



Main Objective

Vocabulary 2: Combining word parts.

Additional Objectives

Mathematical skills: Learning to organize based on one or more characteristics by sorting image cards by categories.

Language skills: Learning new words and using them in context by talking to other players or your teacher.

Motor skills: Learning to make smooth movements with hands and fingers by moving game pieces around.

Social skills: Learning to cooperate with others by working together.

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Teaching Domains

Language - Vocabulary - Words

Age Group

3-4 years

Contents

- 1 wooden box
- 32 image cards

Expanding the Game

Make the game more difficult. Play in pairs. Place a dividing wall (523210) on the table. Take 10 sets (20 cards) and split the sets so that each child gets one card of each set. The first player describes his/her first card to the other child and places it down. The other player must find the matching card and also place it first. Switch roles and repeat the process. Make sure to keep your cards in order! Once you have completed all the sets, remove the dividing wall to see if you were correct!



(523210 Space Divider)

Additional Activities

- Have the children play memory using the cards. Place the sets facedown on a table. The children take turns flipping two cards. If they match, they may keep them and keep going. If they don't match, return the cards to their original position and the next player goes. The player with the most sets at the end of the game wins.
- Put the image cards on a stack facing down. One child grabs the top card and describes the image to the others. The first to guess what is on the card may keep it. The child with the most cards wins the game.

Group activity

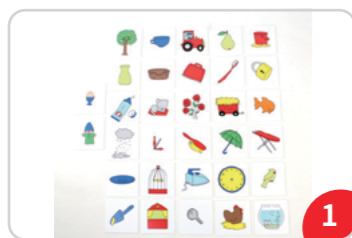
- All children get an image card. Each child searches the child with the matching card. Have the children describe their matching set to the group.

Basic Instruction

Step 1: Play in pairs. Place the image cards in front of you. Name and describe all images.

Step 2: Find two image cards that belong together (pear tree and pear).

Step 3: Discuss why the two images are related to each other. Can you also combine the word parts and form one word to describe the two images?



1



2



3

Main Observation

- Can the child find the matching image cards, describe why they belong together and form one word to describe the two images?

Additional Observations

- Can the child sort cards based one or more characteristics?
- Can the child work together?