

50 REVIEW GAMES **GAME 15**

Memory Match

Find the pair, then use the word

Memory Match is a hands-on review game that strengthens vocabulary recognition, receptive skills, and memory. Students turn cards face up looking for pairs — but a pair is only earned once the vocabulary has been signed correctly and used, so the matching is the hook and the signing is the work.

TIME NEEDED

15–25 minutes

GROUP SIZE

Pairs, groups, or whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review previously learned vocabulary through visual matching, communication, and teamwork. Students see every card many times over the course of a game, which means the vocabulary gets far more repetitions than a worksheet would give it — including the cards they do not win.

Students locate matching pairs while accurately identifying and discussing ASL vocabulary.

02 Materials & Skills

Materials

- Matching card sets — see the pairings on the next page
- Table or floor space large enough to lay cards in rows

ASL Skills Practiced

- Receptive ASL
- Expressive ASL
- Vocabulary recall
- Memory
- Categorization

03 Setup

1. **Create your matching cards and shuffle them.** Twelve to twenty pairs suits most groups — enough to be a memory challenge, few enough to finish.
2. **Place all cards face down in even rows.** A tidy grid matters: students remember card positions, so a scattered layout makes the game luck instead of memory.
3. **Review the matching rules before beginning.** Most importantly, that a pair is not kept until the vocabulary has been signed and used.

Before You Start

Print the two halves of each pair on different colored paper. Students can see at a glance that they need one of each, which cuts out the turns spent flipping two cards that could never have matched.

04 Suggested Matching Sets

Any of these pairings work. Pick one per game so students know what they are hunting for.

Picture	↔	ASL Vocabulary	English Word	↔	ASL Sign
Category	↔	Vocabulary	Definition	↔	Vocabulary
Classifier	↔	Description	Question	↔	Correct Response
Sentence	↔	Missing Vocabulary	Facial Expression	↔	Emotion

Building a Set

Each pairing above is a different kind of thinking. Picture to vocabulary tests recognition; question to response tests comprehension; classifier to description tests something harder still. Choose the pairing that matches what you actually want to review.

05 Directions

1. Students take turns turning over two cards.
2. **If the cards match**, the student signs the vocabulary correctly and explains it or uses it in a sentence before keeping the pair.
3. **If the cards do not match**, they are turned back face down and play passes to the next student.
4. Play continues until every pair has been found.
5. The student or team holding the most pairs wins.

Challenge Mode

After finding a pair, students must use both items in a short ASL conversation or story before the match is earned. It slows the game down and raises what each pair is worth.

06 Variations

Beginning

Match pictures to vocabulary.

Intermediate

Match vocabulary to complete ASL sentences.

Advanced

Match classifiers, role shift examples, or cultural concepts.

07 Assessment Ideas

Observe students for:

- | | |
|--|--|
| ☐ Vocabulary accuracy | ☐ Participation between turns |
| ☐ Receptive understanding | ☐ Communication with teammates |
| ☐ Memory strategies | ☐ Quality of the sentence after a match |

Watch the students who are not taking a turn. In a good round they are tracking every card that gets flipped, which is where most of the review actually happens.

Paul's Best Practice

Do not stop at the match. Ask students to use every matched vocabulary word in context before they keep the pair. Turning over two cards is recognition; building a sentence with them is the part that lasts.

The match earns the card. The sentence earns the vocabulary.

Why It Works

Students review the vocabulary many times over without it feeling like repetition. Every flipped card is a look at a sign, including the dozens that get turned back over, and students pay close attention to other people's turns because remembering what was where is how they win. The memory element also levels the room in a useful way — recall of card positions is not the same skill as ASL fluency, so students who are still building confidence in the language often do very well here.

Quick Tips

- ✓ Laminate cards so a set survives being used all year.
- ✓ Mix old and new vocabulary in the same layout.
- ✓ Let students create future card sets — building pairs is review too.
- ✓ Keep the grid even so position, not luck, decides the game.
- ✓ Store each set in its own envelope, labeled with the pairing type.

Continue Exploring

Next in the collection:

▶ **Game #16: Sign Detective**

▶ **Game #17: Team Challenge**

▶ **Game #18: Guess My Word**

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Extend the Activity

Keep the matched pairs at the end and have each student build one short story using three of the words they won. The cards are already in front of them, and the game turns into connected signing rather than isolated vocabulary.