

About the Author



Susan B. Anderson, M.S., CCC-SLP, received her Bachelor's degree from the Indiana University of Pennsylvania in 1973 and her Master's degree in communication disorders from The Pennsylvania State University in 1980, completing requirements for the certificate in clinical competence in 1986.

Susan has 30 years of experience working as a speech-language pathologist in the public schools, providing services to children with speech and language disorders. In addition, she assists with the Intermediate Unit's autism team which provides training and consultative services to teams working with children with autism spectrum disorders. *Category Card Games* is Susan's first publication with LinguiSystems.

Introduction

Children with language problems often have difficulty storing and retrieving information. Learning to categorize often helps these students develop a mental "filing system" to assist with these problems. *Category Card Games* provides a variety of formats to increase students' motivation to practice and learn category concepts.

Category Card Games is made up of three decks of playing cards. Each deck contains 54 cards (four cards for each of 13 categories and two Wild Cards). The decks are arranged in a hierarchy of difficulty, with Deck 1 containing basic, earlier-developing categories. For example, Deck 1 includes Animals as a category. Deck 2 further differentiates Animals by including categories for Farm Animals, Forest Animals, and Pets. Deck 3 includes categories that interest older students, such as States and Computer Equipment. As students master the easier categories, you may mix the cards from the three decks to add one or two more challenging groups.

A Student Tracking Sheet is also provided on pages 9 and 10 so you can:

- chart progress
- collect data for progress monitoring
- collect data for evaluation reports

To use this tracking sheet, write the student's target categories on the lines at the top of the page. Select the skill(s) you want the student to practice. Possible skills are listed at the top of page 3.

- Naming an item in a given category (Name a food.)
- Answering *yes/no* questions about objects belonging in various categories (Is pizza a vehicle?)
- Naming the category for a given word (What is a shirt?)
- Telling similarities (How are baseball and basketball alike?)
- Exclusion (Which is not food: a sandwich, a shoe, or soup? or Which one doesn't belong: airplane, red, yellow? Why?)

Category Card Games is fun and motivating, as well as easily modified and useful for practicing articulation, fluency, and other language skills. You can use the cards for drills and practice activities with your students in addition to playing the games. I hope you and your students enjoy the time you spend together playing these games!

Susan

Preparation and Play

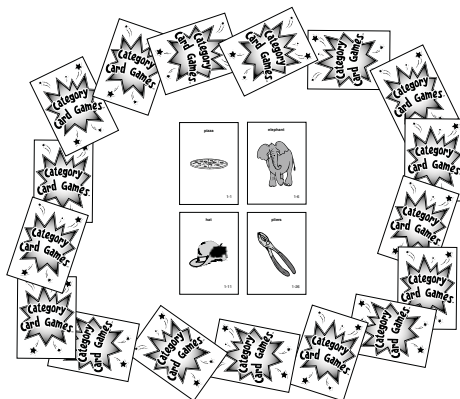
Game 1: Steal the Pile

Players 2-5

Object match pairs of cards from the same category

Setting Up

1. Select one deck of cards or 52 cards representing any 13 categories. Wild Cards are optional for this game.
2. Place four cards face up in the middle of the table. Each card should represent a different category. Name each picture and identify the category it belongs to (or ask the students to do this).
3. Spread the remaining cards face down on the table around these four, as in the diagram.



Playing the Game

1. The first player selects a face-down card. He identifies the picture on the card and tells what category it belongs to.
2. The player then looks to see if one of the cards that is face up on the table matches the category of the card he holds in his hand. If he finds a match, he identifies it and claims both cards, placing them in a pile in front of him, face up. He continues to draw a card from the face-down pile, placing any new match face up on top of his pile.
3. When the player draws a card that does not match a category already displayed, he places that card next to the ones that are face up in the middle of the table. Play then moves to the next student.
4. Any time a player draws a card that matches the category on top of a student's pile (including his own), he identifies the category as being the same, places his card on top of the pile, and steals the pile, placing that pile on top of his own.
5. Play continues until all cards have been turned up and no more matches can be made. Then students count the number of cards in their piles. The player who collects the most cards is the winner.

Note: If you've included the Wild Cards, players may use them as safety cards. Any time a student draws one of these cards, he may place it on top of his pile. As long as it remains as the top card on his pile, no one can steal the pile. However, when that player makes another match, he will put the match on top of his pile, thereby covering the Wild Card. The pile is no longer "safe."

Skill Variations

This game is easily adapted to practicing negatives, verbs, same and different, fluency skills, sentence structure, and articulation skills. Simply change the practice phrase the student uses when taking his turn. For example:

This card is (not) the same.

This card matches.

This card does not match.

This card is (not) alike.

These cards (do not) go together.

This card is the same/different.

This card is different/These cards are the same.

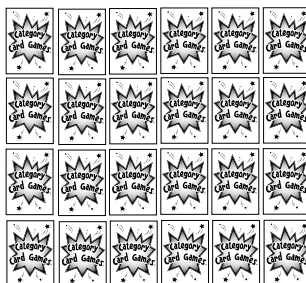
Game 2: Memory Match

Players 2-5

Object match pairs of cards from the same category

Setting Up

1. Select two cards from the same category for 12 different categories. Wild Cards are optional for this game.
2. Place the cards face down on the table in four rows of six cards, as in the diagram.



Playing the Game

1. The first player turns over any two cards and leaves them face up on the table. She identifies the picture on each card and tells what category it belongs to.
2. If the cards are from the same category, the player takes the match off the table and puts it in front of her. If the categories do not match, the player turns over one of the cards so that it is face down on the table. She leaves the other card face up so the picture is displayed. This player's turn is now over. A player never turns over more than two cards in one turn.
3. Play continues with players turning over two cards, identifying the pictures and the categories, and collecting any category matches. It's important to remember that each player only turns over two cards per turn, even when she finds a match.
4. As play progresses, students will find matches to cards that are left turned up. Although a player may only turn over two cards per turn, she may collect more than one match at a time since both cards she turns up may match cards already displayed on the table. These modified rules allow the game to move quicker, providing more practice. Children with good visual memories will have an advantage, but other children will find matches also, which keeps motivation high.

- When no more matches can be made, players count their matched pairs. The player who collects the most matches is the winner.

Note: If you've included the Wild Cards, players may use them to match the category of any other card.

Skill Variations

This game can also give children practice creating complex sentence structures. Have the player generate a complex sentence for each pair of cards she turns over. For example, "The pizza and the hand are not alike, but the pizza and the cereal are alike."

Game 3: Stack 'Em Up

Players 2-5

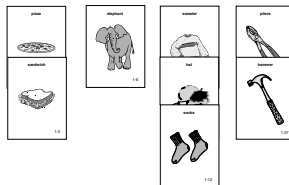
Object match four cards from the same category

Setting Up

Select one deck of cards or 52 cards representing any 13 categories. Wild Cards are optional for this game. Shuffle the cards well.

Playing the Game

- Deal a card to the first player. The player identifies the picture on the card and tells the category it belongs to. He then places it face up in the middle of the table.
- Deal a card to the second player. The player identifies the picture on the card and tells the category it belongs to. If his card matches the category of the card on the table, he places it on top of the card, staggering it so each card is visible. If his card does not match the category, he places it beside the first card.
- Play continues with players either staggering their cards on top of existing categories or starting new category chains, as in the diagram.



4. When a player adds the fourth card for a category to the chain, he stacks up the cards and claims them as one set.
5. Play continues until all cards have been used or no more complete sets can be made. The player who collects the most sets is the winner.

Note: If you've included the Wild Cards, players may use them in the following way. Any time a student receives one of these cards, he may place it on any set he chooses. He may not, however, use it to start a new category.

Skill Variations

To incorporate articulation practice in this game, have the student say a carrier phrase that includes his target sound(s), such as one of the following, for each card you give him:

This is (or these are) _____.

Here is (or here are) _____.

Look at the _____.

To give additional practice with pronouns, have the student say one of the following sentences for each card you give him:

I have _____.

You gave me _____.

He or she (depending on your gender) gave me _____.

Game 4: Listen & Match

Players 2-5

Object listen to match pairs of cards from the same category

Setting Up

1. Select one deck of cards or 52 cards representing any 13 categories. Wild Cards are not used for this game.
2. Give each player four to eight cards from different categories. (The number of cards you give depends on the student's ability and the time available.)
3. Shuffle the remaining cards and place them in a pile face down on the table.

Playing the Game

1. Draw a card from the pile and tell attributes of the pictured item to the players. Depending on the abilities of the players, you may describe the picture or tell its function, category, or label.
2. Students listen and look at their cards to try to find a card from the same category. The first one who identifies a match raises her hand. She must then name her card and your card, and tell the category they belong to.
3. When she has correctly identified the category, give the player your card. She matches it to her card and places the pair face down on the table in front of her.
4. If no one finds a match, place your card next to the pile as a discard.
5. Play continues until a player has found a match for each of her cards. That player is then declared the winner.

Note: If one student in the group processes more slowly than the rest of the players, modify the game by describing a card to one player at a time. The child can identify your card and then look for a match in her cards without the time pressure. If she does not have a match, allow the other players an opportunity to make a match. The first person to announce a match gets to claim the card, provided she gives the name of her card and your card and tells the category they belong to.

Skill Variations

To incorporate practice with pronouns and/or negation in this game, have the student say one of the following sentences on her turn:

*This card is (not) the same.
This card matches your card.
This card does not match your card.
This card is (not) like your card.
These cards (do not) go together.*

To give additional practice with articulation, have the student say a carrier phrase that includes her target sound(s) for each card you give her. You may use one of the carrier phrases from above or make up your own.

Student Tracking Sheet

Name _____ Date _____

Use this chart to track your students' progress. Mark an **X** or a **+** for every correct response. Mark an **O** or a **–** for each incorrect response. Write the total score in the box at the end of each row.

Target Categories

_____	_____	_____
_____	_____	_____
_____	_____	_____

- 1. Item Naming: Say, "Name a ____."**
(Say one of the target category names.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	--

- 2. Answering yes/no questions: Say, "Is a ____ a ____?"**
(Name an item that belongs to one of the target categories and the category name. The student should answer *yes* or *no*.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	--

- 3. Category Naming: Say, "What is a ____?"**
(Name an item that belongs to one of the target categories. The student's answer should be one of the category names.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	--

- 4. Telling Similarities: Say, "How are ____ and ____ alike?"**
(Name two items that belong to one of the target categories. The student's answer should be one of the category names.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	--

continued on page 10

5. Exclusion: Say, “Which is not a ____: a ____, a ____, or a ____?”

(Name a target category and three items. Two of the items should belong to the category and one should not. The student’s answer should be the item that does not belong.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	--

6. Exclusion: Say, “Which one doesn’t belong: a ____, a ____, or a ____?”

(Name three items—two that belong to one of the target categories and one that does not. The student’s answer should be the item that does not belong.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	--

7. Exclusion: Say, “Why doesn’t it belong?”

(The student should tell why the item does not belong to the category by saying, “It’s not a ____.”)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	--

Category Cards

The following is a list of the cards and their categories to use for easy sorting and selecting. The cards in each deck are numbered 1-54 in the bottom right-hand corner. The deck number is listed in front of the card number. For example, the card labeled 2-17 is card 17 in deck 2.

Deck 1

Food

- 1 pizza
- 2 cereal
- 3 sandwich
- 4 soup

Animals

- 5 giraffe
- 6 elephant
- 7 zebra
- 8 alligator

Clothing

- 9 sweater
- 10 shorts
- 11 hat
- 12 socks

Colors

- 13 red
- 14 green
- 15 blue
- 16 yellow

Numbers

- 17 1
- 18 3
- 19 5
- 20 7

Letters

- 21 b
- 22 f
- 23 r
- 24 z

Tools

- 25 screwdriver
- 26 pliers
- 27 hammer
- 28 saw

Body Parts

- 29 hand
- 30 foot
- 31 knee
- 32 back

Musical Instruments

- 33 guitar
- 34 trumpet
- 35 piano
- 36 drum

Toys

- 37 doll
- 38 ball
- 39 blocks
- 40 game

Sports

- 41 football
- 42 soccer
- 43 baseball
- 44 basketball

Furniture

- 45 bed
- 46 couch
- 47 chair
- 48 table

Rooms in a Home

- 49 kitchen
- 50 bedroom
- 51 living room
- 52 bathroom

- 53 Wild Card
- 54 Wild Card

Deck 2

Fruits

- 1 apple
- 2 orange
- 3 banana
- 4 grapes

Vegetables

- 5 potato
- 6 corn
- 7 broccoli
- 8 carrot

Seasons

- 9 spring
- 10 summer
- 11 fall
- 12 winter

Kitchen Utensils

- 13 spatula
- 14 fork
- 15 cheese slicer
- 16 measuring spoons

Containers

- 17 box
- 18 bag
- 19 envelope
- 20 garbage can

Fasteners

- 21 button
- 22 zipper
- 23 snap
- 24 paper clip

Appliances

- 25 vacuum cleaner
- 26 refrigerator
- 27 washing machine
- 28 microwave

Relatives/Family

- 29 sister
- 30 brother
- 31 mother
- 32 father

Vehicles

- 33 truck
- 34 airplane
- 35 boat
- 36 motorcycle

Pets

- 37 dog
- 38 cat
- 38 bird
- 40 goldfish

Farm Animals

- 41 cow
- 42 horse
- 43 sheep
- 44 pig

Forest Animals

- 45 deer
- 46 bear
- 47 squirrel
- 48 skunk

Rooms in a School

- 49 cafeteria
- 50 classroom
- 51 gym
- 52 library
- 53 Wild Card
- 54 Wild Card

Deck 3**Meats**

- 1 chicken
- 2 ham
- 3 steak
- 4 pork chop

Desserts

- 5 cake
- 6 pie
- 7 ice cream
- 8 pudding

Things to Read

- 9 book
- 10 magazine
- 11 newspaper
- 12 letter

Buildings

- 13 house
- 14 school
- 15 store
- 16 hospital

Occupations

- 17 bus driver
- 18 teacher
- 19 nurse
- 20 police officer

Jobs/Chores

- 21 taking out the trash
- 22 raking leaves
- 23 making the bed
- 24 feeding the dog

School Tools/ Equipment

- 25 pencil
- 26 calculator
- 27 notebook
- 28 scissors

Girls' Names

- 29 Chelsea
- 30 Emily
- 31 Julia
- 32 Megan

Boys' Names

- 33 Max
- 34 Tyler
- 35 Carlos
- 36 Michael

Drinks/Beverages

- 37 water
- 38 milk
- 38 juice
- 40 soda pop

States

- 41 Texas
- 42 Michigan
- 43 California
- 44 Florida

Jewelry

- 45 necklace
- 46 earrings
- 47 bracelet
- 48 ring

Computer Equipment

- 49 monitor
- 50 mouse
- 51 keyboard
- 52 floppy disk
- 53 Wild Card
- 54 Wild Card