

FLASH CARD ACTIVITIES FOR LEARNERS



Make and use **FLASH CARDS** of important words.

- Helps to reinforce and memorize the words and meanings.
- Provides an interesting and active learning experience.

TO MAKE:

- Vocabulary word on one side; meaning on the other side.
- Or one set of vocabulary words, and one set of meanings.

TO USE:

- Work on your own, or in pairs.
- Most activities are self-checking
- Some activities are easier, (Which Is It?)
some are more difficult (Give Me a Clue.)



ACTIVITIES FOR FLASH CARDS

LEARNING ON YOUR OWN:

Self-check vocabulary words and meanings. Say each out loud, then write it.

LEARNING WITH SOMEONE ELSE:

Which is it?

The cards are placed in pairs with the meanings face-up.
Ask each other about each pair, using the vocabulary words.
For example: “*Is this _____ ?*”

Show Me.

The cards are placed with the vocabulary words face-up.
Ask each other, “Which one means _____?” (Use the definition)
The other person points to the correct card.

Name it !!!!

Cards are placed with the meanings face-up.
Name each vocabulary word as fast as possible.

Concentration

Two sets of cards (vocabulary and meanings) are all placed face-down on the table.

In turn, turn over two cards, read them, and say if they match.

If they don't match, the cards are placed back face down.

If they do match, the person keeps them.

Requests ????

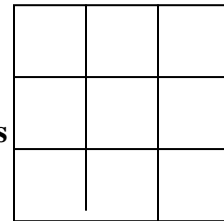
The cards are placed either with the vocabulary words face up, or the meanings face up.
Ask for a card using either the word or the meaning (whichever is not showing.).

Tic Tac Toe / Bingo

You need two sets of cards: one with the vocabulary word, one with the definition

Place a square of 9 or 16 vocabulary or definition/meaning cards face-up on the table.

Place a pile of the other cards face-down on the table.



Take turns to pick a card from the pile, and without the other seeing it, read it.

The other turns over the corresponding card in the square.

When the cards are turned over in a line in any direction, that round finishes, and the cards are shuffled for another round.

Belong Together

In turn, place two or more vocabulary cards together.

The other person has to say how they belong together.

Continuum

Sort the cards in a line from weakest to strongest.

0% _____ 100%

For example: hazard

Safe, insecure, unprotected, careless, risky, unsafe, dangerous, hazardous, harmful, fatal

Answer /Question

In turn, pick a vocabulary card from a pile and read it.

The other has to think of a question that the card is the answer to.

For example: Card: Hazardous

Question: "*Why do you have to be careful about chemicals?*"

Guess what?

The vocabulary cards are placed face-up.

In turn, choose a card without telling or showing the other person.

The other has to guess the card by asking yes/no questions, without naming the vocabulary.

The cards can be taken away, as the answers show that they are not the chosen card.

Give Me a Clue

In turn, give a clue about a vocabulary card.

The other guesses the name.

If the other does not know the name, give another clue.

For example: Hazardous.

Chemicals are what because sometimes they are harmful.

Categories

In turn, name a category.

Each names a vocabulary word that belongs to that category and moves the cards together.

For example: Personal Protective Equipment

(Knife guard gloves, goggles, back brace)

Word Sort

Sort words into groups, then say why they chose those groups and why each one belongs in that group.

For example:

Danger, hazard, safe, chemicals, machines, careless, careful, protection, risky, secure, harmful, accident, directions