

# **BANISH BOREDOM! MATCH-EM CARD GAMES**

**10 Fun Memorization Activities!**

by Tamarie Tigh

Fun, meaningful, multisensory games that encourage learners to take ownership of the material, internalizing and personalizing the information to make it their own.

## Introduction

Life is lived through the senses. It is the way that information travels to and from the brain. People of all ages learn better when more of their senses are used to carry data to and from the brain stimulating their nerve center by seeing, hearing, touching, speaking, and doing.

Memory is improved when information is used over and over in a meaningful and fun way.

So, when learners repeatedly participate in fun, meaningful, multisensory activities, they are more likely to take ownership of the material, internalizing and personalizing the information, making it their own.

Banish Boredom! Match-em Card Games is designed to help instructors to engage learners.

- The card games are multisensory, calling for learners to see, hear, touch, speak, and do.
- The card games are meaningful as learners engage socially and competitively.
- The card games are fun, inspiring repetition.

In this way, Banish Boredom! Match-em Card Games will help learners to make information part of their own knowledge bank and commit it to memory. GAME ON!



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## Instructions for Creating Match-em Cards

### Materials

- Heavy paper such as cardstock, construction paper, or index cards
- Scissors
- Writing Implements
- Laminator (optional)

### Steps

1. Create two decks of cards, deck A and deck B, using non-transparent material such as index cards or cardstock.
2. Leave backs of all cards blank or decorate uniformly so that all cards look alike on the back.
3. Cut the cards so that they are a uniform shape and size.
4. A cards template is provided at the back of this book. It may be copied on a copier.
5. On deck A print one piece of information to be learned per card depending upon the material to be studied.
6. On deck B print information that “matches” but is not identical to the information on deck A.

7. Examples:

#### Deck A

- a. Upper case letters
- b. Vocabulary words
- c. Vocabulary words
- d. Vocabulary words
- e. Vocabulary words
- f. Vocabulary words
- g. Contractions
- h. Math problems
- i. Fractions
- j. Decimals
- k. Fractions

#### Deck B

- Lower case letters
- Antonyms
- Definitions
- Representative pictures
- Sentences
- Synonyms
- Full words for the contractions
- Answers to problems
- Representative pictures
- Percents
- Decimals

8. If possible, have learners assist in the process of creating Match-em Cards. It will help students to take ownership of the material. Depending upon students’ abilities, they can create sentences, look up answers, copy or write information onto the cards, or simply cut out the cards.
9. Completed cards may be laminated for protection.



### Beat the Clock Match-em

#### Materials

- One set of deck A and deck B for each player
- Timer or watch/clock with minute hand
- Materials to keep score

#### Objective

- Multiple players: to get the most correct matches within the set timeframe
- Single player: to get more correct matches within the set timeframe than in previous turns

#### Steps

1. Before playing the game review cards and their matches with learners.
2. Give each player deck A and deck B shuffled together.
3. Tell players the pre-determined amount of playing time.
4. Say, "Go" and start timing.
5. Players find and lay out matches as quickly as possible.
6. At end of set time say, "Stop."
7. Have players prove their matches by reading them aloud. (Do not skip this step. Verbalization is a very important part of the learning process.)
8. Multiple players: The player with the most correct matches wins.
9. Single player: Have him/her play multiple times trying to get more matches each turn.



### Go Fish Match-em

#### Materials

- One set of deck A and deck B

#### Objective

- To get the most correct matches by the end of the game

#### Steps

1. Before playing the game review cards and their matches with learners.
2. Shuffle all the cards, decks A and B, together.
3. Depending upon the number of cards and number of players, deal 5 or 7 cards to each player.
4. Place the remaining cards in the center of the playing area face down.
5. Each player picks up his/her hand and looks for matches.
6. Matches are laid down face up for all to see.
7. The player to the left of the dealer begins by asking any one player whether s/he has a card needed to make a match to one of the cards in his/her hand. The question must be specific, such as "Name, do you have the synonym for \_\_\_\_\_?"
8. If the player has the card, it must be given to the player requesting it.
9. If the player does not have the card, s/he says "Go Fish" and the player draws a card from the pile in the center.
10. Whenever a player gets a match, the match is laid down face up for all to see.
11. Throughout the game players must prove their matches by reading them aloud. (Do not skip this step. Verbalization is a very important part of the learning process.)
12. Play continues around the circle.
13. Whenever a player runs out of cards in his/her hand, s/he must draw a new hand from the cards in the center of the table.
14. Game ends when all cards have been matched.
15. The winner is the person with the most correct matches at the end of the game.



### Hand Out Match-em

#### Materials

- One set of deck A and deck B

#### Objective

- To get rid of hand by laying down matches

#### Steps

1. Before playing the game review cards and their matches with learners.
2. Shuffle all the cards, decks A and B, together.
3. Deal all cards to players.
4. Each player picks up his/her hand and looks for matches.
5. Matches are laid down face up for all to see.
6. The player to the left of the dealer takes a card from the hand of the player to his/her left. (The hand is held up with the back of the cards facing the player; the player does not know what card s/he is choosing.)
7. Whenever a player gets a match, the match is laid down face up for all to see.
8. Throughout the game players must prove their matches by reading them aloud. (Do not skip this step. Verbalization is a very important part of the learning process.)
9. Play continues in this manner around the circle with each player taking a card from the hand of the player to his/her left and laying down matches.
10. The first player to lay down all cards in his/her hand wins.
11. Play may continue with the players that are left until all hands have been laid down.



### Memory Match-em

#### Materials

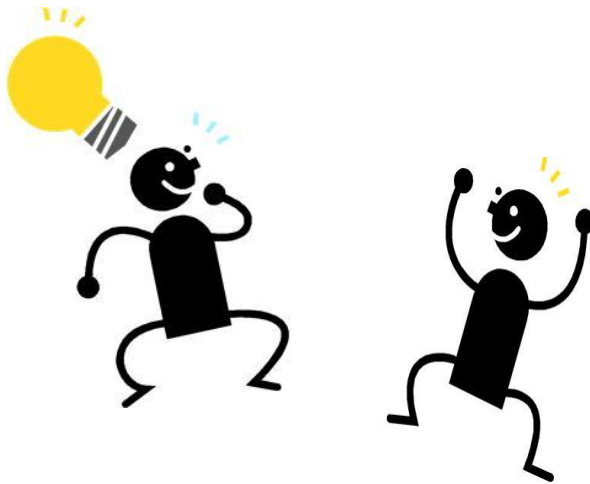
- One set of deck A and deck B

#### Objective

- To get the most correct matches by the end of the game

#### Steps

1. Before playing the game review cards and their matches with learners.
2. Randomly spread out all cards upside down on the table.
3. Players take turns turning over 2 cards.
4. When a player turns over matching cards, the player keeps the cards and takes another turn.
5. Players must prove their matches by reading them aloud. (Do not skip this step. Verbalization is a very important part of the learning process.)
6. The game ends when all cards have been matched.
7. The player with the most matches at the end of the game wins.





### Pick-a-Card Match-em

#### Materials

- One set of deck A and deck B

#### Objective

- To get rid of hand by laying down matches

#### Steps

1. Before playing the game review cards and their matches with learners.
2. Shuffle all the cards, decks A and B, together.
3. Deal 6 cards to each player.
4. Place the remaining cards in a stack face down in the center of the playing area with one card face up beside it as the discard pile.
5. Each player picks up his/her hand and looks for matches.
6. Matches are laid down face up for all to see.
7. The player to the left of the dealer begins by drawing a card from the face down center pile or the face up discard pile.
8. The player must then lay down any match that was made and discard a card from his/her hand face up on the discard pile.
9. A player will never have more than 6 cards in his/her hand but may have less than 6 cards.
10. Whenever a match is made it is placed face up for all to see.
11. Throughout the game players must prove their matches by reading them aloud. (Do not skip this step. Verbalization is a very important part of the learning process.)
12. The first player to lay down all cards in his/her hand wins.
13. Play may continue with the players that are left until all hands have been laid down.



**Say It! Match-em****Materials**

- One set of deck A and deck B

**Objective**

- To have the most cards at the end of the game

**Note**

- This game should be played after learners have used the cards several times and are familiar with the matches.

**Steps**

1. Before playing the game review cards and their matches with learners.
2. Divide cards into stack A and stack B.
3. Shuffle each stack of cards.
4. Place stacks of cards face down.
5. Player chooses one card from either stack and turns it over for all to see.
6. To keep the card, player must share aloud the correct match.
7. If the player is correct, s/he keeps the card and takes another turn.
8. If the player is incorrect, the card is placed on the bottom of the stack from which it was taken and the turn is over.
9. The game ends when there are no more cards in the stacks.
10. At the end of the game the player with the most cards wins.



### Say It! Team Match-em

#### Materials

- One set of deck A and deck B

#### Objective

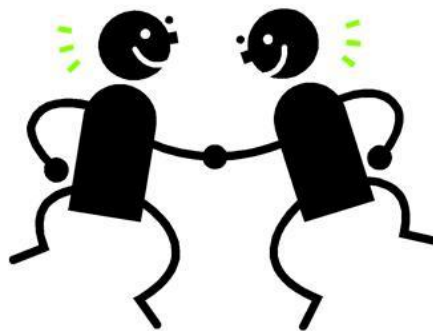
- To have the most cards at the end of the game

#### Note

- This game should be played after learners have used the cards several times and are familiar with the matches.

#### Steps

1. Before playing the game review cards and their matches with learners.
2. Shuffle all the cards, decks A and B, together.
3. Place stack of cards face down.
4. Divide players into teams.
5. A player from one team chooses a card from the stack and shows it to everyone.
6. The team works together to remember and share the correct match.
7. If they are correct, the team keeps the card.
8. If they are incorrect, the other team gets a chance to try to share the correct match and keep the card.
9. If neither team is correct, the card is placed on the bottom of the stack.
10. Play continues as teams take turns choosing cards and answering.
11. At the end of the game, the team with the most cards wins.



## Instructions for Creating Match-em Game Board

### Materials

- Cardboard, cardstock, or poster board
- Markers
- Pencil
- Paperclip

### Steps

1. Use cardboard, cardstock, or poster board to make a game board.
2. Draw a continuous path of connected squares, circles, or other shapes.
3. Write "Start" on one of the spaces. (There is no "End." Path is continuous.)
4. Every few spaces write in the space "A" or "B."
5. Feel free in some spaces to write directions such as "Go ahead #\_\_ spaces." "Lose a turn." "Go back to Start." Etc.
6. On the board - but outside of the path - draw a card-size space labeled "Stack A" and another card-size space labeled "Stack B."
7. Feel free to decorate the game board using any theme desired.
8. Make game pieces.
  - a. Fold small pieces of cardstock into three-sided "tents" that stand up.
  - b. Draw a different player on each game piece.
9. Make a spinner.
  - a. On a square piece of cardboard draw what looks like a pie cut into pieces.
  - b. Inside of each piece write a number.
  - c. Hold a pencil upright, point down in the spinner's center.
  - d. Spin a paperclip around the pencils tip.
  - e. The paperclip will stop on a number.



### Match-em Board Game

#### Materials

- One set of deck A and deck B
- Game board
- Game pieces
- Spinner, pencil, paperclip

#### Objective

- To have the most cards at the end of the game

#### Note

- This game should be played after learners have used the cards several times and are familiar with the matches.

#### Steps

1. Before playing the game review cards and their matches with learners.
2. Divide cards into stack A and stack B.
3. Shuffle each stack of cards.
4. Place stacks of cards face down on the spaces labeled "Stack A" and "Stack B."
5. Players take turns spinning the spinner and moving their game pieces the correct number of spaces on the game board.
6. Players must follow the directions on the game board depending upon where they land.
7. If a player lands on "A" or "B" s/he must take a card from the stack indicated, read the card aloud, and share the correct match.
8. If the answer is correct the player keeps the card.
9. If the answer is incorrect the card is returned to the bottom of the stack.
10. Play continues until there are no more cards in the stacks.
11. The player with the most cards at the end of the game wins.



## BONUS

### Instructions for Creating Flip-em Cards

#### Materials

- Heavy paper such as cardstock, construction paper, or index cards
- Scissors
- Writing Implements
- Laminator (optional)

#### Steps

1. Create one deck of cards that is two-sided, side A and side B.
2. Cut the cards so that they are a uniform shape and size.
3. On side A print one piece of information to be learned per card depending upon the material to be studied.
4. On side B print information that “matches” but is not identical to the information on side A.
5. Examples:
 

<u>Deck A</u>	<u>Deck B</u>
a. Upper case letters	Lower case letters
b. Vocabulary words	Antonyms
c. Vocabulary words	Definitions
d. Vocabulary words	Representative pictures
e. Vocabulary words	Sentences
f. Vocabulary words	Synonyms
g. Contractions	Full words for the contractions
h. Math problems	Answers to problems
i. Fractions	Representative pictures
j. Decimals	Percents
k. Fractions	Decimals
6. If possible, have learners assist in the process of creating Flip-em Cards. It will help students to take ownership of the material. Depending upon students’ abilities, they can create sentences, look up answers, copy or write information onto the cards, or simply cut out the cards.
7. Completed cards may be laminated for protection.



### **BONUS Competition Flip-em**

#### **Materials**

- One deck of Flip-em cards

#### **Objective**

- To have the most cards at the end of the game

#### **Steps**

1. Before playing the game review cards and their matches with learners.
2. Instructor holds up a Flip-em card for players to read.
3. Players compete to share the correct answer first.
4. Fastest player with the correct answer keeps the card.
5. If no correct answer is shared, the instructor uses the card again later in the game.
6. The person with the most cards at the end of the game wins.

### **BONUS Speed Flip-em**

#### **Materials**

- One deck of Flip-em cards for every two players
- Timer or watch/clock with minute hand

#### **Objective**

- To earn more cards within the set timeframe than in previous turns

#### **Steps**

1. Before playing the game review cards and their matches with learners.
2. Players partner up.
3. One player holds a Flip-em card for his/her partner to read.
4. The player holding the card watches the time for a pre-determined number of seconds and then flips the card over.
5. The partner must try to share the correct answer before the card is flipped.
6. If the partner answers fast enough, then s/he keeps the card.
7. If the partner does not answer fast enough, the card holder keeps the card.
8. Play multiple times trying to improve the number of cards earned.







### About the Author



Tamarie Tigh is a writer and trainer that specializes in interactive instruction. For 19 years Ms. Tigh worked in the Literacy Department of the National City Public Library in National City, California creating and administrating programming for preschool through adults, including the award winning WINGS Programs, which she created for the National School District.

Starting in 2012, Ms. Tigh wrote the “Reading is a Superpower!” curriculum for ABDQ, a Family of Educational Publishers.

Through her experience working in various settings with all ages and types of learners, Tamarie developed a passion for teaching with multisensory methods that allow learners to *live* the learning experience. Ms. Tigh believes that even the most uninspiring material can be taught in an exciting manner when interactive methods are applied. Tamarie Tigh is sharing some of these activities and techniques through her Banish Boredom! Program.

