***How to prepare the materials for Deuces Wild.***

• Create sets of cards similar to the suits and color distribution of a deck of cards. For example, you could have two cards with #1 written in red, and two cards with #1 written in black. That would be the set of 1s. Continue making sets of cards until you are sure you will have one card for each student in the class if all your students came. In addition to these sets, make 3 WILD cards.

• On the day of the activity, count your learners and divide by 4. For 28 students, you would distribute 7 sets. E.g. a set of ***1’s, 2’s.3’s,4’s, 5’s, 6’s,*** and ***7’s*.** [4 x 7=28]

• If your group does not divide by 4 evenly, determine the number that does and then use up to 3 wild cards or fthe balance. For **31 students**, your would distribute 7 sets plus 3 wild cards. E.g. a set o  ***1’s, 2’s, 3’s, 4’s, 5’s, 6’s*,** and ***7’s*** and then **3** **wild cards**. [4 x 7=28, 28 +3 =31]

***Conducting a Deuces Wild activity.***

Create 5 large sample cards that students can easily see in the back of the room. Note: These 5 cards should mirror how your activity cards are designed and include 1 WILD card. For the example below, we’re using the design of the cards on the next page: a black #1 and a white #1, and a black #2 and a white #2.

1. Demonstrate the concepts of ***same*** and ***different*** by having students identify things in the room of the same color and of different colors. Next have them find two things that are the same but are different colors, and then two things that are the same color but different items.

2. Next ask 5 volunteer students to come to the front of the room. Give them each one of the five large sample cards. Have them show their cards to the class. Tell the volunteers to find someone with the different number card and a different color number. Once the different color and different number cards have paired, tell the wild card to choose either pair and stand with them. Have the students introduce themselves to each other. Next have the volunteers find someone with the same color number but a different number Tell the wild card to wait until the pairs form, and then join a new pair. Have these students introduce themselves. Have the volunteers no match by different color, same number. Wild card joins and they introduce themselves. Thank the volunteers and have them sit down.

3. Tell students that they will each get a card with a number or the word “WILD” on it. The number on the card will be black or white. You will tell them who to find and have them ask and answer a question with their partner. Show students the chart. Tell them you will write the question on the chart, once they have their partners. Remind “Wild” Cards that they wait and then join any pair. Tell students if they can’t find their partners to come to the front of the class and you will help them match up. Ask yes/no comprehension questions *Do you always look for a partner with the same color card? (no) Do you ask: What number do you have? (yes) Do you always ask and answer the same question? (no)*

|  |  |  |
| --- | --- | --- |
| **Number** | **Number Color** | **Question** |
| different | different |  |
| different | same |  |
| same | different |  |
| same | same |  |

4. Distribute the cards. Highlight the combination Ss need to make. Set a time limit for Ss to find their first partners. Write the first question on the chart, Sound the quiet signal and direct Ss attention to the chart’s question. Set a time limit for the interaction and let Ss begin. Call time and highlight the next combination, continuing until students have worked with at least 3 other people.

**NOTE:** You can use the card distribution to manipulate the final group structure. E.g., all the #1’s, 2’s and 3’s could be at beginning level, all the 4’s and 5’s at a higher level. Also, you may want the first pairing to ask and answers the first question, but have the second pairing ask and answer the old question and the new question.