Objective: Staggered flash cards will assist students in obtaining the knowledge of key vocabulary words that pertain to the current unit plan.

Materials: Teachers will need the following items -

1. Black marker “fine point”
2. 3x5 index cards (one side lined other side blank) or what you prefer
3. Vocab list and definitions
4. Laminator machine
5. Scissors

Directions:

1. Complete the list of terms and definitions if needed on a sheet (it helps if list is numbered).
	1. Students will need to complete one as well (again, helps if list is numbered).
2. Take and count the number of index cards you will need. One per term.
3. On blank side of flash card write T1-T? Depending on how many terms you will have.
4. Start back at T1 and write down the term that correlates with the number. Place to the side once you have written the term down.
5. Once you have written all terms on index cards you can then start to write definitions on the back of the index cards and label each card at the top left corner (or which ever corner you prefer D). This will help you assist students if you need to ask them to read the definition or the term.
6. The definitions SHOULD NOT be grouped with the term on the front. For example, #1 is preamble; the back of that card will be a definition from another word.

HELPFUL HINT: If you start writing definitions from the bottom of the list and work your way to the middle and then go from top back to middle it breaks the terms and definitions up nicely.

1. Once you have made the set you may want to laminate them if you plan on using them multiple years.

Playing the game with the class:

1. Pass out one card to each student; if there are more cards then students then they will need to double up.
	1. If students double up make sure they do not have the definition for one of the terms they have. It will mess up the flow of the game. If it happens just call on a student who has not read a definition yet.
2. Call on a student to begin reading the definition “D” side of the card. The rest of the students will need to be paying attention. If a student has the term of the definition that was just read aloud then that student will say the term, flip card over and read the definition that is on the card. A student in the class will then recognize the definition as their term and then say their term to class and flip card over and they will read the definition on the their card. The process will continue until the 1st reader will recognize their term has been read and the cycle should be over. If not all students have read then a student interpreted a term incorrectly.
	1. TEACHING POINT – the first few times through correct the students once the process of the game has been practiced several times students should be able to be able to conduct this game with no involvement from a teacher other than to re-enforce appropriate behavior.

Any questions shoot one of us an email:

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