



# WHAT WALKED?

## INTRODUCTION

Kids enjoy challenging themselves, and testing their memory is one way for them to do this. Building recall and observation abilities help kids succeed in school and beyond. Connecting a memory activity to a new topic or skill is a great way to introduce a new subject area and make this area meaningful to the student experience.

## LEARNING OBJECTIVE

Kids develop and stretch memory skills, build vocabulary, and connect concretely with a new topic or subject area.

## MATERIALS

- 12-15 small items (all items should reflect the new subject area or reflect one theme)
- Slips of paper and pen/pencil for each student
- A covering (blanket, towel)
- Timer (optional)



## ACTIVITY

1. Begin by explaining the objective of the game and clearly explain the directions.
2. Gather kids around one table and be sure they all have an unobstructed view of the center of the table.
3. Place the items in the center of the table and give the kids 30–90 seconds (longer for younger children) to view the items.
4. When time is up, cover the items.
5. Allow the kids 30 seconds to write down as many items as they can remember.
6. The student(s) with the most correct items earn(s) one point for that round.
7. Without the kids seeing it, remove one item from the table.
8. Repeat the above activity.
9. Kids can play 3–4 rounds using a new sheet of paper for each round.
10. Remember that there are multiple learning styles and that being physical and vocal helps many kids learn. So, allow kids to walk around the table and quietly say aloud what they see.



## DEBRIEF

- **Ask:** Was the second time easier or harder than the first?
- **Discuss:** What helps you remember?



## RATCHET IT DOWN

- Kids only list the missing item.
- Relating the items to what kids already know will make the memory game more meaningful for the kids.
- The brain works better when information is organized, so if possible, arrange the items in a way that allows the students to see an order, or enables the kids to paint a clear picture in their mind.

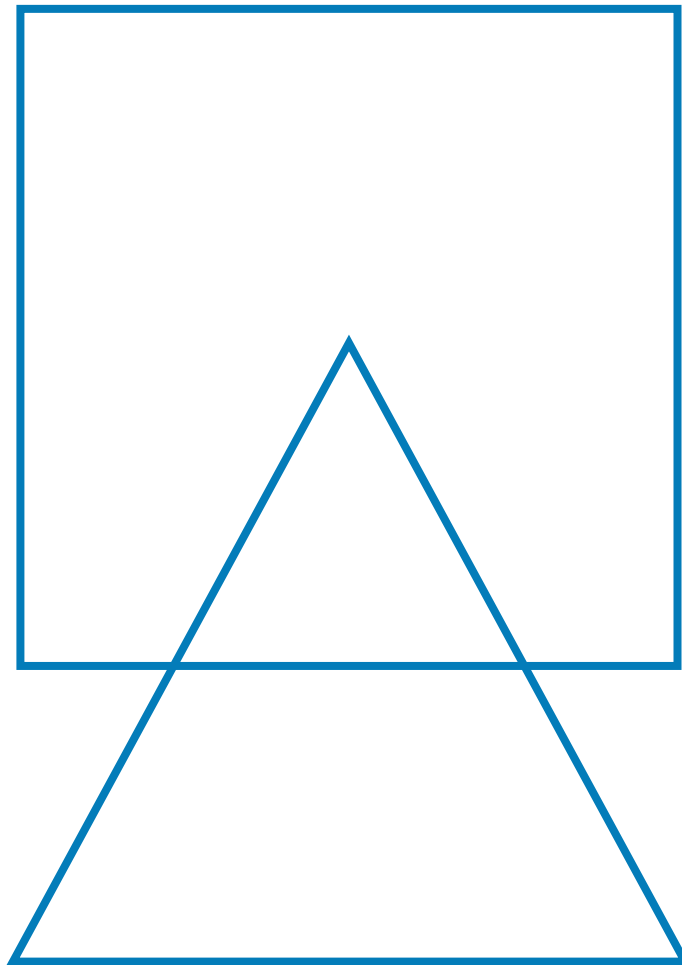


## RATCHET IT UP

- Kids must include an adjective to describe the object (red crayon, thin paperclip, wooden yoyo, Tic Tac mint, solar calculator.)
- After removing an item, move the remaining ones around.
- For more social students, allow kids to work in teams to see how many items they can remember.



# WHAT WALKED?



1. Can you place the 6 stones on the diagram so that 5 are in the square and 4 are in the triangle?
2. Place 6 stones so 3 are in the square and 4 are in the triangle.
3. Place 6 stones so 5 are in the square and 5 are in the triangle.
4. Place 6 stones so 3 are in the square and 5 are in the triangle.
5. Place 6 stones so that 1 is the square and 6 are in the triangle.
6. Place 6 stones so 5 are in the square and 2 are in the triangle.