

# CardEd

## Oral Language Activity Ideas

- Who / What am I? (2 versions!)
- I am \_\_\_\_\_.

# Who / What am I? (Version 1)

This is a quick and easy oral language task using CardEd Sets 1 or 4.

- Using the CardEd Set 1 / 4 Word Zone, write down a proper noun for each child on a sticker / sticky note.
- Omit any categories you feel may be too challenging for the child to ask questions on / where they have insufficient subject knowledge.
- Ask the child to close their eyes and to stick the sticker / sticky note on their back. Sometime this game is played with sticky notes on foreheads / cards held against foreheads.
- Children must circulate asking yes / no questions of their peers in order to ascertain who / what is on their sticker. For example,

• Am I a woman?	No
• Am I currently alive?	No
• Was I an explorer (musician / author / artist / leader etc.)?	No
• Was I an artist?	Yes
• Was I from Spain?	No
• Was I from Italy?	Yes
• Am I Leonardo da Vinci?	Yes
- Who can establish their identity with the fewest questions possible?
- **Note:** Model the technique with the whole class first to ensure they are comfortable and confident in forming questions requiring yes / no answers.

# Who / What am I? (Version 2)

This is another quick and easy oral language task using CardEd Sets 1 or 4.

- This activity is played in pairs (described as child A and B for ease) and a timer is required.
- Decide on an appropriate time limit (1 minute / 90 seconds / 2 minutes).
- Ask child A to select a card from the deck and identify the noun on it.
- They must provide their partner, child B, with clues in order to describe what is on the card.
- If playing with a whole class\*, ensure all are ready to start when you set the timer.
- If child B guesses correctly, they are handed the card, and child A selects another and continues to provide clues.
- At the end of the round, swap roles.
- Who collected the most cards?
- Discuss:
  - How challenging was it to provide clues under pressure?
  - Are there any clues they have thought of since that could have been used.
- \*Ensure you have sufficient CardEd decks if using as a whole-class activity.



# I am \_\_\_\_.

This is a quick and easy research, writing, and oral language task using CardEd Sets 1 or 4.

- Pupils will need a pen / pencil and paper, access to internet / reference books, and a mini whiteboard and marker.
- Shuffle the cards and have each child select one.
- Without revealing their topic to anyone, they must identify the proper noun in the Word Zone and research it using reference books / internet.
- Using this information, the child must write a series of clues for other pupils to enable them to guess what is on the card.
- The goal is to provide the most obscure clues at the outset before revealing more readily-identifying pieces of information.
- Clues should be numbered from 10 – 1.
- Depending on class size and time constraints, it may be useful to divide the pupils into smaller groups for sharing clues or to play the game over a week, with an agreed number of pupils sharing their clues each day, and a running total kept.

I am \_\_\_\_.

- Each child begins the game with 100 points (this can be noted on their mini whiteboard).
- Ask a child to present their clues to the class one-by-one using the sentence starter, “For 10 (9 / 8 etc. ) points,” together with the clue. Ask the child to allow some thinking and answering time after each clue is read aloud.
- When a child thinks they know the answer, they must jot it on their whiteboard and raise their hand.
- A child guessing correctly earns points equal to the value of the clue.
- A child guessing incorrectly loses points to the value of the clue.
- **Optional rule:** Decide whether or not they are out for the rest of the round.
- Children may be responsible for keeping track of their scores independently. Alternatively, use a tracking sheet if the activity is being run over a few days.
- Sample scoreboards for groups of 5 and 10 (5 / 10 rounds) are included.

# I am \_\_\_\_ - Sample Activity 1

10. I am a famous geographical feature.
9. I am made of water.
8. I am used in the generation of hydroelectric power.
7. I am considered tropical.
6. My average depth is 40m and my maximum depth is 84m.
5. I am linked to 2 other well-known bodies of water.
4. I am located in Africa.
3. I am bordered by Tanzania, Kenya, and Uganda.
2. I am the world's second largest freshwater lake.
1. I am named after an English monarch.

What am I?

# I am \_\_\_\_ - Sample Activity 1 Solution

BROWN	75%
ore  core	Lake Victoria guzzle careful
276	M

## I am \_\_\_\_ - Sample Activity 2

10. I am a famous Italian figure.
9. I lived in the 19<sup>th</sup> century.
8. My father was an innkeeper and my mother a spinner.
7. I studied music from a young age and applied to the Milan Conservatory but was rejected as I was deemed too young.
6. My first musical post was as a conductor at the Philharmonic Society in Busseto in 1833.
5. I completed my first opera, Oberto, in 1839, with the help of Giulio Ricordi.
4. I suffered significant personal tragedy in my life, losing my infant daughter, Virginia Maria Luigia, in 1837, my infant son, Verdi Icilio Romano, in 1838, and my wife, Margherita, in 1840.
3. I was unable to find the inspiration to compose music until 1842, when I began to once again create, becoming known for La Traviata (1853), Don Carlos (1867), Aida (1871), Messa da Requiem (1874). Based on Shakespearean plays, Otello (1886), one of my most lauded operas, and Falstaff (1890) were completed during my retirement.
2. I became known for focusing on the drama in the production and using the music to support this. Traditionally, in Italy, composers wrote to showcase the voices of the singers, even if the songs did not always suit the story.
1. Is it unusual to have given my son my surname as a first name?

Who am I?





# I am \_\_\_\_ - Sample Activity 2 Solution

ORANGE	0.25																
ey key	<b>Giuseppe Verdi</b> spin more																
348	<table border="1"><tr><td>green</td><td>yellow</td><td></td><td></td></tr><tr><td>blue</td><td>green</td><td></td><td></td></tr><tr><td>yellow</td><td>red</td><td></td><td></td></tr><tr><td>blue</td><td>blue</td><td></td><td></td></tr></table>	green	yellow			blue	green			yellow	red			blue	blue		
green	yellow																
blue	green																
yellow	red																
blue	blue																


# Try for Yourself!

- Ask the pupils to practise writing clues based on any of the nouns below.

<b>PURPLE</b>		<b>25%</b>	
air / ere are / eir ear	<i>South China Sea</i>	hair / where / care / their / pear	<i>swagger</i> <i>absent</i>
370			

<b>GREEN</b>		$\frac{4}{4}$	
ui	<i>Ludwig van Beethoven</i>	fruit	<i>console</i> <i>shallow</i>
916			

<b>YELLOW</b>		$\frac{10}{10}$	
or	<i>Mt. Fuji</i>	fork	<i>bolt</i> <i>win</i>
130			

<b>RED</b>		=	
a_e (ae)	<i>Napolean Bonaparte</i>	game / aero	<i>amble</i> <i>kind</i>
1,000			

# Recording Sheet for a Group of 10 (10 Rounds)

Name	Start	Round									
		1	2	3	4	5	6	7	8	9	10
	100										
	100										
	100										
	100										
	100										
	100										
	100										
	100										
	100										
	100										
	100										
	100										
	100										

# Recording Sheet for a Group of 10 (5 Rounds)

Name	Start	Round				
		1	2	3	4	5
	100					
	100					
	100					
	100					
	100					
	100					
	100					
	100					
	100					
	100					



# Recording Sheet for Groups of 5 (10 Rounds)

Name	Start	Round									
		1	2	3	4	5	6	7	8	9	10
	100										
	100										
	100										
	100										
	100										

Name	Start	Round									
		1	2	3	4	5	6	7	8	9	10
	100										
	100										
	100										
	100										
	100										

Name	Start	Round									
		1	2	3	4	5	6	7	8	9	10
	100										
	100										
	100										
	100										
	100										

# Recording Sheet for Groups of 5 (5 Rounds)

Name	Start	Round				
		1	2	3	4	5
	100					
	100					
	100					
	100					
	100					

Name	Start	Round				
		1	2	3	4	5
	100					
	100					
	100					
	100					
	100					

Name	Start	Round				
		1	2	3	4	5
	100					
	100					
	100					
	100					
	100					

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