



David card game rules

OBJECT OF THE GAME: To complete all the phases first. In case of a tie, the player with the lowest score wins.

SET UP: Deck of David cards, score sheet, pencil

PLAY

- Deal 10 cards to each player. The remaining deck becomes the draw pile (laid face down) with the top card turned over, face up, to comprise the discard pile.
- Play begins with the youngest player, and progresses to the left. Each turn, a player draws one card - either the top card from the draw pile or the top card from the discard pile-and adds it to the player's hand. The player ends the turn by discarding one card of choice onto the discard pile.
- NOTE: Several special cards (Ephesians 6 scriptures) allow players to take extra turns, trade cards with another player, etc. If what is written on a card conflicts with a rule, what the cards says, goes.
- On each players turn they either select the top, face up card on the discard pile or the top face down card on the draw pile. If players have a chain or set, they may lay them down face up in front of themselves.
- ✓ A chain consists of 3 or more cards from the same chapter in 1 Samuel or Psalms
- ✓ A set is comprised of 3 or more scripture cards (landscape format)
- ✓ Special cards These landscape cards have scriptures BUT ALSO depict David's life. They may be played either in a set OR in a chain, but not BOTH.

CYCLE	Combination needed to go out
1	Set of 3, chain of 3
2	2 sets of 3
3	Set of 4, chain of 3
4	2 sets of 3, chain of 4

- Each player tries to complete the first "cycle" of the 4 cycles.
- If a player successfully makes a cycle during a hand, then the player moves on to try to make the next cycle on the list. If a player fails to make a cycle in a hand, the player must try to make the same cycle again in the next hand. As hands continue, you will find different players are working on different cycles. Thus, some players, in the next hand, may no longer be working on the same cycle as other players.
- Players cannot make cycles out of order. A player is credited for making a cycle as soon as the player lays down the sets and/or chains needed for that cycle. The player does not need to win the hand in order to receive credit. Several players can complete a cycle in the same hand.

- **Dumping:** Dumping allows a player to get rid of leftover cards in the hand after completing a cycle. Players may dump a card onto another player's set or chain (as long as it fits). **EXAMPLES:** A player may add a scripture card to another player's set of scriptures.
- A player may only dump during the player's own turn. Players may dump on their own sets and chains or on the sets and chains of another player.
- **Going out:** The player who gets rid of the last card in hand, by discarding or dumping has gone out. At this point, any players who have made their cycle move on to the next cycle. The game is finished when the first player has completed all five cycles.

Follow me on TeachersPayTeachers <http://www.teacherspayteachers.com/Store/Kathleen-Applebee> to be notified when David 2 (another Freebie) is posted, The card game will cover David's life (from 2 Samuel) and add additional Psalms

How does this game fit with Marzano strategies?

1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Compare, classify and create analogies

2. Nonlinguistic representation

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve and the use of nonlinguistic (images or symbols) representation stimulates and increases brain activity.

How does this game fit with Bloom's?

Tier 3 - Applying: can the student use the information in a new way?

Tier 4 - Analyzing: can the student distinguish, compare, contrast or discriminate between the different parts?

Tier 5 - Evaluating: can the student justify a decision or grouping?

Tier 6 - Creating: can the student create construct new product? (Have students create new cards for the game)

MORE WAYS to use the cards

OPTION: Use the cards to play **Go Fish**. The object is to collect books, which are sets of four cards with something in common; by asking other players for cards you think they may have. Deal 7 cards to each player. The remaining cards go face down as a draw pile.

As soon as a player collects a book of 4 cards with something in common, this is shown and played face up. The game continues until either someone has no cards left in their hand or the draw pile runs out. Whoever collects most sets of books wins.

This engages higher level thinking skills as players must figure out and defend what a book has in common. It can be as obvious as all from the same chapter or all have women or all show a weapon.

PARTNER GO FISH: Each team tries to collect sets of cards by asking for them in a manner similar to Go Fish however the team dimension makes the game considerably more challenging. To be successful it is necessary to pay attention to questions asked by other players, remember them and make appropriate deductions.

Six players form two teams of three or eight to play, four against four. All the cards are dealt. The dealer asks a specific player on the other team for a specific card. If the player you ask has the card in question, he or she passes it face-up and the asker places the card into their hand. Dealer continues to ask until they ask for a card the player does not have. The player asked now becomes the asker. Players may **never** ask a teammate if he or she has a certain card.

Claiming: If, on a turn, a player has six cards with a common theme (all rain forest, fish, producers, etc.), they may claim by laying the cards down face-up to show everyone. That team scores that theme. If the believes that, between the player and his teammates, the team possesses six of a common theme, the player may claim it in your turn by saying "Claim" and then naming exactly who has which cards. If they do so correctly, the team gets that theme. But if the states the location of one or more cards incorrectly, the theme is cancelled and NO team can use that theme.

After any theme has been claimed, the players holding cards of that theme may show them, to prove whether the claim was correct or not. The six cards are stacked in front of a member of the winning team, and the game continues with the remaining cards.

Exercise burst activity rationale and how to

Exercise bursts are short breaks in class that incorporate physical activity into a Bible lesson.

Rationale: Recess time is shrinking, childhood obesity is expanding, and adding physical learning can help students stay engaged, concentrate better, and do better on tests. Current research is finding strong ties between physical fitness and academic performance since movement causes the heart beat to faster, pumping oxygen to the brain and improving the ability to think.

At the end of the chapter on kinesthetic arts, Eric Jensen, a researcher, offers the following summary: "Here's the bottom line on the kinesthetic arts: The research, the theory, and real-world classroom experience clearly support sustaining or increasing the role of movement in learning" (p. 102). He argues that schools should take advantage of the cognitive, emotional, social, collaborative, and neurological benefits of the kinesthetic arts.

<http://www.apa.org/education/k12/brain-function.aspx?item=5>

SAMPLE KINESTHETIC ACTIVITIES

FOUR CORNERS Place 4 cards in each corner of the room. Call out a category or question. Students move to the corner with the correct response. Those in the correct corner may score a point (to be spent later for

privileges) or remain in the game. Play at least 2 minutes with everyone still in the game to get the benefit of moving around. Allow students to develop questions or prompts to use.

EVERYONE LIKE ME, WHO IS Pass out cards to each student and have them circle up with one person in the center. Person in the center calls out a characteristic that applies to them (“Everyone like me who has a Goliath card, come to me”). Students with that characteristic take a step in. Center person picks one of them to be the new center person and pick a characteristic. To keep things safe and moving the following rules may help: Anyone who bumps another player while moving is out. If the center person takes longer than 10 seconds to choose a new center person, they are out. After 2 minutes, anyone who moves to the center incorrectly is out.