Activities for using **Flash Cards**

No matter what subject area you are teaching, or the age of the student, the following activities can be used for drill practice. Whether you are teaching spelling, vocabulary words, math facts, sight words, or any other piece of information, these learning activities will help make practice more engaging:

Materials Needed: Flash cards depicting facts, items to be learned, or in some cases playing cards.

**TAKE AND PUT**
Cut construction paper into small squares, approximately 36. On an even number of pieces, write PUT 1, PUT 2, PUT 3, TAKE 1, TAKE 2, TAKE 3. Give each student 2 stacks of stimulus cards, one to be called the PUT stack, and one to be called the TAKE stack. Students take turns turning over one of the colored squares of construction paper. If it says PUT 2, then 2 cards are moved from the PUT stack to the TAKE stack, after saying it correctly. The object of the game is to empty one stack. (See Pattern)

**FLASH**
Make sure the students are ready, and looking. Flash the stimulus card very quickly, allowing just a glance. The student must then name what they saw. Move up in increments of flashing two, then three cards before naming. Vary the speed according to the abilities of the students. (Also helpful for visual memory.)

**MYSTERY PICK**
The teacher chooses a card (not telling which one), and places it into the deck, shuffles, and fans the cards out. Students take turns guessing which card is the one by naming their choice. If competitive play is desired, the one who guesses correctly gets a point.

**UP on the CUPS**
Have the students close their eyes. Hide a small object (ie., doubloon for Mardi Gras, “gold” for St. Pat’s Day, Kissy for Valentines, etc.) beneath one of three opaque cups. On top of each cup place a stimulus card. Students take turns guessing under which cup the object is hidden, by naming the card resting on top.

**PICK 2**
Students pick 2 cards from the stimulus deck, then must make one sentence using both words. Rules can vary: the sentence must make sense, or the sentence must be nonsense.

**MEMORY LINE UP**
Place 3,4,5 cards in a row. Students say each, then close their eyes, while the therapist switches the order. Students then must say them as they
put the cards back into the correct order. Variation: add a picture or take one away; students must identify and name the changed card.

**PSYCHIC CARDSHARK**
Show students 2 or 3 cards, shuffle and pass them out. They each must take turns trying to guess which card the other players have.

**SPIN THE BOTTLE**
Place cards in a circle. In the center place a plastic drink bottle. Students spin the bottle and say the name of the card that the bottle ends up pointing to.

**SAY IT IN A FLASH**
Place stimulus cards around the room, or display them on a bulletin board.
Turn the lights down low, and students take turns shining the light onto a card and saying it.

**HATS OFF**
Place a large hat on the floor, upside down. Students say each card as they attempt to toss the cards into the hat.

**MAKING THE TRADE**
Give each student several cards, placing them face up on the table in full view of everyone in the group, and begin trading. One child might say, “Lane, I’ll trade my Rabbit for your Rope”. The other student has the option of making or not making a trade and might say, “No, but I’ll trade my Rope for your Raincoat.”

**HID IN THE GRID**
Draw a nine-section grid onto a large sheet of paper, with squares sized to hold cards. The teacher then describes a position, such as “top left square”. The student must locate and name the card corresponding with the direction.

**SYN-O-NAMES**
Practice synonyms by playing traditional card games requiring a pair to match. Have students make cards that have synonym pairs, such as “pal” and “friend” or “laugh” and “giggle”, and play the game by pairing up the synonyms.

**ZIP AROUND**
This is a good activity for a large group. On index cards, write: I have **SOUP**? Who has **SIGN**? (put your target words in the blank) Make a series of cards, with different target words. On the last one, write the same word in the WHO has___? that matches the word in the I have____. of the first card. ie., The last card might read, I have **SOME** who has **SOUP**?, so that the last card refers back to the beginning one. Each student picks a card, and reads it. The word play zips around, until you end up where you began.
(Tip: Write : I have____, Who has____? on a stack of index cards and
laminate. Then use a dry-erase or Vis-à-vis maker to fill in the blanks so that the cards are re-usable.)