

Go-Giving Teacher-Resource Workshop

Focus on **phonics**spelling

Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.

How's that for a workshop title under ten words? A more complete banner might be: Use What You Have / Give What You Got. / Take What You Need. / Share What You Own. / Hear What You Want. / Learn What You Can. / Teach What You Know.

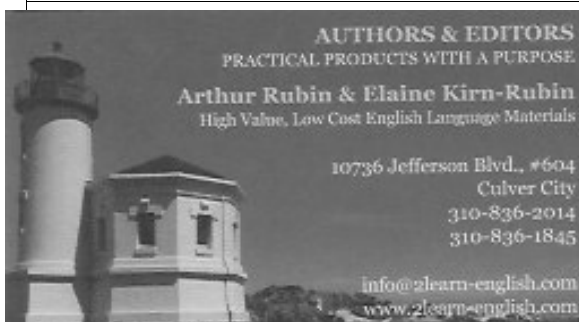
As the world (economy, administrators, mentors, learners, and everyone else) “matures,” the need to “put it all together” grows. So many of us seem to want to “make it come out even,” to match our offerings to others’ necessities and desires; to save time, energy, and money; to preserve, distribute, grow, and go beyond our *Life’s Work*—in the presenters’ case, *Our Language-Teaching & Learning Legacies*.

We (veteran educators, go-givers) propose to lay it all out there: samplings of over 45 years of collected concepts, ideas, experience, and materials (game boards, picture books, puzzles, card decks, posters, photos, videotapes/CDs, handouts, and many more reuseables) for attendees to choose from, hear and suggest creative uses for, and take away to contribute to the greater good. Organizing outlines to complete will be supplied—along with logistics for group interaction that mirror the excitement organized communication tends to provide.

50-Word Summary for Conference Book:

We'll *begin at the beginning* (word-level reading, writing, and vocabulary); organize reusable, recyclable, disposable materials, procedures, goals, and outcomes; give, get, and exchange; and make it all come out even. It's all based on proven methodologies and well-researched content created by instructors with over 45 years of experience.

KIND OF MATERIALS WITH POSSIBLE USES:	pages
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Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
Focus on phonicspelling & Word-Level Instruction

A = Cluttered Pictures

Available Materials

Possible Uses & References

A

Cluttered Pictures = Scenes with Many Things (Going On) in Them Pages from Children's Picture Books, ESL Dictionaries, etc.

1. **Classify Sounds and/or Letters.** Participants make phonics charts (initial or final consonants? vowel sounds? numbers of syllables or syllable-stress patterns? compound words?) for items and activities named by *-ing* gerunds in scenes. (In addition to large colorful pictures from children's books, useful cluttered pictures scenes might be found in calendars, in ESL picture books, in "Find the Differences" puzzles, and the like. If there are not enough items to work with in a single picture, perhaps a series of them can be supplied.)

(Idea B = Phonics Pictures on pages 4-6 of *Doing Without the Photocopier*)

To check their work in each column, competitors in turn read—and spell—aloud their items. Listeners find them and tell their locations. They might also cross off words others have listed—and get "points" for those no one else has thought of.

Following are sample *Chart* formats with Column Heads related to *phonicspelling*. The few filled-in sample "answers" are based on the "Cluttered Picture" on the next page. *Can you complete the chart with words from the picture?*

Instructions: Fill in the words from the picture that start with these letters:

b	c	ch	d	f	g	h	j	l	m
bike	climb	chat		flag	gate	happy		light	mow
beer	cook							ladder	

NOTES: [1] Another chart at the same level of difficulty might include the *Column Heads* n, p, r, s, sh, t, v, w, y, z.

[2] With any *Initial-Letter Chart*, the decisions to be made are whether or not to include vowel letters, initial consonant clusters (blends), parts of speech other than nouns, and/or multi-syllable and compound vocabulary items.

Instructions: Fill in the words from the picture with these vowel sounds:

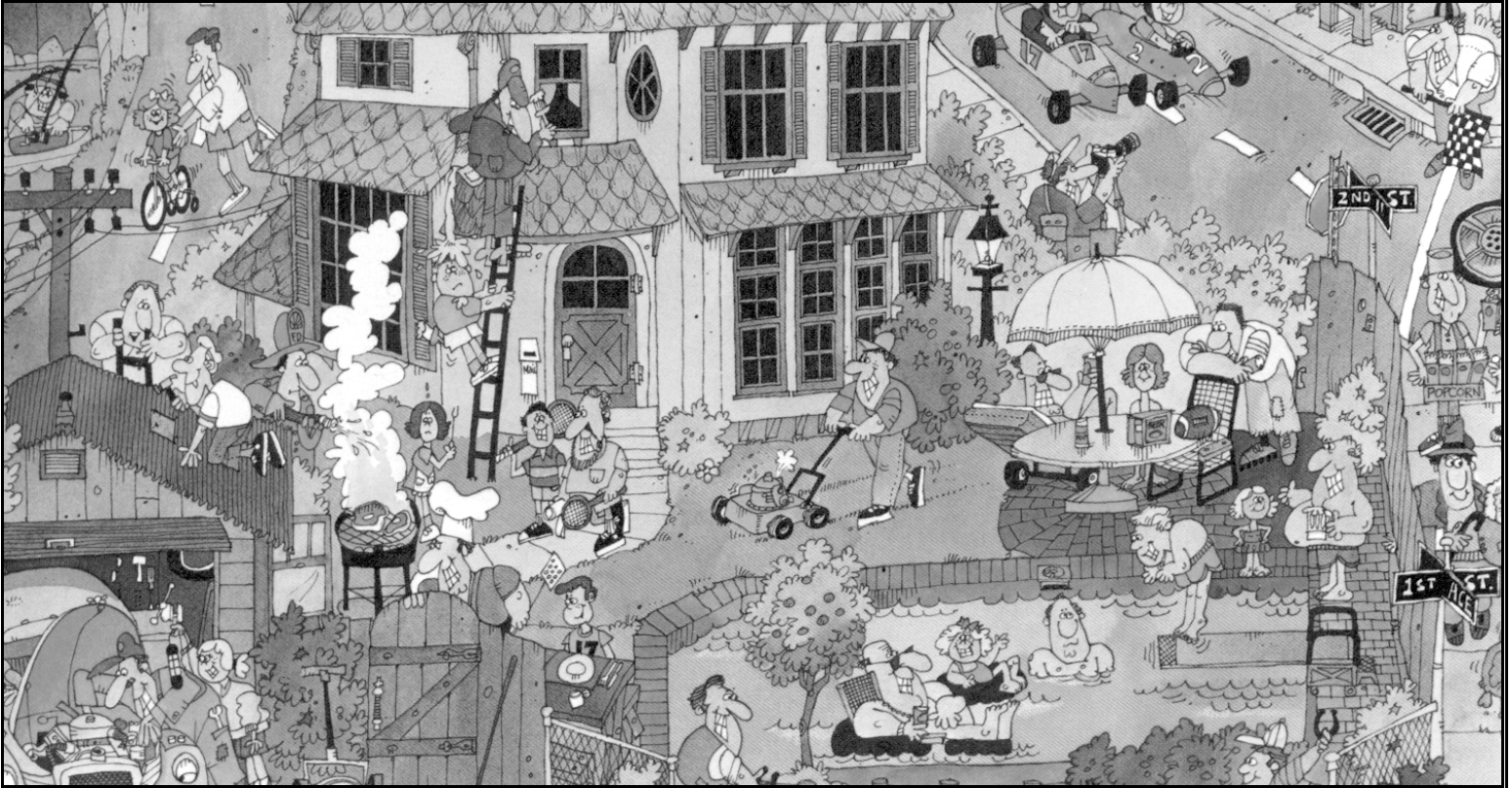
ă = /æ/	ě = /ɛ/	ĩ = /ɪ/	ö = /ɑ/	ū = /ʌ/	ā = /eɪ/	ē = /i:/	ī = /aɪ/	ō = /oʊ/	ū = /u:/	ou = /uo/	oi ^w = /ɔɪ/
ladder	umbrella	windows	popcorn	shutters	gate	people*	climb	smoke	roof	lounge	boys
grass	chef	spill	talk	above	chair		smile	motor	pool		noise
			garage				sign*	door*			

NOTES: [1] Another chart at the same level of difficulty would might also include the *Column Heads* ōō = /ʊ/, û(r) = /ɜ(r)/.

[2] With any *Vowel-Sound Chart*, both dictionary respelling and (=) IPA sound-symbols may be displayed above.

[3] Learners can be directed to include *only* one-syllable words (with regular or spellings)—and/or multi-syllable words with less common or unusual spellings in the stressed syllable. [4] Vowel sounds that some speakers pronounce the same (e.g. ö = /ɑ/ + ô = /ɔ/ and complex vowel sounds before -r like â(r) = /e^ɔ(r)/ or /ɛ^ɔ(r)/) may or may not be combined.

Possible Uses & References



2. The classic *Game of Categories* is rarely played with pictures, but dictionaries may help. Competitors create and fill in columns of charts headed by initial letters or other phonics features that fit the classifications listed to the side.

A

Cluttered Pictures, Cont. = Scenes with Many Things (Happening) Like Pages from Cartoon Calendars, Jigsaw Puzzle Solutions, etc. OR Category Charts without Visuals

Instructions: Fill in the chart with words for the Categories listed to the left that start with the initial letters above the Columns.

	a	b	c	ch	d	e	f
People/Animals	<i>actor</i>	<i>boy</i>	<i>cat</i>	<i>chauffer</i>	<i>dog</i>	<i>elephant</i>	<i>farmer</i>
Places			<i>cemetery</i>	<i>cholesterol</i>			
Things to Eat/Drink							
Everyday Objects		<i>bowls</i>					
Things to Do (Verbs)	<i>accept</i>				<i>drown</i>		
Describing Words	<i>able</i>			<i>cheap</i>		<i>eastern</i>	

NOTES: [1] The letters or phonetic symbols at the tops of columns can—but don't have to—spell a word from left to right. (Some *disadvantages* of using a real vocabulary item include: repetition of vowel letters, inclusion of letters unusual at word start, omission of sounds/letters important to phonic spelling.) [2] In contrast to *Classification Chart* activities focusing on phonetic features, those *not* based on visuals tend to emphasize vocabulary acquisition, perhaps including dictionary use or word lists rather than phonics, spelling, or oral reading. They can follow the rules of the classic pencil-and-paper (competitive party) *Game of Categories*. [3] After the words are read aloud, an "advanced" follow-up would be to identify the (number of) distinct sounds formed by the initial letters—and other phonics features.

Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
 Focus on phonicspelling & Word-Level Instruction
B = (Pics of) Individual Items

**Available
Materials**

Possible Uses & References

B

Pictures of Individual Items (of a Category—e.g., Food, Substances, Furniture, Household Items, Playthings, Structures, Kinds of Weather, Activities, Items Suggesting Adjectives, etc.) —or Actual Objects (e.g., Miniatures, Small Parts, Containers of Substances, etc.)

- 1. Communicate Vocabulary Info.** Start passing each (numbered) picture or item around the room, telling the first person what it is or represents and how it is spelled. That person repeats its name and spelling as s/he shows it to the second person, who passes it to the next participant while pronouncing and spelling its name, and so on—until it reaches and is collected at the beginning of the circle or chain. Eventually, there should be at least as many pictures/things circulating as there are learners, who can list the item names next to the appropriate numbers in a list. Finally, collect the pictures or items and show them to the whole group, reviewing the relevant vocabulary words and their spelling. (*Idea T = Vocabulary Chain* on pages 58-60 of *Doing Without the Photocopier*)

(If the items have been organized beforehand according to targeted phonics patterns, learners can list the words in the appropriate columns of charts—with or without additional words.)

	1. æ = ä	2. e = ë
1a	matches	2a (lead) pencils
1b	glasses	2b a feather
1c	a hand fan	2c bread or a bread
1d	cameras	2d a bell

- 2. Classify Items.** Participants (in pairs or groups) put names of items into “Kinds of Nouns” Charts, remembering that gerunds (uncountable nouns) can name activities. (*Activity Two = “Classifying Kinds of Nouns”* in *Kinds of Nouns Idea Book*, p. 12)
 Also, individual items can be classified by *meaning* categories, such as *Kinds of Food (Beverages, Main Dishes, Carbs, Produce, Desserts, etc.)*; *Kinds of Animals (Mammals, Birds, Reptiles, etc.)*; etc. Alternatively, the words suggested by the items can be listed according to their *Parts of Speech* (most likely, *Nouns, Verbs, Adjectives, Adverbs, Other*). Each group shows and explains its categorization decisions to others, who may suggest different ways to group them. Once all the pictures or objects have been classified, learners work together to list their correct spellings—perhaps according to predetermined phonics/spelling features (*Initial or Final Sounds, Vowel Sounds or Spellings, Numbers of Syllables or Syllable-Stress Patterns, etc.*) At another time, they can name items or show their spellings so others can compete in finding the corresponding pictures or objects.
- 3. Remember Vocabulary.** Allow time to examine the items; then cover or put them away. Participants list them from memory. (*Activity 1 = “The Game of Memory”* in *Chatzka Games*, pp. 7-9) (*Idea Ll = Odds & Ends* on p. 66 of *Still Doing w/o . .*) They then use their lists for scoring and other review

Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
 Partial “Answer Key” for Materials-Giveaway Workshop
C = Visuals of the Same Kind

**Available
Materials**

Possible Uses & References

C

[**Note:**
These activities are for “advanced” learners about to formulate ideas in phrase or short sentence form.]
Visuals of the Same Kind with Similarities/ Differences e.g., Calendar Pages, Picture Postcards, One-Frame Cartoons, Nature, Structures, Interiors, Animals, Vehicles, Plants, etc.

1. **Tell the Topic or Point in One Word or a Phrase.** Distribute (numbered or lettered) pictures to individuals, pairs, or groups, who write a useful caption—a word or phrase—for their visual that “captures its essence,” perhaps on a board. Display visuals. Listeners or readers try to match the captions with the pictures. (*Idea O = Picture Captions* on pp. 43-45 of *Doing Without the Photocopier*)

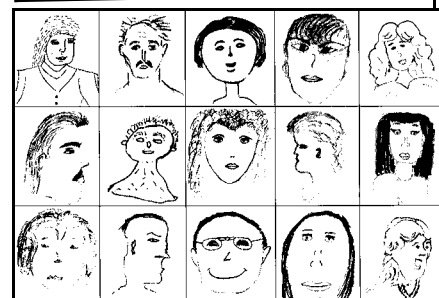
Note: If the pictures already *have* short captions, these can be cut off or covered—and simplified and) copied in a numbered list. After participants have written their own words, these can be compared with the originals.

2. **Use Language to Help Others Visualize or Identify.** Distribute numbered or lettered visuals. Participants prepare lists of words from general to specific: first those that apply to *all* pictures and then specifics that will identify each *individual* visual’s unique features. As learners read or hear each list, they try to match it with its picture quickly, adding items and/or suggesting editing if possible.

(*Idea P = Chain Writing with Visuals* on pages 46-48 of *Doing W/O the Copier*). As with all activity ideas on this page, the collected or compiled word lists can later be used for word study—in regard to *pronunciation, word and phrase one- and multi-syllable phonics patterns, spelling rules, parts of speech, and vocabulary meanings and uses in contexts.*



3. **Compare & Contrast.** Each pair of participants gets *two* of the visuals. As fast as they can, they compile a list of words that name *similarities* (what the pics have in common) vs. *differences* (how they *contrast* with each other.) Then they pass on *one* of the pictures to another pair and get a different one from two other participants. Using their first (edited?) list as a model, they compile two more lists, copying and/or adapting the similarities and differences.



Later, items on the collected lists can be analyzed, classified (according to phonics or spelling features or meanings), and used for word-level activities.



Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
 Partial “Answer Key” for Materials-Giveaway Workshop
D = Sequenced Steps in Word Games

**Available
Materials**

Possible Uses & References

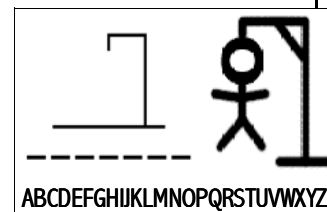
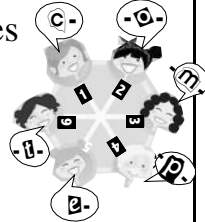
D

[**Note:** In the word-level version of the *Use Whatcha Have. . . Workshop Handout*, this page replaces **D = Sequenced Pictures/Text Segments.**]

These spelling word games require just paper and pencil, a board and markers, or no materials at all.

Another possibility is a *Spelling Bee*.

1. **Play the “Game of Ghost.”** In an oral-spelling amusement that utilizes knowledge of *word parts* and *spelling by the rules*, players take turns saying *one letter* in sequence *without* coming to the end of a word. Someone who completes a word or cannot add a letter that keeps process going loses the round and is considered “one-third (1/3) of a ghost.” The competitor who defaults twice more in this way, becoming “two-thirds = 2/3” and finally “3/3 of a ghost,” *disappears* from the game. If the game is played in *written* form, participants add one letter at a time to sequences they are printing on cards circulating around the group. (*Idea S = Spelling by the Rules* on page 132 of the **phonicspelling** *Everything to Know (Now)* . . . *How-to Resource Book*)
2. **Guess-the-Item.** In a classic vocabulary-guessing game called *Hangman* (an example of which is the TV game-show *Wheel of Fortune*), one or more players try to discover a *mystery item* by spelling it out one letter at a time. The “puzzle solution” is represented by the appropriate number of blanks or boxes. In turn, one or more guessers say a letter. If his/her guess is correct, it is entered into the appropriate space(s). If the proposed letter does *not* appear in the solution, however, that player gets a penalty tally—which may be part of a diagram resembling a hanging figure; so that they don’t repeat it, everyone crosses out (eliminates) that wrong letter from his/her copy of the alphabet. The same or next person makes another guess—until the mystery is solved or the penalties add up to failure. Many fun puzzles of this kind for language learners are available online—and there are templates for them on p. 186 of the **phonicspelling** *Everything to Know (Now)* . . . *How-to Resource Book*.
4. **Spelling Bees.** In its classic form, “a **spelling bee** is a competition where contestants, usually children, are asked to spell English words” (http://en.wikipedia.org/wiki/Spelling_bee). There are online variants and instructions for less threatening classroom forms at sites such as <http://www.learner.org/interactives/spelling/>, <http://www.quia.com/pop/13123.html>, <http://www.visualthesaurus.com/bee/>. Used as part of a word-level curriculum, *Spelling Bee* procedures can be adapted so that participants “compete” in teams, are given helpful pedagogical clues either before or while they’re trying to spell items, have *HelpLines* like some of those in TV quiz shows, and/or are asked to do other things (e.g. define, use in context) with given word-level items.



Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.

Partial “Answer Key” for Materials Giveaway Workshop

E = Equivalent Amounts of Info

Available
Materials

Possible Uses & References

E

Equivalent
Amounts of
Information,
such as
**Alphabet
Letters,
Sound-
Symbols,
or Letter
Sequences**
Printed on
Cards, Tiles,
or Dice—
home-made
or from
commercial
games like
**Scrabble,
Letter Cubes**

1. Use Alphabet Letter or Letter-Combination Cards (with Numerical Values).
At a (smaller than) word level, the most likely types of “equivalent info” are letters of the alphabet, sound-symbols, or letter sequences that can be further combined into syllables, word parts, words, and open compounds.

Instructions for phonicspelling Card Packs & Games

➔ The rectangular shapes on this and the next page, perhaps copied onto card stock, can be used to create as many packs of 96 one-sided or 48 two-sided (miniature or enlarged) LetterCards as needed. These are intended for use in cooperative/competitive games that enable players (language learners) to practice correct spelling by arranging letters.

In an approximation of their frequency of occurrence in written English, here are the numbers of cards displaying each letter of the alphabet. The two blanks on the next page can be used as Wild Cards—and additional (empty) letter-cards of the same size or can be easily added.

7 a's	2 b's	3 c's	2 d's	9 e's	2 f's	3 g's	3 h's	6 i's	2 j's	3 k's	3 l's	3 m's
5 n's	6 o's	2 p's	2 q's	5 r's	5 s's	5 t's	2 u's	2 v's	1 x	2 y's	1 z	

phonicspelling: EVERYTHING to Know (Now) about Teaching & Learning American-English Phonics & Spelling
ISBN 978-1-934037-37-1 For more info, go to www.authorsandeditors.net. E-mail at 2learn-english.com 195

Instructions for phonicspelling Card Decks & Games

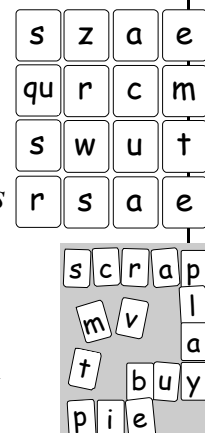
➔ A chart on the other side of this page shows how many copies of each letter there are in a pack of 96 Letter Cards for Spelling. Also, for games that base scoring on spelling difficulty, each letter displays a small number in the corner: the most common letters “count” only one point each, while those that occur (a lot) less frequently words are “worth” more. The following chart shows the “values” that could be assigned to the 26 letters.

a=1	b=3	c=3	d=3	e=3	f=4	g=2	h=2	i=1	j=5	k=3	l=3	m=3
n=1	o=1	p=3	q(u)=6	r=1	s=1	t=1	u=2	v=4	w=4	x=6	y=4	z=6

Ideas for games to play with Letter Cards for Spelling are on the following two pages 197-198. These are intended to be flexible, multi-level instructions inviting adaptation.

phonicspelling = /auk/ 'p'e'iq, W = d'ibayn='d'auy' = Card Packs & Games 196

If the letter cards or tiles available for play display word elements in their relative frequency in the language, they can be used—with or without *Scrabble*-like boards—for competitive games like *Quiddler*, *Solitaire Spelling*, *Anagrams*, *Vocabulary Snake*, *Grab Unscrambled Words*, *LetterCard Ghosts*, and so on. (Idea W = *Card Packs & Games* on pages 197-198 of the *phonicspelling Everything to Know (Now) . . . How-to Resource Book*) (websites like www.setgame.com/quiddler/index.html, <http://en.wikipedia.org/wiki/Anagrams>, www.tjgames.com/alphagames.html.) Games based on the same principles can also be played with materials from commercial sets like *Boggle*, *Yahtzee*, *Spill 'n Spell*, *Letter Dice*, and the like.



Elaine Kirn-Rubin & Arthur E. Rubin. 10736 Jefferson Blvd. #604,
Culver City CA 90230-4933. Tel. 310-836-2014 FAX 310-836-1845
e-mail info@2learn-english.com www.2learn-english.com



Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
 Partial “Answer Key” for Materials-Giveaway Workshop
 E = Equivalent Amounts of Info, *Cont.*

Available
Materials

Possible Uses & References

E

Continued.
 Equivalent
 Amounts of
 Info, such as
**Alphabet
 Letters**
 printed two
 to a card, as
 in *Scrabble
 Crossword
 Dominos*

2. **Make & Use Letter- or Word-Part Domino Cards.** Card-stock rectangles of the same size and shape can be used to create packs of two-sided *Letter-Domino Cards*—like the samples below, which are patterned after the pieces of *Scrabble Crossword/Dominos*. (Note that each of the following reduced pages from *phonicfpelling* shows only one side of 28 separate cards.)

Instructions for phonicfpelling Card Decks & Games

The two-part rectangles on these four pages, perhaps copied onto card stock, can be used to create a pack of 56 two-sided *Letter-Domino Cards*. Patterned loosely after *Scrabble® Crossword/Dominos™*, the same letters are displayed horizontally on one side of each card and vertically on the other. Their numeric letter values, inversely indicative of approximate frequency of the letters in written English, are like those on the *Letter Cards for Spelling* on pages 195-196. These may be useful in games with scoring.

The elongated two-part Cards are intended for use in *Letter-Domino* activities that enable language-learning participants to practice correct spelling by arranging them into real words that intersect in *Crossword* fashion. Because the same letters appear on both sides, they can be placed either across or down. Some ideas for *Domino-Letter-Card* game procedures and rules are on pages 203-204.

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 ISBN 978-1-934637-37-1 For more info, go to www.authorsandeditors.net. E-mail at zlw@arn-english.com.

Instructions for phonicfpelling Card Decks & Games

The 28 two-part vertically arranged rectangles on this page are designed to be printed on the reverse sides of the horizontal *Letter-Domino Cards* on the previous page—maybe on card stock for durability. The same two letters appear in the same order on both sides—so the Cards can be arranged in either direction in a *Crossword* activity. Because of their design, the elongated tile-like shapes are suited to the creation of words of any length whose letters go from left to right or from top to bottom.

Only letter combinations that start with *a-i* appear on the rectangular shapes on pages 199 and 200; those beginning with letters from the second part of the alphabet—printed on both sides of the same number of *Letter-Domino Cards*—are on pages 201-202. To make card games like those suggested on pages 203-204 more interesting, one or more two-sided blanks to serve as *Wild Cards*, perhaps like the template to the right, could be added.

phonicfpelling = fonk' sp'ing, W = @bny#idawv*7 = Card Packs & Games 202

If elongated two-part *Cards* each display two letters or letter combinations that spell syllables, participants can practice correct spelling by arranging them into real words that intersect in *Crossword* fashion. (Because the same letters are on both sides, they can be placed either across or down.) Some ideas for *Domino-Letter-Card* game procedures and rules are on pages 203-204 of *phonicfpelling*—and at sites like <http://www.dominogames.com/dominorules/>. Similar steps may also work in first-and-last sequencing activities on targeted language topics like *compound vocabulary items* or *transitive verbs + objects*. In some cases, the cards can even be arranged in closed circles. (*Idea Gg = Vocabulary Chains & Dominos* on pp. 37-41 of *Still Doing Without . . .*) (*Transitive Verbs w. Noun Objects*)

Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
Partial “Answer Key” for Materials-Giveaway Workshop
E = Equivalent Amounts of Info, Cont.

Available
Materials

Possible Uses & References

E

Continued.
Equivalent
Amounts of
Info, such as
phonic/spelling
Principles in
Sentence
Strips;
Vocabulary
Lists
Illustrating
Principles
Like Initial or
Final
Consonants,
Vowel
Sounds,
Rhyming-
Word Sets,
etc.

- Match Word Parts.** Divide (large-print) vocabulary-item cards into two approximately equal halves, taking care that their spellings contain sufficient “clues” for matching. Use only enough matching halves as there are participants; distribute them to individuals. Everyone finds his/her partner (the person with the rest of the word). After writing their item on a board, each pair gives a brief “presentation” on it, explaining how they knew that the halves go together—and including the item’s spelling, pronunciation, meaning, and use in context.
- Pronounce & Listen Effectively to Pedagogical phonic/spelling Information.** Distribute one “sentence(s) strip” to each person: for word-level instruction, these can be short phonics/spelling statements such as “There are only 26 letters in the English alphabet but over 40 sounds.” “The vowel letters *a, e, i, o, u* (and sometimes *w* and *y*) combine to produce 15 or more vowel sounds.” “The *digraphs ch, ng, sh, th, and wh* most often represent one sound each.” “Homographs have the same spelling but different pronunciation and meanings.” “Compounds are composed of 2 smaller words with separate meanings.” If helpful, review *pronunciation principles*, especially those pertinent to syllable stress/reduction, rhythm, or sentence focus. With help, everyone practices what s/he is going to say. In turn, individuals “present their content.” Listeners take notes and ask relevant questions to demonstrate that they “get it.” A “follow-up quiz” with additional interaction will ensure productive use of the material. (*Idea Nn = Focus on Sentence Focus* on pp. 76-78 of *Still Doing Without the Copier*).
As is often the case, a “chain feature” may be added to this activity, especially if participants arrange themselves in a circle or line. As soon as each person has completed his/her contribution, the next person repeats, edits, and/or paraphrases what s/he understood—before adding the next piece of info or link in the chain.
- Divide and Make Use of Vocabulary Items from Lists.** Divide an extensive list of vocabulary items (perhaps in categories like *Initial Consonants, Vowel Sounds, Compounds*, etc.) into groupings of equal size. Each “team” gets one. Group members work together to “do something” with the items in their lists—such as produce “silly sentences” containing *only* words with those features, compile lists of definitions or fill-in sentences to match with their items, etc. Teams then exchange their creations to solve or do something else with.

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

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 word-level content to be learned—*letters of the alphabet, examples of phonics patterns or principles, vocabulary items, signs, phonicspelling questions to answer*, and 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 directives, 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. Pictures of Individual Items*.

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 aspects of the targeted content will repeat itself two to four times. They can also be reused later in 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 6 Different Card-Deck Designs*) (Any Authors & Editors’ **Alphabet Answers** or **phonicspelling Card Packs + Activity Idea Books**)
- 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, oral reading, comparison*, etc. Some of the many word-level language elements that can be matched are: *symbols + their meanings; alphabet letters; phonetic symbols vs. letters; parts of compounds; rimes in word families; rhyming words; prefixes + word stems + suffixes; subjects + verbs; transitive verbs + objects; homophones; synonyms; opposites; related parts of speech; visuals vs. text; related 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.”

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

Available
Materials

Possible Uses & References

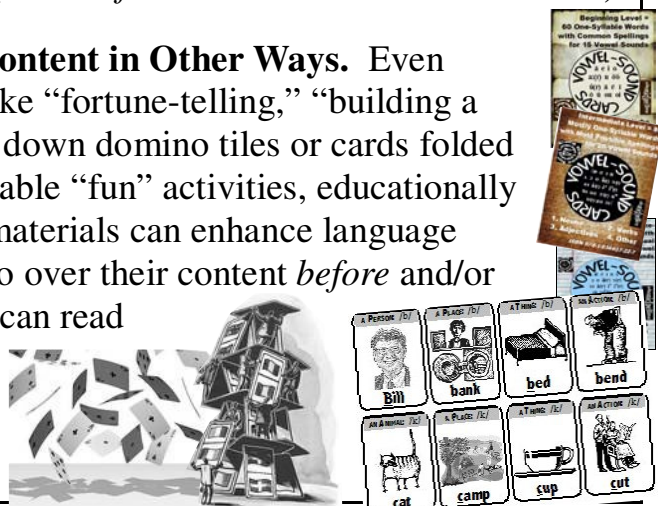
F

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

3. **Play Cards!** “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 *Old Maid*, *Concentration*, *Slap/Snap*, etc. Procedures for such games are easily found in books and/or online—at sites such as <http://www.pagat.com/>. (*Ideas R & S = Vocabulary Concentration & Word Matching* on pages 52-63 of *Doing W/O the Photocopier*) (*Alphabet LetterCards AaAa to ZzZz*) (*Verb-Form Card Decks*).

Most children’s and classic card competitions involve matching items (cards or tiles) in *sets of four* called “books” or “tricks.” In traditional 52-card decks containing the four suits ♣♠♥♦, there are 13 “ranks”—*Ace, Two through Ten, Jack, Queen, and King*. Such decks—and educational materials that mimic their design—can be used to play *Go Fish*, *D-O-N-K-E-Y*, *Crazy Eights*, *Solitaire*, *Mah Jong*, etc. If the chosen materials *also* involve *ranking* and/or *numerical card values* (e.g., *traditional card decks; alphabet letter cards; 13 or more sets-of-four words beginning with the same letters, which can be alphabetized, etc.*), they can be used for almost *any* kind of card game, including *War, Hearts, Rummy, Blackjack, Poker, Bridge, Canasta*, and many more. (*Idea Ff = Card Decks & Games* on pages 30-36 of *Still Doing Without . . .*) (*Creative Card Decks & Games: How to Create, Produce, & Make Effective Use of Six Different Card- Deck Designs*) (*Alphabet LetterCards AaAa to ZzZz*) (*phonic/spelling Initial-Consonant Cards*) (*phonic/spelling Vowel Sounds & Spellings Cards*) (*Rhyming-Word Card Decks A-L*) (*Kinds-of-Nouns Card Decks A-M & N-Z*).

4. **Use Playing Cards with Educational Content in Other Ways.** Even when used for non-card-game pursuits, like “fortune-telling,” “building a house of cards,” setting up and knocking down domino tiles or cards folded lengthwise, “flipping cards,” and comparable “fun” activities, educationally designed playing cards and comparable materials can enhance language learning. For example, participants can go over their content *before* and/or *after* “playing with them” in other ways, can read them aloud *as* they are used, and/or can “set them up” for others to “do something with” as directed.



Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
 Partial “Answer Key” for Materials Giveaway Workshop
G = Info-Gap Exercises, Puzzles, Games

Available
Materials

Possible Uses & References

G

(Pre-)
Prepared
Information-
Gap
Materials,
Pairs of
Worksheets
with
Information
to Fill in;
Paper-and-
Pencil
Puzzles;
Alphabet-
Letter Grids,
Filled In or
Empty;
Jigsaw
Puzzles

Spelling List A

1. th at
2. y en
3. z ip
4. l ock
5. g um
6. w ood
7. sh awl
8. w arm
9. b urn
10. r ay
11. k eep
12. p ies
13. c oast
14. r ule
15. ch ow

1. **Create & Do Handout Info-Gap Activities.** Language-learning handouts to complete—worksheets, quizzes, paper-and-pencil puzzles, etc.—can be converted into “Info-Gap” or “Jigsaw” materials.” Instead of just “doing an exercise, taking a test, or solving a puzzle” quietly on their own, learners can participate in “multi-skills cooperative learning.” To prepare, make two or more copies of a reproducible page. 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, students communicate orally with one another in order to fill in the missing answers, which they later check with an *Answer Key*. As a “mastery check,” individuals should now be able to fill in the answers on an unaltered copy of the same handout quickly and without help.

2. **Give & Take Paired or Group Fill-In Spelling “Tests.”** Prepare for a *spelling-through-phonics test* by printing a list of appropriate items with the targeted letters replaced by blanks. Depending on the current word-level topics being studied, these may be initial consonants or blends, vowel sounds, final consonants, or accented syllables of polysyllabic word. Everyone copies the list for him/herself. Because the visible spellings are likely to fit many different words, learners will have to listen carefully to “test-givers” pronunciation as they write the missing letters in the blanks of their item lists. A reader with clear pronunciation reads the *test items* aloud. “Test-takers” fill in letters for the sounds they hear. Then they read the items aloud; fill in the missing letters in a visible master—including “accurate spellings for incorrect pronunciation.” Learners compare their spellings with those on the correct(ed) list.

For paired or group activities, everyone gets several copies of *the same spelling list* with blanks for missing letters. Independently (perhaps with the help of a simple dictionary or word reference list), each person fills out *List A* with letters that produce real words. In turn, everyone in each pair or group “dictates” his/her filled-in words to one or more listeners, who—without looking at the speaker’s *Spelling List A*—on *List B* write the missing letters for the sounds they hear in the blanks. When finished, they compare *their* spellings to the originals, noting the *reasons* for any discrepancies. (phonicspelling *Initial Consonants Activity & Idea Book*).

Spelling List B

1. at
2. en
3. ip
4. ock
5. um
6. ood
7. awl
8. arm
9. urn
10. ay
11. EEP
12. ies
13. oast
14. ule
15. ow

Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
 Partial “Answer Key” for Materials Giveaway Workshop
 G = Info-Gap Exercises, Puzzles, Games, *Cont.*

Available
Materials

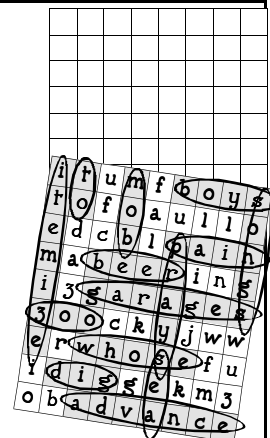
Possible Uses & References

G

Continued

(Pre-)
Prepared
Information-
Gap
Materials,
Pairs of
Worksheets
with Info to
Fill in;
Paper-and-
Pencil
Puzzles;
Alphabet-
Letter Grids,
Filled In or
Empty;
Jigsaw
Puzzles

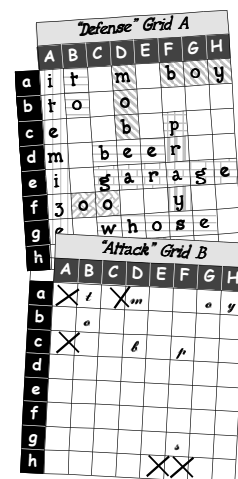
3. **Fill in Letter Grids.** Blank, generic *Letter-Spelling Grids* can be cut out from graph paper: a good size to start with is 8 rows by 8 columns, but advanced students can work with grids of up to 15 x 15 (= 225) boxes. For a competitive game, each participant gets one empty *Letter-Spelling Grid*. One at a time, players in turn call out letters that everyone prints in (hopefully strategic) locations on his/her individual *Grid*; these *cannot* be moved or changed during the game. When everybody’s *Grid* is filled or time runs out, competitors score points for all letters placed correctly from left to right or top to bottom in real words—with “bonus points” for longer items. Later, well-constructed *Letter-Spelling Grids* of this kind might be used for other purposes, including *Word-Searches*, *Crossword-designed Framework Puzzles*, and paired *Battleship* “Alphabet-Grid” spelling games. (*Idea X = Grid & Board Games* on pages 206, 211-212 of **phonicspelling.**) (**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z** Paired- Grids Tear-Off Pad, English Roman, ISBN 978-1-934637-22-7)



4. **Compete in Paired Strategy Games.** When a *Letter-Grid* is filled in, it may become a *Word-Search* or *Framework Crossword Puzzle Worksheet* for use as described in *Step 1* on the previous page. Each person has *some* of the answers to communicate orally to the other; *both* practice speaking, listening, spelling, etc.

An even more communicative information-gap activity is a spelling version of a pencil-and-paper “mock combat” game called *Battleship* to be played with two *Grids A* and *B* lettered and/or numbered across the top and down one side. To compete, each person fills in words on his/her *Grid A* with words in crossword fashion—perhaps based on his/her *Letter-Grid* from Step 3 above. To play, each opponent in turn names the *coordinates* of a box on the *Grid* (e.g., A-g, F-c). If that combination is a “hit” on the “defender’s field,” s/he tells the letter it contains, which the “attacker” prints in the appropriate box of his/her *empty Grid B*. If the named letters describe an *empty* box, it is a “miss” to X-out.

Players take turns guessing at letter locations and using strategy to *hit* letters to fill in. To win, one player must discover all his/her opponent’s words before the other person does. Players then compare the spelling of the words on both *Grids*.



Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
 Partial “Answer Key” for Materials Giveaway Workshop
H = Knowledge-Game Boards & Pieces

Available
Materials

Possible Uses & References



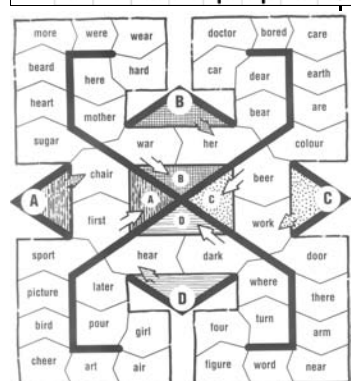
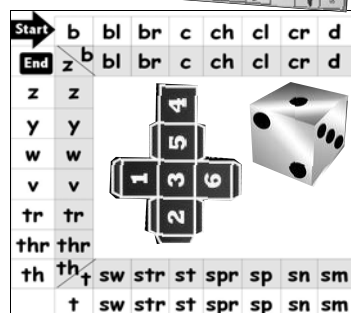
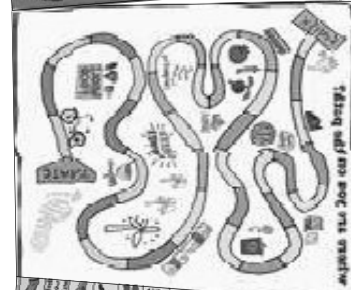
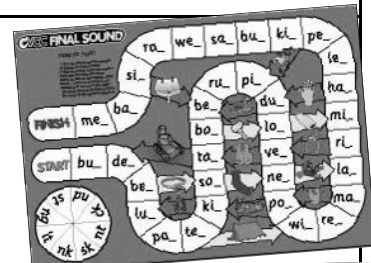
Boards Used for Games Like *Start to Finish Paths*, *Tic-Tac-Toe*, *Checkers*, *Nine-Man Morris*, *Backgammon*, *Snakes & Ladders*, *Ludo*, *Bingo*, *Jeopardy*, etc. Game pieces, such as *tiles*, *movers*, *chips*, *dice*, *spinners*, etc.

Lists of Questions with Answer Keys or Question- (& Answer) Cards

- 1. Make & Use Game Boards with phonicspelling Content.** The simplest *Game Board* format with targeted language-lesson content is a *Path Board*, on which participants compete to be the first to move their markers from *Start* to *Finish*. Each space on the *Board* should contain a different element—such as *an initial or a final consonant letter or consonant blend, a phonetic symbol for a sound, a vowel spelling, a letter combination that can serve as a syllable, a word root, a prefix or a suffix, a first or last component of a compound*, etc. To enhance the “fun” or competitive motivation of the game, there may also be “special spaces” that provide benefits or penalties and/or additional scoring methods. (Examples of *Path* and *Non-Path Game-Board* designs with word-level educational content are available in books such as *Pronunciation games*, by Mark Hancock, Oxford Univ. Press; and online.)

During the game, players may roll a die or dice or use a spinner or top to determine which space to land on first; alternatively, they might simply move forward one space at a time, “winning additional bonus moves” according to their responses to the material in that space. (For example, if they name *three* words beginning with that initial letter within ten seconds, they can move ahead *three spaces*.) Either way, their task is to respond appropriately and quickly to the content: agreed upon directives might tell them to name as many words as possible containing *that* language element, to make a “funny phrase” containing those sounds or letters, to find a *Letter Card* “matching” the space in some way, or

(*Idea I = Practice in Initial Consonants & Blends* on pages 37 to 39 and *Idea X = Grid & Board Games* on pages 205, 209-210 of *phonicspelling*.) (Board Games at sites like www.educationallearninggames.com/phonics-game-python-path.asp.)



Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
 Partial “Answer Key” for Materials Giveaway Workshop
 H = Knowledge-Game Boards & Pieces, *Cont.*

Available
Materials

Possible Uses & References



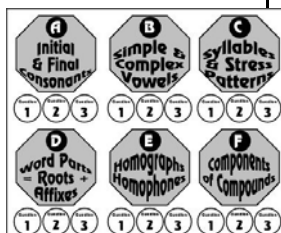
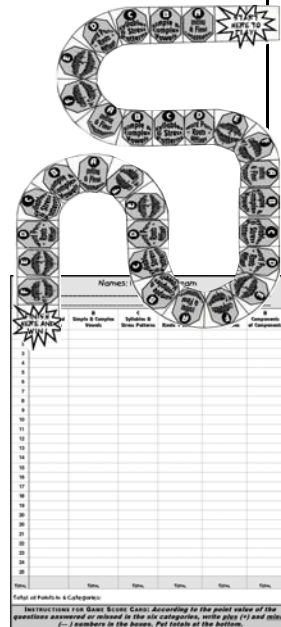
**Boards Used
for Games
Like *Start to
Finish Paths,
Tic-Tac-Toe,
Checkers,
Nine-Man
Morris,
Backgammon,
Snakes &
Ladders,
Ludo, Bingo,
Jeopardy, etc.***
**Game pieces,
such as *tiles,
movers,
chips, dice,
spinners, etc.***

**Lists of
Questions
with Answer
Keys or
Question-
(& Answer)
Cards**

2. **Collect or Create and Use Game Boards with Question (& Answer) Lists/Cards.** The least complicated game boards are those that require only simple, one-dimensional placement or moves, such as *Path Boards, Tic-Tac-Toe Grids, Checkerboards, or Nine-Man Morris* patterns. With simple markers—perhaps black and red checkers or multi-colored plastic pieces, participants “practice” the game procedures in pairs or small groups *as is*, rotating around the room to experience the various possibilities. Later, these can be used with *Question-&-Answer Lists* or *Cards* in cooperative/competitive “Games of Knowledge” on word-level topics.

Lists of questions and answers are available on (educational) websites, in textbooks, in teacher-created (review and curriculum) materials or tests, etc. Even more efficiently effective in an educational setting might be the three-level (*Yes/No-*, multiple-choice, and *wh-question*) format and *content-category* organization of *Games of Knowledge* (like *English Through Citizenship: the Game* or *Agreeable Aging*) available at *Authors & Editors*. And most productive may be custom-designed question (and answer) lists or cards that correspond to teachers’ / learners’ curriculum requirements or lesson plans. To gain familiarity with and/or review the content of the chosen or self-created materials, it might help to use them first in *traditional ways*—such as those suggested by product instruction steps or in (cooperative-learning) quizzes.

As soon as participants understand game procedures and have some familiarity with content, 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 is the first participant(s) to “win the game” as originally intended. (*Idea X = Quiz-Board Games* on pp. 70-72 of *Doing Without the Photocopier*) (*Idea Mm = Quick—What’s the Question?* on pp. 69-75 of *Still Doing Without the Photocopier*)



Consonants	Vowels, Sounds & Spellings	Syllables & Word Parts	Word Pairs	Combined Words
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

- TRUE OR FALSE? People can walk or drive across a *idge*.
- A structure to cross over a river or highway is called a *idge*.
a. *idge* b. *bridge* c. *burj*
- How is the word for a structure that crosses water spelled? (Examples: London, Golden Gate, the Brooklyn)

- YES OR NO? Does the noun *educhent* have the same number of syllables as the adjective *centenry*?
- Which of these possible syllable stress patterns CANNOT apply to the word *educhent*?
a. ' e d u c h e n t b. e ' d u c h e n t c. e d u c h e n t
- How many syllables are there in the word *educhent*?



Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.

Partial “Answer Key” for Materials Giveaway Workshop

I = Bingo & Lotto Learning Activities

Available
Materials

Possible Uses & References

**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?**

- 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.”



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. At a word level, the material may come from a source like a **phonics/spelling** book or an educational game or can simply be words to hear and spell aloud. (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, 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*—or use the collected word-level material in other *Knowledge-Game* ways.

Answer Sheet for
“Knowledge Bingo”

B-1. _____
B-2. _____
B-3. _____
....
I-16. _____
I-17. _____
I-18. _____
....
O-74. _____
O-75. _____

Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.
 Partial “Answer Key” for Materials Giveaway Workshop
 I = Bingo & Lotto Learning Activities, *Continued*

Available
Materials

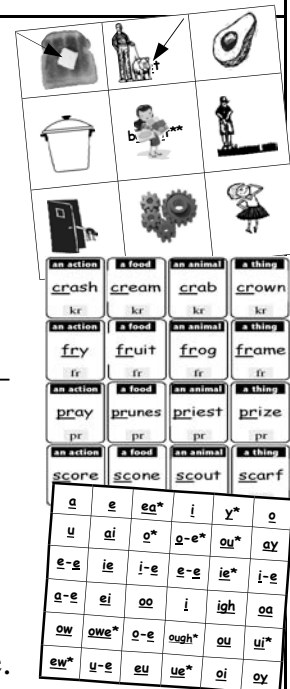
Possible Uses & References



Continued.

**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?**

2. **Prepare & Use Educational Bingo/Lotto Grids & Caller/Matching Cards.** The content of such material varies widely: numbers, icons, alphabet letters, phonetic symbols, words with contrasting phonemes, vocabulary, etc. To make educational *Lotto/Bingo Caller/Matching Cards*, cut or use cards of the same size or slightly smaller than the boxes of the *Bingo/Lotto Boards*. On each, put an identical or matching visual of an item that students know or should learn to name, say, and/or spell. There should be at least as many—and probably (many) more—*Cards* than there are boxes on each *Bingo/Lotto Board* to be used for play. To make corresponding educational *Bingo/Lotto Boards*, 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 *Board*; make each one unique.



As an educational activity, *Lotto* requires visual perception or reading. Each person gets a different *Lotto* board. The corresponding cards are placed 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 row, column, 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 *Boards*, be dealt cards, or . . . ?)

Bingo, in contrast, requires accurate listening comprehension/pronunciation. One person in each group shuffles the *Caller Cards*; the others get one *Bingo Board* each. *Bingo* markers are provided. One by one, the *Caller* 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 *Boards*. The first to cover a *Bingo Pattern* wins—if s/he can identify the winning items correctly. That person gets to be the next *Caller*. As a variant *without Caller Cards*, each player in turn might call out an item from his/her *Board* for others to cover. (*Idea A = Phonics Bingo* on pages 1-3 of *Doing Without the Photocopier*) (*Idea H = Information Bingo* on pages 22-24 of *Doing Without the Photocopier*) (*Idea Bb = Lots of Lotto* on pages 7-12 of *Still Doing W/O the Photocopier*)

Alternatively, participants can make their own unique *Boards* from “dictation.”



Use What You Have / Give What You Got. / Take What You Need. / Share What You Own. / Hear What You Want. / Learn What You Can. / Teach What You Know.

Materials-Giveaway Workshop

by Elaine Kirn-Rubin (Professor Emeritus: LACCD, WLAC, UCLA, Santa Monica College, etc.; Materials Developer) & Arthur E. Rubin (Wise Advisor, L.A. County DCFS, *Authors & Editors Do-It-All*, Former Know-It-All)
 10736 Jefferson Blvd. #604, Culver City CA 90230-4933 Tel. 310-836-2014 FAX 310-836-1845
 e-mail info@2learn-english.com www.2learn-english.com

Instructions: Use this form to take notes on your own and others' presentations. **Take it with you.** Refer to it to summarize, remember, make use of, and build on what you have learned & shared.

Kind of Materials Generic: Specific	Contact Info of Participant(s)	Main Points to Remember, Make Use of, & Share	(Other) Possible Uses, Info, & References	Questions & Comments

Go-Giving Teacher-Resource Workshop: Focus on phonics/spelling
Use Whatcha Have. Give Whatcha Got. Take Whatcha Need.