

*Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.*  
 Partial “Answer Key” for Materials Giveaway Workshop  
**F = (Matching) Cards & Decks**

Available  
Materials

# Possible Uses & References

**F**

**Pre-Prepared Flash Cards; Traditional 52-Card Decks; Specially Designed Commercial/Educational Card Decks/ Collections of Tiles; Dominos/ Domino Cards**

1. **Use Flash Cards.** Any cards with pieces of content to be learned—*letters of the alphabet, numbers, math operations, examples of phonics principles, vocabulary items, signs, questions to answer*, and much, much more—can be used in traditional ways as “Flash Cards.” If these are *one-sided*, learners (in groups) look at their faces, name the images or otherwise follow instructions, and divide the cards into three piles: items they have mastered, items that need more work, and items that got wrong. If the cards are two-sided, they are likely to have additional information or the correct answers on their backs. In either case, they can be used by individuals as learning and memory aids—and/or for cooperative or competitive learning activities. Cards with many kinds of content may also prove useful in ways suggested by *B. Pics of Individual Items* and *C. Visuals of the Same Kind*. If the cards come from decks of matching pairs or even four-of-a-kind sets, they may be even *more useful* as flash cards—because the same material will repeat itself two to four times. They can also be reused later on in various activities and games. (*Idea Aa = Flash Points* on pages 2-6 of *Still Doing Without the Photocopier*) (*Creative Card Decks & Games: How to Create, Produce, & Make Effective Use of Six Different Card-Deck Designs*) (*Alphabet LetterCards AaAa to ZzZz*)
2. **Match Matching Pairs.** *Matching* identical, similar, or associated items (on cards) is a valuable learning activity that promotes cognitive abilities such as recognition, discrimination, comparison, contrast, etc. Some of the many language elements that can be matched are: *symbols + their meanings; alphabet letters; phonetic symbols vs. letters; numbers; parts of compounds; prefixes + word stems + suffixes; subjects + verbs: transitive verbs + objects; homophones; synonyms; opposites; related parts of speech; visuals vs. text; grammatical forms*; and so on. The simplest way to match things or images is to lay out them out (face up) on a surface and collect the matches; motivation can be added by having participants compete with themselves or others in “speed-matching.” Another simple way to put matches together is for the items to be divided equally among participants sitting in a circle; simultaneously, they pass the items they don’t need to the person on their left, removing their matches from their “hands” or collections, until all the materials have been appropriately “organized.”  
 As suggested in *Idea 4* of *C. Visuals of the Same Kind*, matching cards and images can be compared (in their similarities) and contrasted (in their differences).

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 Partial “Answer Key” for Materials Giveaway Workshop  
**F = (Matching) Cards & Decks, *continued***

Available Materials	Possible Uses & References
<div data-bbox="142 426 248 541" style="text-align: center; font-size: 2em; font-weight: bold; background-color: black; color: white; padding: 5px;">F</div> <p data-bbox="66 552 248 1224"><b>Pre-Prepared Flash Cards; Traditional 52-Card Decks; Specially Designed Commercial/Educational Card Decks/ Collections of Tiles; Dominos/ Domino Cards</b></p>	<p data-bbox="272 436 1555 730">3. <b>Play Cards!</b> “Following the rules” in competitive (proven popular) card games engages learners—so that learning can occur “naturally” or “painlessly.” There are several children’s card games based (only) on visual matches of two-of-a-kind, such as <i>Old Maid</i>, <i>Concentration</i>, <i>Slap/Snap</i>, etc. Procedures for such games are easily found in books and/or online—at sites such as <a href="http://www.pagat.com/">http://www.pagat.com/</a>. (<i>Ideas R &amp; S = Vocabulary Concentration &amp; Word Matching</i> on pages 52-63 of <i>Doing W/O the Photocopier</i>) (<i>Alphabet LetterCards AaAa to ZzZz</i>) (<i>Verb-Form Card Decks</i>).</p> <p data-bbox="272 751 1555 1045">4. <b>Play Dominos.</b> Some materials, such as <i>dominos</i>, <i>domino cards</i>, or prepared two-part cards (on language topics such as <i>compound words</i>, <i>transitive verbs + objects</i>), lend themselves to arrangements in sequence. The rules of domino games can be used, as described in sites like <a href="http://www.domino-games.com/domino-rules/">http://www.domino-games.com/domino-rules/</a>. In some cases, the cards can even be arranged in closed circles. (<i>Idea Gg = Vocabulary Chains &amp; Dominoes</i> on pages 37-41 of <i>Still Doing Without the Photocopier</i>) (<i>Transitive Verbs with Noun Objects</i>) (<i>Compound-Word Card Decks</i>).</p> <p data-bbox="272 1066 1555 1444">5. <b>Match Four-of-a-Kind.</b> Most children’s and classic adult card competitions involve matching items (cards or tiles) in sets of four—called “books,” “tricks,” etc. In traditional (Western) 52-card decks containing the four suits ♣♠♥♦, there are usually 13 “ranks”—<i>Ace</i>, <i>Two</i> through <i>Ten</i>, <i>Jack</i>, <i>Queen</i>, and <i>King</i>. Such decks—and educational materials that mimic their design—can be used to play <i>Old Maid</i>, <i>Slap/Snap</i>, <i>Go Fish</i>, <i>Concentration</i>, <i>P-I-G/D-O-N-K-E-Y</i>, <i>Crazy Eights</i>, <i>Solitaire</i>, <i>Mah Jong</i>, etc. Even when used for other pursuits, such as “fortune-telling,” “building a house of cards,” setting up and knocking down “playing-card dominoes,” etc., cards and tiles contribute to learning.</p> <p data-bbox="321 1465 1555 1927">If the chosen materials <i>also</i> involve <i>ranking</i> and/or <i>numerical card values</i> (e.g., <i>traditional card decks</i>, <i>alphabet cards</i>, etc.), they can be used for almost any kind of card game, including <i>War</i>, <i>Hearts</i>, <i>Rummy</i>, <i>Blackjack</i>, <i>Pinocle</i>, <i>Poker</i>, <i>Bridge</i>, <i>Cribbage</i>, <i>Canasta</i>, and many more. (<i>Ideas R &amp; S = Vocabulary Concentration &amp; Word Matching</i> on pages 52-63 of <i>Doing Without the Photocopier</i>) (<i>Idea Ff = Card Decks &amp; Games</i> on pages 30-36 of <i>Still Doing Without the Photocopier</i>) (<i>Creative Card Decks &amp; Games: How to Create, Produce, &amp; Make Effective Use of Six Different Card-Deck Designs</i>) (<i>Alphabet LetterCards AaAa to ZzZz</i>) (<i>Homophone Card Decks</i>) (<i>Verb-Form Card Decks</i>) (<i>phonic/spelling Initial Consonant-Letter Cards &amp; Rhyming-Word Card Decks A-L</i>) (<i>Kinds-of-Nouns Card Decks</i>)</p>



*Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.*  
 Partial “Answer Key” for Materials Giveaway Workshop  
**G = Information-Gap “Puzzles”**

Available  
Materials

## Possible Uses & References



**(Pre-) Prepared Information-Gap Materials, Pairs of Worksheets with Info to Fill in; Paper-and-Pencil Puzzles; Jigsaw Puzzles**

1. **Do Classic Information-Gap “Puzzles.”** Typically, “Paired Info Gap” or “Group Jigsaw Activities” make use of visuals like floor plans, diagrams, street maps, charts with info in boxes, simple drawings, pictures to compare, etc. Each learner in a pair or group in turn gives the other(s) information s/he or they need(s) to complete specified tasks. Reproducible pages of this kind used to be (and perhaps still are) available in long-ago published books by R. Yorkey, J. Winn-Bell Olsen, P. Hamel, E. Kirn, and others—and on the Internet. Simply follow instructions to duplicate and give them out—and to direct and monitor productive student communication and language– or content-learning.
2. **Create & Do Worksheet Info-Gap Activities.** Other kinds of pages to complete—worksheets, paper-and-pencil puzzles, etc.—can be converted into “Info-Gap Materials.” Instead of just “doing exercises” quietly on their own, learners can then participate in “multi-skills cooperative learning.” To prepare, make two or more copies of a reproducible handout: fill in some of the answers on one copy only, called *A*, others on the second copy (*B*), and— if the activity is for group work, still others on Copies *C* and *D*. Looking *only* at their own (unique) copies of the handout, student talk and listen to one another in order to fill in the missing answers, which they later check with an *Answer Key*. As a “mastery check,” they should now be able to fill in the answers on an unaltered copy of the same handout quickly and on their own.
3. **Create & Do Other Info-Gap Activities.** Instead of using worksheets with blanks to fill in, make two or more copies of informational pages such as maps, graphic organizers, outlines, tables, etc. Blot out (cover with white out or correction tape or . . .) some of the information on one copy (and put a list of the deleted data in the margin). Do the reverse on the second copy, so that it has *different* info in both places. Students work together to ask and tell where the missing items belong, fill in blanks or spaces, and check their work.
4. **Use Real Jigsaw Puzzles.** Supply each group with the pieces of a jigsaw—and probably an intact picture of the completed puzzle. Each person takes about the same number of pieces. Those holding the corners begin by describing what they are placing on the table. Everyone works together to complete the frame—and then the interior—of the picture, telling why they are placing pieces in each location. Finally, they write a group description of the whole puzzle. (*Idea K = Cooperative Jigsaw Puzzles* on pages 31-33 of *Doing Without the Photocopier*)

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 Partial “Answer Key” for Materials Giveaway Workshop  
**H = Knowledge-Game Boards & Pieces**

Available Materials	Possible Uses & References
<div data-bbox="154 420 272 546" data-label="Image"> </div> <p data-bbox="73 556 284 1323"> <b>Boards Used for Games Like <i>Start to Finish Paths, Tic-Tac-Toe, Checkers, Nine-Man Morris, Backgammon, Snakes &amp; Ladders, Ludo, Bingo, Jeopardy, etc.</i> Game pieces, such as <i>tiles, movers, chips, dice, spinners, etc.</i></b> </p> <p data-bbox="73 1365 284 1669"> <b>Lists of Questions with Answer Keys or Question- (&amp; Answer) Cards</b> </p>	<ol style="list-style-type: none"> <li data-bbox="300 430 1559 850"> <p><b>1. Collect and/or Make—and Practice Use of—Game Boards (and Markers).</b> The least complicated game boards are those that require only simple, one-dimensional placement or moves, such as <i>path boards</i>, <i>Tic-Tac-Toe</i> grids, <i>Checkerboards</i>, or <i>Nine-Man Morris</i> patterns. With simple markers—perhaps black and red checkers or multi-colored plastic pieces, participants “practice” the game procedures in pairs or small groups <i>as is</i>, rotating around the room to experience the various possibilities. For educational follow-up, have participants share/teach/learn/discuss/compare the various game steps in activities that incorporate the language of sequencing. (See websites that offer generic game rules, such as <a href="http://www.boardgamecapital.com/">http://www.boardgamecapital.com/</a>, <a href="http://www.centralconnector.com">http://www.centralconnector.com</a>)</p> </li> <li data-bbox="300 871 1559 1575"> <p><b>2. Collect and/or Create—and Use—Question (&amp; Answer) Lists, Pages, Cards.</b> <i>Lists</i> of questions and answers are available on (educational) websites, in textbooks, in teacher-created (review and curriculum) materials or tests, etc. Some daily calendars, like <i>365 Trivia Facts</i>, provide <i>pages</i> of such material. Pre-made question/answer <i>cards</i> form the core of graded <i>Brain Quest</i> sets (<i>Workman Publishing</i>), <i>1000-Question Trivia</i> card decks (<i>Fundex Games, Hoyle Products</i>), and <i>Trivial-Pursuit</i> (type) board games.</p> <p>Even more efficiently effective in an educational setting might be the three-level (<i>Yes/No-</i>, multiple-choice, and <i>wh</i>-question) format and <i>content-category</i> organization of <i>Games of Knowledge</i> (like <i>English Through Citizenship: the Game</i> or <i>Agreeable Aging</i>) available at <i>Authors &amp; Editors</i>. And most productive may be custom-designed question (and answer) lists or cards that correspond to teachers’ / learners’ curriculum requirements or lesson plans.</p> <p>To gain familiarity with and/or review the content of the chosen or self-created materials, it might help to use them first in <i>traditional ways</i>—such as those suggested by product instruction steps or in (cooperative-learning) “quizzes.”</p> </li> <li data-bbox="300 1585 1559 1921"> <p><b>3. Teach/Master the Educational Content.</b> As soon as participants understand game procedures and have some familiarity with the content of the questions, combine the two. In turn, players or teams draw a card or are asked a question; if they respond correctly, they may make a move on the board. The winner of the game is the first participant(s) to “win the game” as originally intended. (<i>Idea X = Quiz-Board Games</i> on pp. 70-72 of <i>Doing Without the Photocopier</i>) Follow-up with teacher/learner-created quiz-board games. (<i>Idea Mm = Quick—What’s the Question?</i> on pp. 69-75 of <i>Still Doing Without the Photocopier</i>)</p> </li> </ol>



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 Partial “Answer Key” for Materials Giveaway Workshop  
**I = Bingo & Lotto Learning Activities**

Available  
Materials

# Possible Uses & References

**0**  
**Purchased,  
 Pre-Prepared,  
 or Learner-  
 Produced  
 Bingo or  
 Lotto Grids (3  
 x 3, 4 x 5, 5 x  
 5, or 6 x 6)  
 of Traditional  
 and/or  
 Educational  
 Content.  
 Corresponding  
 (Identical or  
 Associated)  
 Caller/  
 Matching  
 Cards.  
 Game  
 Markers?**

**1. Collect and Practice Using “Real” Bingo Boards & Materials.**

On commercially produced “Bingo cards” (5 x 5 matrices), any five numbers 1-15 appear in the first column, labeled “B;” five between 16 and 30, in the second, “I”; four from 31 to 45, in the middle (“N”); five from 46 to 60, in the fourth (“G”); and five from 61 to 75, in the last (“O”). Game markers may be chips or other appropriately sized pieces. There may be “caller cards,” wooden balls, or other printed objects that come from mechanical devices.



Distribute “Bingo Cards” to individuals or pairs. Play a game or two in the traditional way: a “caller” picks at random and calls out letters-numbers, like B-2; I-16; N-40; G-54; O-72; etc. If they can, players cover or mark those items on their *Bingo Cards*. The object is to cover or mark boxes in a pre-specified pattern—most often 5 in a row, column, or diagonal line, but sometimes in a border pattern, the four corners, the whole “card,” etc. To win, the first person to call out “Bingo” must read aloud the correct items in their “Bingo Line.”

**2. Use “Real” Bingo Boards & Materials to Play Knowledge-Quiz Games.**

For the content area to be taught/learned, obtain or compile lists—or question cards—of 75 relevant questions in a feasible format: T/F, multiple choice, *wh-*). Letter-number them B-1, B-2, B-3; I-16, I-17; etc.—ending with O-74 and O-75. The material may come from a pre-prepared source, like a textbook-review section, the INS list of 100 questions, “important trivia” games of knowledge, etc. (A more sophisticated compiler might divide the material into five sub-topics, labeled B, I, N, G, and O.) Make sure the answers are available.

Competitors (individuals, pairs, or teams) number their “Answer Sheets” B-1 to O-75. In random order, a “caller “quiz-master” reads aloud *Bingo* letter-numbers, followed by the corresponding questions. Participants write each response on the appropriate lines on their sheets; these are judge right or wrong immediately.

*If they responded correctly to a question, those with the matching letter-numbers on their Bingo Cards cover or mark those boxes—in an attempt to be the first to “get Bingo.”*


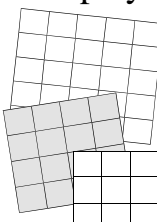
To follow up after an appropriate number of rounds of a *Knowledge-Quiz Bingo Game*, participants can try to (recall and) supply the corresponding questions for the correct responses on their *Answer Sheets*.

Answer Sheet for  
“Knowledge Bingo”

B-1. \_\_\_\_\_  
 B-2. \_\_\_\_\_  
 B-3. \_\_\_\_\_  
 ....  
 I-16. \_\_\_\_\_  
 I-17. \_\_\_\_\_  
 ....  
 O-74. \_\_\_\_\_  
 O-75. \_\_\_\_\_



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 I = Bingo & Lotto Learning Activities, *Continued*

Available Materials	Possible Uses & References
<p></p> <p><b>Continued.</b></p> <p><b>Purchased, Pre-Prepared, or Learner-Produced Bingo or Lotto Grids (3 x 3, 4 x 5, 5 x 5, or 6 x 6) of Traditional and/or Educational Content.</b></p> <p><b>Corresponding (Identical or Associated) Caller/Matching Cards.</b></p> <p><b>Game Markers?</b></p>	<p>3. <b>Purchase or Prepare Educational Bingo/ Lotto Grids &amp; Caller/Matching Cards.</b> The content of such material varies widely: numbers, icons, alphabet letters, phonetic symbols, words with contrasting phonemes, vocabulary, etc. To make educational <i>Lotto/Bingo Caller/Matching Cards</i>, cut or use cards of the same size or slightly smaller than the boxes of the <i>Bingo/Lotto Boards</i> (matrices or grids). On each, draw or paste a visual of an item that students know or should learn to name, say, and/or spell. You may or may not want to print words for the pictures on the front or back of each <i>Card</i>—in alphabet letters and/or phonetic symbols. There should be at least as many—and probably (many) more—<i>Cards</i> than there are boxes on each <i>Bingo/Lotto Board</i> to be used for play.</p> <p>To make corresponding educational <i>Bingo/Lotto Boards</i>, decide on the number of boxes each grid should contain: nine (3 x 3), sixteen (4 x 4), 25 (5 x 5) or even 36 (6 x 6)—depending on the content and purposes of activities and/or proficiency levels of learners. Place pictures, words, and/or symbols in random order on each <i>Board</i>; make each one unique.</p> <p>4. <b>Play Lotto or Bingo.</b> As an educational activity, <i>Lotto</i> requires visual perception or reading. To set up a simple round, give each person a different <i>Lotto</i> board. Place the corresponding cards face up in an accessible location. At a signal, participants pick up cards and place them on the appropriate boxes of their grids, covering the identical or associated images. The first person to cover all boxes in a horizontal row, a vertical column, a diagonal line, or another agreed-upon pattern wins if s/he can correctly identify the relevant items. (At another time, players might draw cards one at a time from a face-down stack to try to place on their individual <i>Boards</i>, be dealt cards to put on <i>any Lotto Boards</i>, or . . . ?)</p> <p><i>Bingo</i>, in contrast, requires accurate listening comprehension and/or pronunciation. One person in each group shuffles the <i>Caller Cards</i>; the others get one <i>Bingo Board</i> each. <i>Bingo</i> markers are provided. One by one, the <i>Caller</i> says the items and—if necessary, shows the images. If they have identical or matching items, players place markers on the relevant boxes on their <i>Boards</i>. The first to cover a <i>Bingo Pattern</i> wins—if s/he can identify the winning items correctly. That person gets to be the next <i>Caller</i>. As a variant <i>without Caller Cards</i>, each player in turn might call out an item from his/her <i>Board</i> for others to cover.</p> <p>(<i>Idea A = Phonics Bingo</i> on pages 1-3 of <i>Doing Without the Photocopier</i>)                  (<i>Idea H = Information Bingo</i> on pages 22-24 of <i>Doing Without the Photocopier</i>)                  (<i>Idea Bb = Lots of Lotto</i> on pages 7-12 of <i>Still Doing W/O the Photocopier</i>)</p> <p>5. <b>Have Learners Make Their Own Bingo/Lotto Boards.</b> Before playing <i>Bingo/Lotto</i>, have learners make their own unique <i>Boards</i> from “dictation.”</p> 



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**J = Cultural Content Realia**

Available  
Materials

## Possible Uses & References

**J**

**Print Realia Useful in Everyday Like Menus, Greeting Cards, Post Cards, Ads, Signs & Billboards, etc.**

- 1. Collect and/or Have Learners Bring in Useful Realia of Equivalent Size & Difficulty.** “Realia” might be defined as “items created and produced for practical, real-life (not specifically pedagogical) purposes; *print realia* might include greeting cards, post cards, photographs, print ads, brochures, signs, menus, etc. In *any* language, it is likely to contain teachable/learnable *content* and/or to reflect cultural knowledge—in regard to history, geography, current events, politics, customs, celebrations, humor, and the like.

First, show or pass around a variety of *realia* types. Have participants identify them as to their uses, purposes, cultural meaning, and the like. Then decide *what kind* of realia to focus on; discuss its significance with participants. Collect—and/or have others (help) gather—items of that kind from free or low-cost sources and/or personal collections. In turn, everyone can show and describe what s/he has contributed to the collection—and why s/he chose those things.

On transparencies or handouts, copy (perhaps enlarged) one to a few of the most typical items to go over with the group. Use proven reading–comprehension and/or oral skills instructional techniques to make sure everyone understands the purposes, main ideas, and important supporting details of the sample items. (*Part 7 = The Point of Personal Communication* on pages 109 to 117 of *What’s the Point, Book One*) (*Idea Tt = Real Reading Types* on pages 99-100 of *Still Doing W/O the Photocopier*)
- 2. Use a Realia Collection as a “Reading Kit.”** If helpful, organize the included items according to sub-types. Then number or letter them in meaningful order. After reviewing the general significance of the chosen *realia* type, list appropriate main-idea questions to answer about each item, perhaps at the head of columns on individual or group *Answer Sheets* to fill in. For example, for *greeting cards*, a useful, filled in chart might look like this:

Card Number	What occasion is the card for? (What kind of card is it?)	What kind of person sent it? To whom?	Describe the pictures.	What typical special occasion words appear on it?	Would you give or send this card? If so, to whom?
1	Sickness—It’s a Get-Well card	A friend—to a sick person	Cartoon animal. A chicken in bed	Get-Well, advice, feel better	Probably—if they can get the joke.
2	A birth announcement	New parents—to relatives & friends	Cute, little pictures of a child, animals . . .	6 pounds, 11 ounces, 19 1/2 inches, proud parents	Not yet—maybe in ten years or so.
3	The anniversary of a marriage	A friend—to a married couple	Cute drawing of two cats	anniversary, together, husband, wife, wonderful	Yes—to my aunts and uncles or parents.
4	A birthday	Relative—to his sister.	A photo of a road	50-year-old, age, happy birthday	No. It’s mean to joke about age.

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**J = Cultural Content Realia, Continued**

Available Materials	<b>Possible Uses &amp; References</b>	
<p><b>J</b></p> <p><b>Continued</b></p> <p><b>Print Realia Useful in Everyday Like Menus, Greeting Cards, Post Cards, Ads, Signs &amp; Billboards, etc.</b></p>	<p>Pass around the items for individuals, pairs, or groups to look at and discuss. For each piece of realia, they jot down their responses. Finally, collect the items and show them again (in order). Learners contribute their best ideas and discuss what they have learned and think. (<i>Idea Z = Greeting Card Culture</i> on pages 76-77 of <i>Doing W/O the Photocopier</i>) (<i>Idea Yy = Commercial Success</i> on pages 122-125 of <i>Still Doing W/O the Photocopier</i>)</p> <ol style="list-style-type: none"> <li><b>Use a Realia Collection for Oral-Skills Roleplay.</b> Have participants in groups use different collections of <i>realia</i> to make up short “skits” that involve the items in “real life.” (<i>Idea I = Realia Roleplay</i> on pages 25-27 of <i>Doing Without the Photocopier</i>)</li> <li><b>Use Several Sets of Realia for an Information Scavenger Hunt.</b> Place several items of <i>different</i> kinds of <i>realia</i> on separate tables in the room. Supply groups of participants with lists of “things to find” (bits of information from the materials)—perhaps in the form of questions to answer. Together, they move from one table to another to find and write down the necessary info or answers. The whole group goes over the information together. (<i>Idea M = Information Scavenger Hunt</i> on pages 37-39 of <i>Doing W/O the Photocopier</i>)</li> <li><b>Create and Make Use of One’s Own Realia.</b> After participants have gained familiarity with the features of various kinds of <i>realia</i>, they can make up some of their own—individually, in pairs, and/or in groups. They can present these orally to audiences, who take notes, make comments, ask questions, and evaluate their creations. (<i>Mini-Speeches 4.E</i> on page 74 of <i>Before Speaking</i>)</li> </ol> <p>The same participant-created <i>realia</i> can be used as a “reading kit,” as described above.</p> <ol style="list-style-type: none"> <li><b>Make Use of Realia in Ways Suggested for Other Materials.</b> See especially pages B (Pics of Individual Items), C (Visuals of the Same Kind), and E (Equivalent Amounts of Info).</li> </ol>	