



THE ORIGINAL
MAGNA-TILES®

Barrier Game

Get ready to learn and play with this MAGNA-TILES Barrier game! This free printable game is a great way to learn, play and create with a mix of standard-sized MAGNA-TILES shapes and our new microMAGS tiles that are 75% smaller.

We are thrilled to partner with Teresa Hadley from [@joysoflearning](https://www.instagram.com/joysoflearning) to create this free resource. She loves showing others ways to incorporate joyful teaching in the classroom and at home. This resource will help children develop:

- **Spatial Awareness:** Develop understanding of spatial relationships (e.g., left, right, above, below).
- **Shape and Attribute Recognition:** Identify and describe shapes, sizes, and colors.
- **Effective Communication:** Practice clear instructions and active listening.
- **Collaborative Learning:** Work together to achieve shared goals.
- **Problem-Solving and Resilience:** Persist through challenges and find solutions.
- **Fine Motor Skills:** Enhance hand-eye coordination through tile manipulation.
- **Practical Application of Concepts:** Learners will transfer new vocabulary and concepts to everyday situations.

Grade Level: K-3 (and beyond as learners can create their own challenging images)

Learning Objective: Learners take turns describing and replicating a hidden image to develop spatial language, communication skills, and problem-solving abilities.

To get started you will need:

- Templates printed using standard size 8.5" x 11" paper.
- MAGNA-TILES Combo 62-Piece Set
- Magnetic board or flat surface with labels left (L) and right (R)
- Divider (e.g., folder or board) to block players from seeing each other's boards



*Please note that this printable is for personal use only. You are welcome to use it in your home or classroom.

Procedure:

1. Introduction

- Explain the objective of the game: to describe the image to your partner so that they can create the identical images using MAGNA-TILES.
- Model the use of positional language (e.g., “place the square above the triangle so that the edges are touching” or “place a large green triangle in the middle of the board with the point facing down”) and encourage learners to use this language when describing placements.

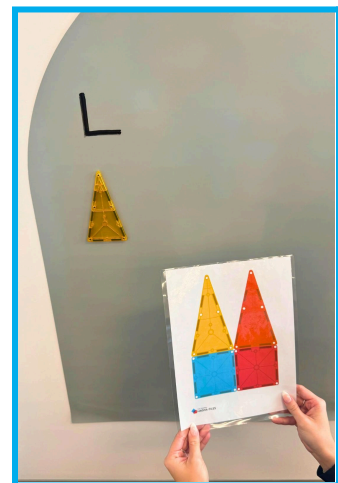


2. Start the Game

- **Player A** selects an image from the set of printables.
- **Player A** then describes the image, piece by piece, to **Player B**, who attempts to recreate it without seeing the image.

3. Guided Language Prompts

- Encourage **Player A** to use specific descriptors such as:
 - Positional words: left, right, above, below, beside, between, middle
 - Attributes: shape, colour, and size (e.g., “a small blue triangle”)
 - Placement details: whether tiles are touching or have space between them
- Place “L” and “R” labels (left and right) on the board to support positional language.



4. Revealing and Comparing images

- Once **Player B** has finished replicating the image, the learners compare their images.
- Discuss any differences, focusing on what positional language or descriptive details may have helped.

5. Switch Roles and Repeat

- Switch roles, with **Player B** selecting an image and **Player A** attempting to replicate it based on verbal instructions.



*Please note that this printable is for personal use only. You are welcome to use it in your home or classroom.

Extensions and Variations:

- **Adjust Complexity:**
 - **Stage 1:** Learners at the early stages might look at the images and replicate them as they talk about the position of tiles with a partner.
 - **Stage 2:** Player A watches as Player B places tiles based on Player A's instructions. This will allow Player A to notice when tiles aren't placed in the correct location. They might then realize that more specific language might have to be used in order for the tiles to be placed in the correct location and try giving instructions again.
 - **Stage 3:** Place a barrier between Player A and Player B so that the player giving instructions can't see the other player's placement until all instructions are given.
 - **Stage 4:** Learners looking for an added challenge can begin designing their own images to describe to a partner. You can try adding more tiles or specific placements (e.g., rotating triangles or layering shapes).

Tips for Educators:

- Model positional language frequently, offering examples and encouragement.
- For learners needing extra support, use simplified images or allow them to view a model image before attempting their own.
- Celebrate any learner efforts to use positional language in everyday situations, reinforcing the skill in context.

Share your creations: We love to see what you create! Tag us on social media with #MAGNATILES.



*Please note that this printable is for personal use only. You are welcome to use it in your home or classroom.

