Teaching with a Full Deck: Card Sorts
Why Card Sorts?

• Build confidence in every student

• Improve student retention on basic foundational skills and assessed knowledge

• Build critical thinking, problem-solving, and communication skills

• Focus on task

• English Language Learners and Special Education students can benefit from this structure

Source: Tools4Teachers
Matching Examples

• Animal Cell Structure

  Structure Name
  Definition
  Illustration

  Cell membrane
  This surrounds the cell and regulated what enters and leaves the cell.

• Table to Graph

  Table
  Graph

  Animal Speed Data
  Animal | Spd (km/h)
  Cheetah | 112
  Elephant | 40
  Hare | 50
  Horse | 72
  Human | 34
  Ostrich | 66
# Table to Graph

<table>
<thead>
<tr>
<th></th>
<th>A → 3</th>
<th>B → 16</th>
<th>C → 5</th>
<th>D → 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>7</td>
<td>F → 13</td>
<td>G → 9</td>
<td>H → 1</td>
</tr>
<tr>
<td>I</td>
<td>4</td>
<td>J → 6</td>
<td>K → 2</td>
<td>L → 11</td>
</tr>
<tr>
<td>M</td>
<td>10</td>
<td>N → 15</td>
<td>O → 14</td>
<td>P → 12</td>
</tr>
<tr>
<td>Q</td>
<td>19</td>
<td>R → 18</td>
<td>S → 20</td>
<td>T → 17</td>
</tr>
</tbody>
</table>

### Table to Graph Image

![Table to Graph Image](imsa.edu)
Why Matching?

- Build mastery of basic concepts, facts, and ideas
- Knowledge sharing
- Formative assessment
- Symbolic representations
- Communication and scientific/mathematical discourse development

Assessment tip: Use a document camera or digital camera on a cell phone to record their work
Classifying & Sorting

• Quadrilaterals
  • Use 8 named card pieces
  • Place onto template
  • Justify your decision with a mathematical statement

• Mars Landscape Cards
# Mars Landscape Cards

**Mars**

<table>
<thead>
<tr>
<th>2</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Earth**

<table>
<thead>
<tr>
<th>1</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Classifying & Sorting Debrief

1. What made you decide to put that card in this category (and not this other one)?

2. What do cards in this group have in common?

3. How can we tell? Where do we see that [thing they have in common] on this card?

4. Are there any cards you are unsure about?
Table Talk!

At your tables, brainstorm additional examples of Matching and Classifying & Sorting activities
Additional Examples

• Multiple Representations

Functions

Multiplication

• Subitizing Cards

https://www.youtube.com/watch?v=A26BglOSxo4
Sequencing & Procedures

• Dividing Mixed Numbers Algorithm
  Sort the steps and intermediate calculations to solve the problem:
  
  \[\text{Divide: } \frac{1}{4} \div 2 \frac{2}{5}\]

• Experimental Procedure: A Matter of Vibration?
  Organize the experimental procedure and evaluate if additional steps are required.
Argumentation

• Pass out the cards equally to each player like in a card game.

• Person 1: Place a card in the center of the table.
  ▪ Must provide justification for placing the card.

• Person 2 plays a card before/after the previously played card with justification.

• Play continues until all cards are played and the group agrees with the placement
  ▪ Consensus: “I can, and will, publicly support it.”

• Stay and Stray
Argumentation

What is the greatest invention of the 20th Century?

Who is the greatest mathematician?

Why engage students in argumentation?

• Decrease teacher talk, increase student talk
• Discover students reasoning and thinking
• Help identify misconceptions
• Allow students to make meaning by reaching consensus
• Science is about explaining phenomena, and argumentation helps advance scientific discovery
Claim: the answer to the posed question or problem

What do you know?

Evidence: data and observations that support the claim

How do you know that?

Reasoning: the rule or scientific principle that describes why evidence supports the claim

Why does your evidence support the claim?
Is air matter?

- Possible Claim: Air is matter.

- Evidence:
  - Volume of balloon increases as we add more air to it.
  - Mass of ball increases as we pump more air into it.

- Reasoning: This shows that air has volume and mass which are the characteristics of matter.
The Structure:

My primary routine for the clothesline activity is as follows:

- Leave the Benchmark numbers with a few blanks and a black marker next to the clothesline.
- Give a Tent Set to a group of students to go place on the clothesline. I write these values on the board for all to see.
- The group may add, move, remove or create Benchmarks as needed.
- Students at their desks are creating their own number line on a lapboard.
- Ask the class if they agree with the group’s response on the clothesline. Discuss the disagreements and errors.
- Have all students record on the Answer Document once there is consensus.
“The important thing about designing card sorts is that there is room for student reasoning and access to evidence. We want students to disagree, so we need to design the cards so that there will be opportunities for students to argue and defend different ideas. This is what will help them construct & critique arguments and identify commonalities across items (e.g. looking for and make use of mathematical structure). Multiple representations including visual representations, such as area models or diagrammatic representations, engage students in sense making and provide options for multiple ways of thinking.”

- Dr. Katherine McNeil, Professor of Science Education at Boston College
Thank you!

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