

AP Statistics Vocabulary Games

Quick Draw:

Make n **concept/term** cards and $(n+2)$ **definition** cards for each group (each type a different color)

A **definition** card is selected and flipped over so all group members can see. Each student works the problem, and then searches for the **concept** card that corresponds to their answer. Only one student will be quick enough to grab the correct concept card. The student with the most cards at the end of the game will win.

“I Have ____; Who has ____?”

Create one deck of cards for the class. Each card has an answer at the top, and a question at the bottom. Cards are made so that there is a complete cycle of questions and answers for the class.

Example:

Card #1: I have mean. Who has the number that is the “middle number” of a dataset?

Card #2: I have median. Who has the difference between Q3 and Q1?

Card #3: I have IQR. Who has ____, (etc...)

Students get in a large circle, with each student holding 1-2 cards. One student starts by reading their card. The student with the answer to the first student’s question reads their card. Continue until it gets back to the first student’s answer.

Have students trade cards and repeat activity.

Hot Potato:

Use one deck of cards. Each card has a term/concept printed on the front. Students are in groups of four (two teams of two). Each student sits across from their partner.

First player turns over a card, and tries to get his partner to say this term out loud by giving clues.

Players cannot say “rhymes with,” or “starts with,” or say part of the word. Players are expected to give statistical definitions or descriptions of the terms in an effort to get their partner to say the term. Timer is set at 90 seconds. The team that is stuck with the timer **LOSES**.

Play several rounds...

Bluff: (From Brianna Newlin, Lexington Christian HS, Kentucky)

Split your class into two equal teams (team 1, team 2). Team 1 will be asked a question (I will often have questions on my smartboard) and will silently/independently answer the question. Once the allotted time has passed anyone on that team who feels they have the right answer (or wants to "bluff" and claim they have the right answer) will stand up.

At this point, team 2's captain will pick one person on team 1 who is standing. If that person gives the right answer team 1 will get one point for every member who is standing. If they answer incorrectly, then anyone on team 2 can answer the question. If this answer is correct, then team 2 will steal the points. Else, no one will receive points for that round.

Repeat for team 2.

Brown Bag: (from Ron Essenberg, East Jordan Public Schools, Michigan)

Of course there are many variations (no pun intended), but this is how I have used this for vocabulary review. The kids usually enjoy the activity.

Start with the list of vocabulary words. I have printed double spaced and cut out or had my kids each write one or two on a small piece of paper.

Put the words into a lunch bag

Break the class into 2 teams.

Set a timer for one minute.

Flip a coin to see which teams goes first.

Select (or I usually just have volunteers) come to the front and pick out one slip of paper from the bag. Count to 10 and start the timer. They will have a their team members guess the vocabulary word, as soon as you hear the word they reach into the bag and get another word. The goal is to get as many as they can in the one minute time limit.

Count and record the score and move on to the next team giving them the one minute limit as well

I usually slip some of the words back into the bag between rounds.

Play as many or as few rounds as needed for your situation.

One variation is to go through a few rounds and then do not allow them to speak--giving a charades format.