

Materials:

1 set of picture cards [can have 1 of each card or duplicates of each card]

Traditional Memory [Use with decks with 2 of each card]

- Modification:
 - Use less/more cards depending on ability of the student
 - For students who struggle with working memory keep the flipped over cards turned over to help with increasing matches to occur during the game

Traditional Go-Fish [Use with decks with 2 of each card]

- Modification:
 - Keep cards turned up on the table to provide support
 - Have child point to the card they are looking to match instead of speaking
 - Use YES/NO visual for assistance

"Good-bye" Game

- Lay out 5-10 cards in front of the student.
- Give directions, "say "good-bye to the _____"
- The student will find that card, say good-bye and hand you the card, or put it into a pile, bucket, etc.
- Modification:
 - Change up the word, tone, volume that the student says while saying "good-bye"

"I'm thinking of a..." Game

- Lay out 5-10 cards in front of the student
- Using the phrase "I'm thinking of a ____" give clues to the student so they can guess the card you are thinking of
- Example: "I'm thinking of a card that has a person who fights fires" [the student would find fire-fighter]
- Modification:
 - Have the student take turns thinking of a card, and you become the guesser

"I spy"

- Lay out 5-10 cards in front of the student
- Say, "I spy the _____" and name a picture
- Take turns with the student

Scavenger Hunt

- Tape 5-10 pictures around the room or throughout the school building and have the student locate all the pictures.
- Modification:
 - Provide paper with lines to write pictures on during the scavenger hunt
 - Work on following 1 and 2 step directions to find the pictures

Fluency Practice

- Time student on how many pictures they can accurately identify in 30 seconds, 45 seconds, 60 seconds
- Can be done receptively or expressively
- Modification:
 - Have student graph how many they get correct each time!

THINK BEYOND...

Inset Puzzle or File Folder Edition

Materials:

1 or more inset puzzles or file folders

Matching pictures (for matching game)

- Traditional Puzzle [present student with pieces taken out of puzzle and say "finish puzzle"]**
 - Modification:
 - Hand puzzle pieces 1 at a time to the student
- Multiple Puzzles [set out 2 inset puzzle and have student complete with double amount of pieces]**
- Focus on Receptive Identification**
 - Lay out puzzle pieces in front of student
 - Give directions, "find _____" and label one of the pictures
 - Repeat for all pictures
 - Modification:
 - Reduce the number of available puzzle pieces for the student to select from
 - Add in a 2 step direction such as "find the _____ and the _____"
- "I'm thinking of a..." Game**
 - Lay out puzzle pieces in front of student
 - Using the phrase "I'm thinking of a ____" give clues to the student so they can guess the piece you are thinking of
 - Example: "I'm thinking of a piece that is an animal that says "neigh"
 - Modification:
 - Reduce the number of puzzle pieces available to the student
- Scavenger Hunt**
 - Put puzzle pieces around the room, and have the student walk around the complete the puzzle
 - Modification:
 - Extend the hunt into the hallway and have student use a scooter for sensory input
 - Extend the hunt by having student fill 2+ puzzles
- Focus on Expressive Identification**
 - Provide the student with an empty puzzle board
 - Show the student 1 piece at a time and say, "what is this?" and wait for a response
 - Repeat for all puzzle pieces
 - Modification:
 - Extend the vocabulary by having the student name the category the item belongs in or an adjective to describe the piece
 - Have the student use the vocabulary word in a sentence
- Matching Non-Identical Pictures**
 - Using non-identical matching cards that match the pieces in the puzzle, and lay out the puzzle pieces or cards in front of the student
 - Show the corresponding puzzle piece or picture card and say "match" or "find the same"
 - Modification:
 - Alter the field of cards or pieces in front of the student

SIMPLICITY + FUN = ENGAGEMENT

Materials:

Picture Book

Pictures (for matching activity)

Traditional Story

- Read the story to the child

Picture Read

- "Read" the story by telling a story using the pictures only

Focus on Receptive Identification

- While reading the story, stop and ask the child to find pictures on the page such as, "point to the dog"
- Modification:
 - If there are multiple of a specific item, use an adjective to describe the one you are looking for such as "find the brown dog"
 - Have the child find 2 items at the same time such as, "find the dog and the cat"

Focus on Expressive Identification [What]

- While reading, ask the child to label items that you point to during the story, such as, "what is that?"
- Modification:
 - Expand using questions such as, "what is sitting next to the tree" and the student would respond "dog"

Focus on Comprehension

- Throughout the story, ask various WH-question words to the child as they are listening.
- For students who are emerging readers with lower comprehension, ask the WH question immediately after you read the sentence that would provide the answer. It will also be easier for a student to answer a question that has the answer somewhere in the picture.
- Modification:
 - Asking comprehension questions at the end of the story will further target the student's memory for comprehension.
 - Ask inferential questions, such as "why" or "how" that don't have the answers directly in the text.

Matching Non-Identical Pictures

- Prior to reading the story, find picture cards that match pictures embedded throughout the book.
- Lay out the picture cards that correspond to each page, and as you are reading, have the student match the pictures to the pictures on the story page.
- Modification:
 - Use the pictures to help non-verbal readers answer comprehension questions during the story.