

Attributes Game Directions

This classroom language lesson addresses:

- vocabulary
- classification by descriptor, function, and category labels
- reasoning

To get started:

Print ATTRIBUTES 1-8 on card stock. Cut cards apart; laminate if desired. Attach a piece of adhesive-backed magnet strip on the back of each card. Print one copy of the ATTRIBUTES CLUES page.

To play the game:

Begin by showing the students the picture cards; have students take turns naming each as you put it on the chalkboard.

Option 1: To “preview” some of the attributes you will be using in the game, you could give the students descriptive clues before showing each picture. For example, *I have a picture of a round, red fruit that has a stem.* When a student guesses “apple,” put that card on the chalkboard.

Option 2: If you would like to work on prepositions during this activity, you can give each student directions to place the card he/she named on the board. For example, *put the bus over the sun, put the kitten beside the banana.*

When all the cards are named and placed on the board, you are ready to play. Give each student a clue from the Attributes Clues page. Students can respond verbally if able, or they can go to the board and point to two pictures that fit the clue. If necessary, provide students with a limited number of choices. Leave all cards on the chalkboard, as some can be used to fit more than one clue.

Encourage students to restate the common attribute by asking “Why did you pick --- and ---?” or “How are --- and --- the same?”

Raise the bar:

Option 1: After presenting all pictures on the board, name three pictures--two with a commonality, one that is different. Ask the students to guess which two go together and explain why.

Option 2: Use these pictures to play a modified classroom version of Tri-Bond. Students will take turns naming two or three pictures from the board that share a common attribute. Other students will guess the commonality between them.