"Remember" Visual Memory Game Lesson Plan

Grade Level: Kindergarten (4-6 years old)

  Topic: Remember

Course Objectives: To remember what they perceive

Acquisition: Tells the color of beings / Tells the location of beings / Object re-expresses the situation or event after a while.

Materials: Colorful abeslang sticks, abeslang images, colored beads (pen, paint, etc.), colored A4 paper, mirror

Common Basic Standards: Cognitive skill, visual memory

Motivation: The ability to remember what they perceive positively affects the development of attention. It is a skill that should be gained in early childhood

Beyer handled Thinking skills on three levels as problem solving skills, critical thinking, skills and information processing skills. Thinking is a complex phenomenon, so it is important to support these skills, especially in early childhood (Beyer, 1987).

Instruction / Procedure:

\* The teacher enters the classroom with toys. "Now I will play a game for you." He replaces himself after seeing himself and the movement he has made.The teacher asks the students some questions;

- How did you look in the mirror when you made your move?

- Have you seen your movement in the mirror?

Can you remember the same movement, etc. The teacher motivates the students with questions such as "

Later,

1. Binaries are formed among students. One of the students, who are two, becomes a mirror, and the other is against him. The mirror boy has to imitate what his friend did. Children sit in a circle.

2. Two players are selected through the Clerk.

3. The players selected stand opposite each other.

4. Agreements among themselves and determine the Mirror and Child characters.

5. The child, who is a mirror, makes the movements to be determined by himself, such as bending his mouth, caressing his head, showing emotions, and the child facing him tries to do the same.

6. Then the mirror and the child are displaced and the activity is repeated like this.

7. Drama can be shaped by evaluating the imitations and movements at the end of each group.

The teacher brings to the class visual cards with colorful abeslang (tongue print stick) bars and shapes. It draws a card to the student selected by means of counting. 1 min to the card drawn by the student. asked to look at it. After looking at the card is closed. The card is asked to do the same. After doing the student, the card is opened and it is checked whether it is correct or not. The game is continued in this way.

Evaluation Activity:

-Do the students have enough time to look at the card?

  -How many students did the card correctly?

-How many students made the wrong card?

- Has the skill of remembering what students see?

Notes / Reflections / Reminders

Some students may have different social skills than others and may not want to participate in group work. In such cases, one-on-one studies can be conducted with these students.



