

WELCOME!

I'm so glad you're here!

Hi there! My name is Aly, but my favorite people call me Ms. Franklin! I am a middle school resource room teacher in Michigan. I spend my time teaching special education math intervention classes, cotaught math intervention classes, and coteaching 6th, 7th, and 8th grade math classes!

My goal with creating Middle School in the Mitten was to share engaging and time saving resources and ideas with busy, world changing teachers like you! All of the activities that are found in my Teachers Pay Teachers store were created for and used with my own students. In fact, I began my TPT journey in 2017, when I shared my first few sets of digital task cards that I was creating for my caseload students!

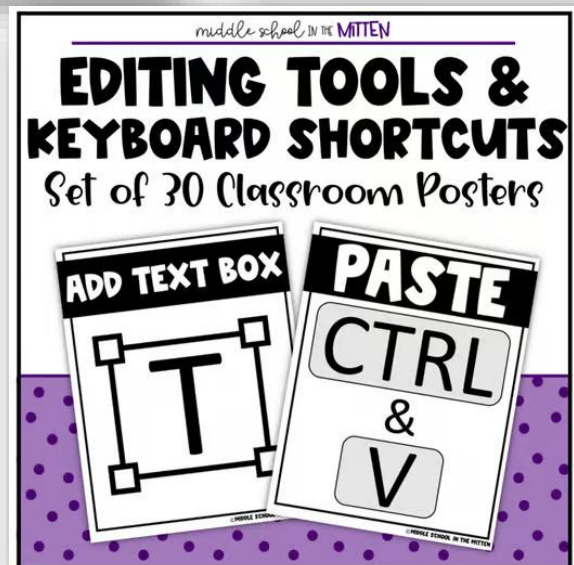
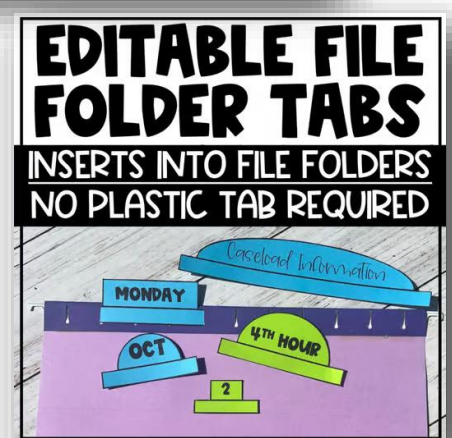
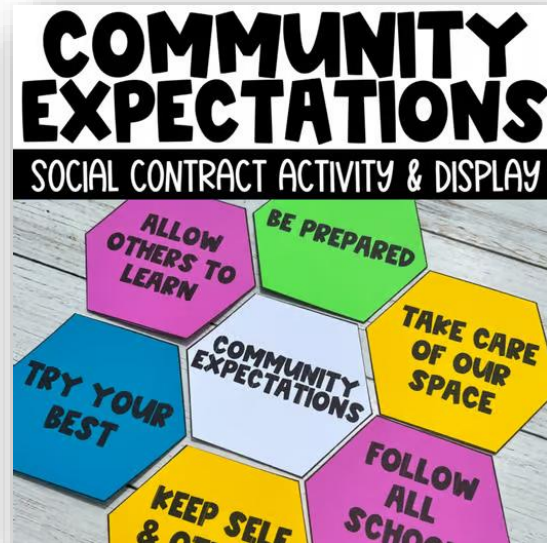
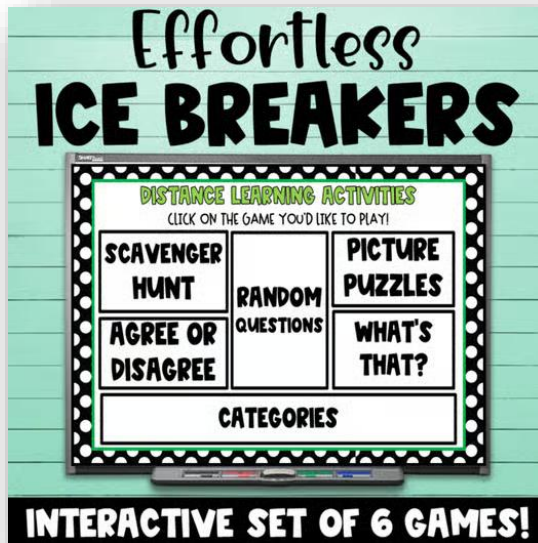
I created this printable list of working memory games to help you remember and be able to use these games at the drop of a dime. These pages are also perfect to leave in your sub plans or keep by your teaching station to jog your memory!

If you have any questions, please feel free to send me an email at middleschoolinthemitten@gmail.com, and I will try my best to help!

- Aly

OTHER RESOURCES YOU'LL LOVE!

Click on the pictures below to check out more of my students' favorites!



WORKING MEMORY GAMES

I WENT TO THE MARKET

"We're going to play a memory game called 'I Went to the Market.' Here's how it works: I'll start by saying, 'I went to the market and bought...' and then I'll name something, like apples. The next person will repeat what I said and add something new. So they might say, 'I went to the market and bought apples and bananas.' Then the next person repeats that and adds another item, and so on. Your job is to listen carefully, remember the list in order, and add your own item when it's your turn. Let's see how long we can keep the chain going!"

FOLLOW THE INSTRUCTIONS CHALLENGE

"Let's play a game called *Follow the Instructions*. I'm going to give you a list of steps to do in order. For example, I might say, 'Touch your head, jump once, turn in a circle, then clap twice.' You'll listen carefully and try to remember all the steps before doing them. As we go, I'll make the instructions a little longer or trickier. The goal is to follow the whole sequence correctly from memory. Ready to give it a try?"

SPOT THE CHANGE

"We're going to play a memory game called *Spot the Change*. I'll show you a tray with a few objects on it. You'll have 10 seconds to look at everything and try to remember what you see. Then I'll cover it, change one thing, and show it to you again. Your job is to figure out what changed. It might be that I added something, took something away, or moved an item to a new spot. Let's see how sharp your memory is!"

BACKWARD REPEATING

"Let's play a memory challenge! I'm going to say a short list of words, numbers, or letters. Your job is to repeat them back to me, but in reverse order. For example, if I say 'cat, dog,' you would say 'dog, cat.' We'll start with just two or three and add more as we go. Ready to try it out?"

STORY BUILDER

"Let's play a storytelling game called *Story Builder*. We'll sit in a circle and take turns adding to a story. The first person will start with one sentence. Each person after that has to repeat the whole story so far, then add one new sentence of their own. So the story will grow one sentence at a time, and you'll have to remember everything that's been said. Let's see how long and creative our story can get!"

MEMORY CHAIN

One student or teacher starts by saying, "I went to the market and bought..." followed by an item (e.g., apples). The next student repeats the sentence and adds another item. Each turn, the list grows, and each player must remember and recite all the items in order before adding their own.

Possible Themes

- ☐ I went to the market and bought...
- ☐ I packed a suitcase and brought...
- ☐ On my way to school I saw...
- ☐ For my birthday party I invited...
- ☐ I went to the zoo and saw...
- ☐ I built a robot that can...
- ☐ I went to the candy store and bought...
- ☐ At the library, I checked out...
- ☐ I opened my lunchbox and found...
- ☐ I visited a haunted house and saw...
- ☐ I went to space and discovered...
- ☐ I made a pizza with...
- ☐ In my dream, I...
- ☐ On our field trip, we visited...
- ☐ I found a treasure chest with...
- ☐ I created a superhero with powers like...
- ☐ I planted a garden with...
- ☐ In Art class, I made...
- ☐ In Mrs. Franklin's room, I learned...

INSTRUCTION GAME

Give students a set of 2 to 4 instructions to complete in sequence. For example: "Touch your head, jump once, turn in a circle, then clap twice." As students improve, increase the number or complexity of the steps, or have students wait for a cue before they start the exercises, like for you to say "ready, go". Over time, increase the amount of time between when you give the directions and when you give the cue.

Three Step Instructions

- Clap twice, touch your head, then sit down.
- Stand up, turn around once, and touch your pencil.
- Snap your fingers, whisper your name, then point to the clock.
- Touch your elbow, hop once, then raise your hand.
- Tap your desk, look at the ceiling, then smile.
- Fold your arms, say your favorite color, then pat your knees.
- Point to the window, blink three times, then say "ready."
- Tap your shoulder, then write your name in the air with your finger.
- Make a circle with your hands, look left, and say "go."
- Put both hands on your head, then say the alphabet to the letter E, then count backwards from 5.

Four Step Instructions

- Stand up, touch your nose, spin once, then sit down.
- Clap three times, tap your shoulders, blink twice, then smile.
- Raise your right hand, snap your fingers, touch your left ear, then say "ready."
- Stomp your feet twice, touch your knees, say your favorite color, then point to the door.
- Pretend to write your name in the air, look left, wink, then cross your arms.

Five Step Instructions

- Touch your head, jump once, clap twice, spin around, then sit down.
- Tap your desk, snap your fingers, touch your toes, smile, then say "hello."
- Stand up, wave your right hand, stomp your feet, touch your elbow, then say your name.
- Make a circle with your hands, blink three times, tap your shoulders, nod your head, then say "go."
- Pretend to dribble a basketball, hop on one foot, touch your nose, snap twice, then freeze.

BACKWARDS REPEATING

Say a short list of words, numbers, or letters. Students repeat them back in reverse order. You can start with two or three items and build up as they get more confident.

Ready to Use Prompts

2 Items

- ☐ Dog, cat
- ☐ Red, blue
- ☐ Pencil, eraser
- ☐ Apple, orange
- ☐ Car, bike

3 Items

- ☐ Elephant, tiger, bear
- ☐ Green, yellow, pink
- ☐ Notebook, ruler, crayon
- ☐ Orange, grape, pear
- ☐ Train, boat, bus

4 Items

- ☐ Giraffe, zebra, lion, monkey
- ☐ Orange, purple, black, white
- ☐ Marker, glue, folder, scissors
- ☐ Peach, kiwi, plum, cherry
- ☐ Airplane, scooter, truck, subway

5 items

- ☐ Rabbit, fox, owl, whale, kangaroo
- ☐ Brown, teal, gray, navy, gold
- ☐ Backpack, pen, binder, stapler, paper
- ☐ Mango, strawberry, watermelon, lemon, blueberry
- ☐ Helicopter, taxi, van, ferry, skateboard

6 items

- ☐ Dolphin, sheep, pig, horse, raccoon, flamingo
- ☐ Maroon, lime, turquoise, silver, beige, coral
- ☐ Tape, calculator, compass, sharpener, clipboard, highlighter
- ☐ Pineapple, fig, lime, raspberry, cantaloupe, apricot
- ☐ Hot air balloon, tram, jet, wagon, sailboat, motorcycle

SPOT THE CHANGE

Show students a tray with 5 to 8 small objects. Let them study it for 10 seconds. Then cover the tray, make one change (remove, add, or switch an item), and reveal it again. Students guess what changed. If students struggle, you can reduce it to 3 or 4 items!

Possible Items

- ☐ Pencil
- ☐ Pencil Eraser Cap
- ☐ Regular Eraser
- ☐ Crayons of different colors
- ☐ Markers of different colors
- ☐ Glue Stick
- ☐ Paperclips of different sizes or colors
- ☐ Highlighters of different sizes or colors
- ☐ Ruler
- ☐ Scissors
- ☐ Base 10 blocks
- ☐ Counting manipulatives
- ☐ Dice, with faces set to different numbers
- ☐ Magnetic letters
- ☐ Flashcards with letters, sight words, or vocabulary words
- ☐ Small toys or fidgets
- ☐ Game pieces or tokens
- ☐ Stickers

STORY BUILDER

Students sit in a circle. The first student says a sentence to begin a story. Each student must restate the full story so far before adding their own sentence. The story grows one line at a time, but each student has to repeat everything up to that point before contributing.

Possible Story Starters

- ☐ "Once upon a time, a turtle found a map..."
- ☐ "In a quiet forest, something strange began to happen..."
- ☐ "One morning, my backpack grew legs and ran away."
- ☐ "A pair of socks decided to escape the laundry basket."
- ☐ "I found a secret tunnel behind the bookshelf."
- ☐ "We followed a trail of jellybeans into the woods."
- ☐ "We planted a seed and it grew into a candy tree."
- ☐ "A pizza slice woke up and realized it could talk."

Sentence Frames to Support Students

- ☐ "Then, the ___ decided to..."
- ☐ "Suddenly, they saw..."
- ☐ "After that, they went to..."

Ways to Modify/Support

- ☐ Use question words – stuck students can add who, what, where, when, why, or how details.
- ☐ Use visual supports – draw pictures or record sentences on a whiteboard to provide a visual cue to help students.
- ☐ Utilize small groups – do with a group of 3 or 4 students, so there is less to remember

LOVE THIS RESOURCE?

I'm so glad!

Follow Me! – If this resource was your jam, [click here to follow my TPT store!](#) I have hundreds of products that will be useful and engaging in your classroom! My goal with creating Middle School in the Mitten was to share engaging and time saving resources and ideas with busy, world changing teachers like you!

Tag me on Instagram! – I love seeing my products in classrooms around the world! After using these posters in your classroom set up, snap a photo and tag @middleschoolinthemitten! I can't wait to see!

Lastly, [check out my website](#) for more teacher time savers, tips, and resources!

THANK YOU!

Thank you so much for your support! I hope you find this resource useful in your classroom! Please remember to leave feedback to earn TpT credits which can be used towards future purchases. Follow me on TpT to be notified when new resources are added! If you have questions or concerns, please email me at MiddleSchoolintheMitten@gmail.com.



- aly franklin

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