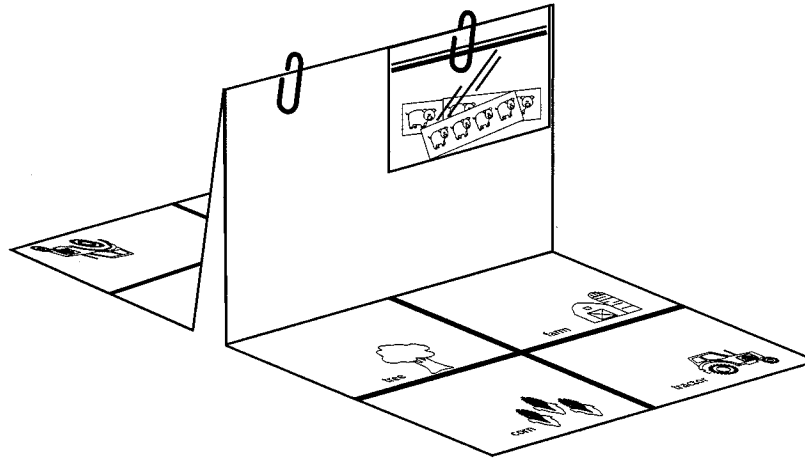


MATCH MINE

Teaching Strategy

Preparation: Make a copy of "Match Mine* Activity Board" and "Match Mine* Activity Pieces" on 11" x 17" cardstock, construction paper or file folder for each student in your class. When printing activity board, make sure boards are printed with picture appearing in the lower half of the sheet when folded in half. Each page of activity pieces should be cut into square activity pieces and sealed in zip seal bags. Paper clip two boards back-to-back and attach zip sealed bags with the same paper clips— one on each side of the newly constructed activity board.



1. Divide the class into A/B pairs. Distribute activity boards; one for every A/B pair. The two participants (A and B) should be seated opposite each other, placing activity board on table between them. Board should be placed such that each person cannot see the other's moves.
2. The two participants (A and B) should be seated opposite each other, placing activity board on table between them. Board should be placed such that each the other's moves.
3. Begin with A and B each removing the activity pieces from his/her zip sealed bag and spreading them on the table so that each one can be seen by that player but not by his/her partner.
4. The teacher says: "Person A in each pair, you will be the Sender and Person B will be the Receiver." After this is clear, say to the Senders: "Your task is to lay pieces in the various blocks on your activity board without your partner seeing what you are doing. Then you will, one by one, describe what object you have placed in each location. The Receiver will follow your directions and place the exact same objects in the exact same locations. For example, you might say, 'I have placed five hogs next to the tree.' Once you have finished, remove the paper clips from your activity boards and compare to determine accuracy. Are there any questions before you begin?"
5. Signal students to begin. When Person A has finished, instructed Person B to repeat the process as the Sender and Person A as the Receiver.
6. At the end of the activity, have a class discussion in which students share ways to improve communication to be more accurate with an activity such as this.

Note: You can make other boards and increase the difficulty as the students' skills improve.

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Garden Tool Shed

