

Card DECKS

How to Use DynaNotes Card Decks



DYNA NOTES™ Card Decks

- ✓ LabMatch and ScienceMatch (science)
- ✓ MathMatch (math)
- ✓ AmeriMatch and TexMatch (social studies)
- ✓ OrderUp! (science)



Hands-on Learning with OrderUp! Card Decks

DynaNotes OrderUp! card decks consist of cards or groupings of cards that must be placed in order. Use the decks for independent, small group, or whole group activities that are fun, hands-on, and aligned:

- ✓ Independent: Provide student with shuffled cards or a subset of cards. Student places the cards in order and checks his/her work with the answer key.
- ✓ Timed Independent: Provide student with shuffled cards face down and a timer (stopwatch). Record the student's time to correctly order the cards. The record time can be displayed throughout the year.
- ✓ Competitive: Provide each student with a shuffled deck or a subset of the deck. On your mark, get set, go! When a student finishes, he/she stops working. When all students have finished, each student checks his/her neighbor's work. The winner is the first student to correctly order his/her cards.
- ✓ Cooperative Competitive: Arrange students into teams to complete the competitive activity.
- ✓ Cooperative Small Group: Provide group with shuffled cards. Students place the cards in order and check their work with the answer key.
- ✓ Cooperative Whole Group: Provide each student with a single card from the deck. Challenge all students to order themselves correctly. Can add a timer and/or a prize, such as bonus points.

Games that are easy to set up and fun to play!

LabMatch, ScienceMatch, MathMatch, AmeriMatch, and TexMatch

DynaNotes matching card decks consist of cards that must be paired up to make a correct match. In addition to games similar to the OrderUp! games described to the left, there are many other ways to use these colorful matching card pairs, including "Go Fish" and "Old Maid" types of games:

- ✓ Competitive Small Group "Memory Matching" Game (2 to 5 students):
 1. Shuffle the cards and spread them face down on a flat surface.
 2. The first player turns over two cards. If the cards match (term and corresponding description or example), the player keeps the cards and gets another turn.
 3. If the cards do not match, the player flips them back over. It is now the next player's turn.
 4. Repeat until all cards are matched.
 5. The player with the largest number of cards is the winner.

To simplify the game, students can flip more than two cards, play with fewer cards, separate the term and description cards, or use cards face up.

- ✓ Cooperative Whole Group "I Have, Who Has?" Game (~14 students):
 1. Hand each player an unmatched pair of cards. Teacher retains one unmatched pair (must specifically be the first and last card) and begins the game by asking, "Who has [description]?"
 2. The student who has the matching card answers, "I have [term], who has [description]?"
 3. The game continues until the teacher's last card is reached.

To motivate students to work together, the teacher can offer bonus points for completing the chain with no errors. Note: This game does not work as well for the card decks where a visual, such as a graph, must be seen.

- ✓ Cooperative Competitive Whole Group "Relay Race" Game (gym class):
 1. Divide the class into four relay teams, placing one in each corner.
 2. Throw several decks of playing cards up in the center of the room.
 3. Each team's first runner runs to the pile and searches for a match.
 4. When a player finds a match, he/she brings the card pair back to his/her team's pile and tags the next runner.
 5. The game is over when all cards are gone. The team with the most correct matches wins.

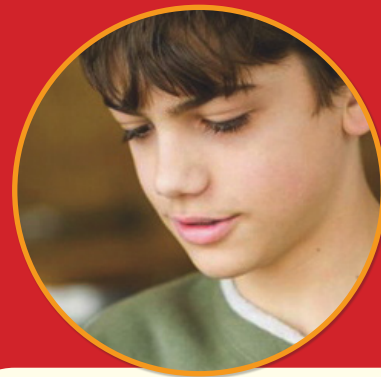
- ✓ Competitive Whole Group "Bingo" Game (whole class):

1. Use several decks to give each student nine "term" cards to arrange face up in a 3 x 3 grid.
2. The teacher reads aloud one "description" card at a time. If a student has the matching "term" card, he/she flips that card over.
3. When a student has three cards in the same row, column, or diagonal flipped over, they call out, "Bingo!" to win.



Help students make hands-on, visual connections to critical content!

MORE CARD DECK GAMES



Competitive and Non-competitive Formats

Engage Students in Course Content and Problem Solving

✓ Cooperative Competitive Group Speed Match (2 teams of 1 to 3 students):

1. Give two teams a full deck of shuffled playing cards each. At the start, each team turns the cards face up and tries to quickly match them all.
2. When done, teams check each other's matches with the answer key.
3. The first team to correctly match all of their cards is the winner.

✓ Cooperative Competitive 1-2-3-Down Game (2 teams of 1 to 3 students)

1. Each team draws 5 cards from the pile, keeping them face down.
2. Both teams count "1-2-3," and turn up their cards; the first team to find a matching pair places it face up on the table and says, "Down!" All other cards are turned back down. If the match is correct, that team gets a point (set match aside). If it is not a match, the team loses a point and the other team resumes looking for a match (a round ends when a team gets a match or both teams give up). Teams keep unmatched cards and add newly drawn cards each round. Keep all cards face down until the "1-2-3" count.
3. Each team draws 2 more cards to start the next round. When there are no more cards in the middle, a team can draw any two cards from the other team.
4. Game ends when all cards are matched. The team with the most points wins.

✓ Independent Speed Match (1 student):

1. Give a student a full deck of shuffled playing cards and a stopwatch.
2. When ready, the student starts the time and turns the cards face up.
3. The student tries to match all the cards as quickly as possible.
4. When done, the student stops the stopwatch and checks the matches with the answer key.
5. The student records his/her time and number of correct matches. At any time, he/she can try to beat his/her last "score."

✓ Independent or Small Group Big Picture Challenge (1 to 3 students):

1. Pair all cards. Check matches with the answer key.
2. Decide how the greatest number of cards could be arranged to represent a bigger picture (chronologically on a timeline, geographically on a map, as a part of a large web that connects related ideas, within a folded paper project, etc.).
3. Use construction paper and other supplies to create the bigger picture. Use tack putty to attach the card pairs where they belong.
4. Students present their "Big Picture" to the class. If desired, a vote could determine a winner (most clear/creative representation with most cards).

