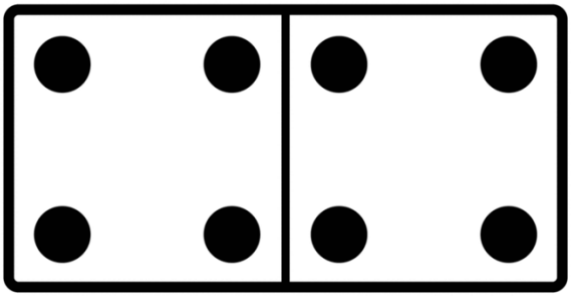
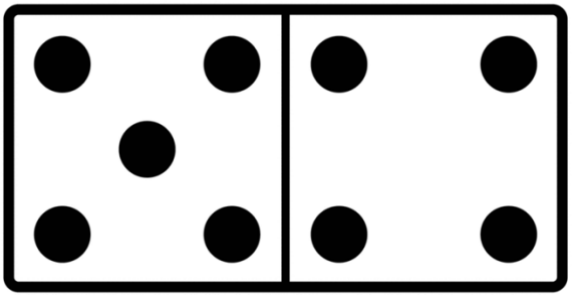
- Flip one card from each set and determine whether they match. If they match, you get to keep the cards. If they don't match, flip both cards back over, but be sure they are in the same place they were.
- Use this number line to help you decide whether you found a match.



- The game continues until all the matches have been found.

Optional: If playing with a partner or in teams, decide whether you get to go again when you make a match **or** if your turn ends after one flip.

一	六
二	七
三	八
四	九
五	十

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Memory Game

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Think about a student in your classroom (focal student). Which of the following instructional practices might work for him or her? How would you use these practices?

Instructional Practices	How would you use these practices with your focal student (and others) in your classroom?
Make instructions short and say them slowly.	
Provide information in manageable units.	
Review concepts and skills that were addressed in previous classes.	
Make explicit connections from prior information to new material.	
Help students organize information.	
Help students organize their workspace.	
Have students work with carefully chosen partners.	
Make new material meaningful to students—e.g., by actively engaging students or by making connections to real life.	
Use problems that connect to students' experiences and interests.	
Give cues to make students aware of important information.	
Use multiple representations to teach a concept.	