



101 Uses for UNO®: Using UNO® in your ESL classroom

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101 Uses For UNO®

Introduction

UNO® is a very popular card game. Every classroom (should) have a deck or two. Now here is a book that allows you to use that UNO® deck as a teaching aid.

The ideas in this book are a way to utilize one of UNO®'s greatest attributes: Color Coded Numbers.

An UNO® deck consists of two cards of 1-9 in four different colors (a total of 72 cards) plus Special Cards and 0s. Most of the ideas don't use the Special Cards and only a few use the 0s.

What makes UNO® a great teaching resource is the different colors. Because of this color coding, endless possibilities are available.

You could assign each set of numbers in one color a type of word from within a part of speech (nouns, verbs, and adjectives for example) and you now have 36 different words for the students to use in various ways -OR- teach children their numbers from 1 to 99 -OR- determine who goes first in an activity.

In fact, you will find 101 original ideas in this book that have nothing to do with the actual game UNO®. And you thought it was just another card game...

Sample Activity Key

Sample Activity

Goal: The goal of the activity.

Additional Language Needed: Additional language necessary for the activity.

Cards Used: The cards needed for the activity. Here are some common card usage.

- All Number Cards: All of the number cards excluding 0.
- Set of ____: No pairs. Example: One Set of Blue cards would be Blue cards 1-9 (total: 9 cards) vs. All Blue cards 1-9 (total: 18 cards). Remember, UNO® has 2 of each card in each color.

What To Do: The activity directions.



Sample Activity

Goal: Getting the students to speak.

Additional Language Needed:

- Nouns and Verbs
- Where is the ____? question pattern

Cards Used:

- One Set of Red cards and Blue cards from 1 to 6 (total: 12 cards)

What To Do:

- Shuffle the Red and Blue cards separately.
- Place the Red cards and Blue cards into two piles, face down, in front of you.
- etc.

Table Of Contents

Section And Page Order

Warming Up

Rounders	6
Order Mix-Up	7
Question Mix-Up	7
Lotto	8
Starting Wars	8
Adding New Questions	9

Who Goes First

First Lotto	10
First Rounders	10
First Order Mix-Up	11
Guess The Number	11
Guess The Color	11

What Goes First

Student Chooses Problem	12
Problem Lotto	12
Number Of Times	13
Luck Of The Draw	14
Play Your Hand	14

Drilling

Switch-a-roo	15
What And How Many	15

Numbers

Number Match	16
Number Call	17
Number Hearing	17
Number And Color Hearing	18
Make My Number	18
Number Writing	19
Number Writing (chain)	19
Number Writing (advanced)	19
One To Infinity	20
Higher/Lower (99 or less)	20
Higher/Lower (100 or more)	21
My Number Is Bigger	21
My Number Is Smaller	22

Place Values	22
Making Really Big Numbers	23
Making The Smallest Big Number	24
Making Really Small Numbers	24
Reversing Really Big Numbers	24

Adding And Subtracting

Addition Concentration (Level 1)	25
Addition Concentration (Level 2)	25
Addition Concentration (Level 3)	26
Don't Get 7	26
Don't Get 7 (Up And Down)	27
Don't Get 7 (Reset)	27
Don't Get 7 (Large Numbers)	27
Adding Sequence	28
Subtracting Sequence	28
Count Down	29
Count Down (Up, Too)	29
Count Down (Not Me)	30
Count Down (Double Trouble)	30
Count Up	31
Count Up (Down, Too)	31
Count Up (Double Trouble)	32
Count Up (Not Me)	32

Writing And Spelling

Letter Writing	33
Letter Writing (Chain)	33
Spelling (Limited - No Wild)	34
Spelling (Limited - Wild)	35
Spelling (Unlimited)	35

Vocabulary

Family Members	36
Face Parts	37
Face Parts (Clean)	38
Body Parts	38
Body Parts (Clean)	39
Coloring (General)	39
Coloring (Specific)	40
Days Of The Week (Chain)	40
Days Of The Week (Bluff)	41

Days Of The Week (Concentration)	42
Months Of The Year (Order)	43
Months Of The Year (Concentration)	43
Witness	44
Prepositions (with Object)	45
Prepositions (with Verb)	46
Plurals	46
Positions	47
Time	47
Memorize (Chain)	48

Statements And Questions

Me, too	49
Me, too - I don't - I do (Basic)	50
Me, too - Me, neither	50
I want - I don't want	51
I want - I don't want (7 Levels)	52
Who wants...?	53
Who wants...? (7 Levels)	54
Do you want...?	54
Do you want...? (7 Levels)	54
Do you have...?	55
Yes/No Quiz	56
Lie Detector	56
Pop Quiz	57
Fortune Teller	58
Past Lives	58
Third Degree	59

Grammar

Parts Of Speech (Closed)	60
Parts Of Speech (Open)	61
Tenses (Closed)	62
Tenses (Open)	63

Conversation

Numbered Words	64
Numbered Words (Non-Verbal)	64
Argument (One-On-One)	65
Argument (Free-For-All)	65

About The Author

Dana Chaffin has been an ESL teacher since 1993 and has written several books, including Last Minute Lesson Plans, Listen Kids! series, 101 Uses series, and ESL Puzzles For Kids.

Dana has also written four Japanese puzzle books designed to help non-Japanese speakers learn the language and has several non-book credits including producer of Kid Speak, creator of Pronunciation Pyramid and programmer of TriLogic and Word Point.

Table Of Contents

Alphabetical Order

A-B

Adding New Questions.....	9
Adding Sequence.....	28
Addition Concentration (Level 1).....	25
Addition Concentration (Level 2).....	25
Addition Concentration (Level 3).....	26
Argument (One-On-One).....	65
Argument (Free-For-All).....	65
Body Parts.....	38
Body Parts (Clean).....	39

C-D

Coloring (General).....	39
Coloring (Specific).....	40
Count Down.....	29
Count Down (Double Trouble).....	30
Count Down (Not Me).....	30
Count Down (Up, Too).....	29
Count Up.....	31
Count Up (Double Trouble).....	32
Count Up (Down, Too).....	31
Count Up (Not Me).....	32
Days Of The Week (Bluff).....	41
Days Of The Week (Chain).....	40
Days Of The Week (Concentration).....	42
Do you have...?.....	55
Do you want...?.....	54
Do you want...? (7 Levels).....	54
Don't Get 7.....	26
Don't Get 7 (Large Numbers).....	27
Don't Get 7 (Reset).....	27
Don't Get 7 (Up And Down).....	27

E-F-G

Face Parts.....	37
Face Parts (Clean).....	38
Family Members.....	36
First Lotto.....	10
First Order Mix-Up.....	11
First Rounders.....	10
Fortune Teller.....	58

Guess The Color.....	11
Guess The Number.....	11

H-I-J

Higher/Lower (99 or less).....	20
Higher/Lower (100 or more).....	21
I want - I don't want.....	51
I want - I don't want (7 Levels).....	52

K-L-M

Letter Writing.....	33
Letter Writing (Chain).....	33
Lie Detector.....	56
Lotto.....	8
Luck Of The Draw.....	14
Make My Number.....	18
Making Really Big Numbers.....	23
Making Really Small Numbers.....	24
Making The Smallest Big Number.....	24
Me, too.....	49
Me, too - I don't - I do (Basic).....	50
Me, too - Me, neither.....	50
Memorize (Chain).....	48
Months Of The Year (Concentration).....	43
Months Of The Year (Order).....	43
My Number Is Bigger.....	21
My Number Is Smaller.....	22

N-O

Number And Color Hearing.....	18
Number Call.....	17
Number Hearing.....	17
Number Match.....	16
Number Of Times.....	13
Number Writing (advanced).....	19
Number Writing.....	19
Number Writing (chain).....	19
Numbered Words.....	64
Numbered Words (Non-Verbal).....	64
One To Infinity.....	20
Order Mix-Up.....	7

P-Q

Parts Of Speech (Closed).....	60
Parts Of Speech (Open).....	61
Past Lives.....	58
Place Values.....	22
Play Your Hand.....	14
Plurals.....	46
Pop Quiz.....	57
Positions.....	47
Prepositions (with Object).....	45
Prepositions (with Verb).....	46
Problem Lotto.....	12
Question Mix-Up.....	7

R-S-T

Reversing Really Big Numbers.....	24
Rounders.....	6
Spelling (Limited - No Wild).....	34
Spelling (Limited - Wild).....	35
Spelling (Unlimited).....	35
Starting Wars.....	8
Student Chooses Problem.....	12
Subtracting Sequence.....	28
Switch-a-roo.....	15
Tenses (Closed).....	62
Tenses (Open).....	63
Third Degree.....	59
Time.....	47

U-V-W

What And How Many.....	15
Who wants...?.....	53
Who wants...? (7 Levels).....	54
Witness.....	44

X-Y-Z

Yes/No Quiz.....	56
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About The Author

Dana Chaffin has worn many hats in his lifetime including being the department coordinator and head ESL teacher at two high schools, main speaker at various seminars and workshops, promotional manager for a publishing company, and a self employed web designer.

Dana is also a regular contributor to The English Resource, a web site that offers free teaching ideas for English and ESL teachers.

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Who would have thought a simple deck of cards would produce so many teaching ideas?

101 Uses For UNO® allows you to teach everything from colors and numbers to grammatical phrases and free conversation. Each idea comes with easy to read descriptions and helpful examples allowing you to utilize the ideas in just minutes.

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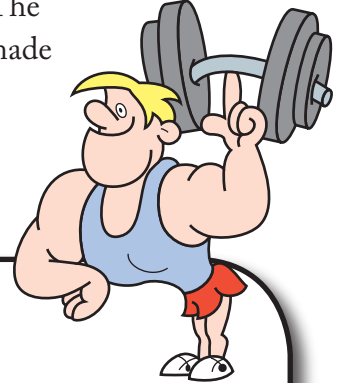
Warming Up

Usually there are a set of basic questions that are asked at the beginning of lessons for children and junior high students. Commonly referred to as Warm Up questions.

These Warm Up questions vary from teacher to teacher but they usually include questions like “What’s your name?” and “How old are you?”

The routine is usually the teacher or a selected student starts the question. The asked student then asks the next student in line, and so on, until the question has made its rounds back to the original student, at which point a new question is asked.

The ideas in this section are activities that vary the person who starts the asking, which question is asked, or the order which the questions are asked.



1

Rounders

Goal: Selecting a student to start the Warm Up questions.

Additional Language Needed:

- What number do you want?
- From who? (or “From whom?” if you are wanting to teach proper English)
- Which way?

Cards Used:

- All Number Cards including 0 (total: 76 cards)

What To Do:

- Start with any student. Ask “What number do you want?”
- Once the student says a number ask “From who?” (this is the student you will start your dealing).
- Next ask “Which way?” (this will be the direction the cards are dealt, either clock-wise or counter clockwise).
- Deal one card face up to the person who was chosen by the first student and continue dealing one card at a time to each of the following students in the direction the student chose. Continue until the chosen number appears.
- The student who received the number asks any Warm Up question. (example: What is your name?)
- Once the Warm Up question has made its way around, collect all of the cards, shuffle, and repeat, using the student who received the number.

Example: Student A wants a 3 starting from Student C, going clockwise. Cards are dealt face up, starting with Student C and continue clockwise until a 3 shows up. The 3 shows up in front of Student B so Student B asks a warm up question.

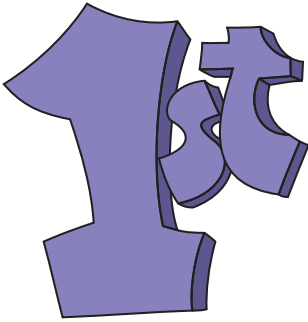
When the question has made it around to every student, the cards are collected, shuffled and Student B now chooses the number, from whom and the direction.



Who Goes First

In some cases, determining who goes first in a classroom activity can be challenging. There are ways, like flipping a coin or playing Rock-Paper-Scissors. Those ways may be fine for a class of two or three students, but tend to slow things down with any more.

The ideas in this section are not activities in themselves, but rather a way to determine who goes first within an already established classroom activity.



7

First Rounders

Goal: Determine who goes first in an activity.

Additional Language Needed:

- *See: Rounders (Idea #1)*

Cards Used:

- *See: Rounders (Idea #1)*

What To Do:

- Similar to **Rounders (Idea #1)** except the student receiving the number goes first.

8

First Lotto

Goal: Determine who goes first in an activity.

Additional Language Needed: None

Cards Used:

- *See: Lotto (Idea #4)*

What To Do:

- Similar to **Lotto (Idea #4)** except the student whose number is called goes first.



Drilling

Drilling is a necessary evil in teaching. Nothing is as tedious as repeating something over and over again. But then, nothing is as important to learning than repetition. These ideas take some of the 'sting' out of drilling.

The ideas in this section are not activities in themselves, but rather a way to approach drilling in a more interesting way.



Special Note:

- If it is a writing drill, all of the students drill the same problem at the same time. If it is a speaking drill, each student drills the same problem one at a time.
- If you want the students to drill more, remove the 1s and 2s (3s and 4s if desired) from the cards used in any of the activities.
- If you want the students to have a chance at **NOT** drilling an item, place one or more 0s in any of the activities.

14

Number Of Times

Goal: Determine the number of times a problem is drilled

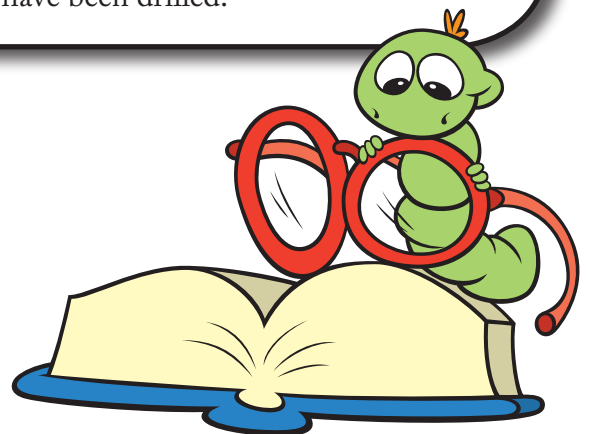
Additional Language Needed: None

Cards Used:

- All Number Cards except 0 (see **Special Note** in intro) (total: 72 cards)

What To Do:

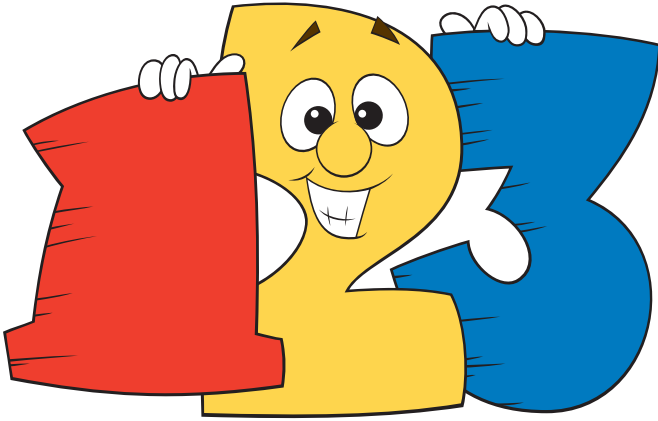
- Shuffle. Place the cards in a pile, face down, in the middle of the table.
- Determine which problem will be drilled.
- Draw a card. The number shown is the number of times the problem is drilled for all of the students.
- Repeat the draw until all of the problems have been drilled.



Teaching Numbers

Teaching numbers is not for children only. How many of your older students can read a number greater than 1,000? The activities in this section have been basically laid out in a progression of difficulty.

Although the first few activities will be for children, don't rule out your older students.



Special Note:

- Place 2 (or more) cards next to each other to make numbers greater than 9.

Example: Take a 3 and place it to the left of a 9 card. The number is now read as 39.

The number graphic to the left would be read as One Hundred Twenty-Three.

- Some ideas require you to determine how big the number you wish to teach your students.

Example: Before class you determine that you are going to teach students the numbers up to 999,999.

19

Number Match

Goal: Recognizing numbers from 1 to 9

Additional Language Needed: None

Cards Used:

- Four Sets of 1 to 9, one Set of Each Color [1-9 in Red, Blue, Yellow, and Green] (total: 36 cards)

What To Do:

- Lay one set, in a row, on the table in order from 1-9. This order needs to be progressive from the students' point of view. This is the Number Chart.
- Shuffle the remaining sets together. This is the Drawing Pile.
- Draw the top card from the Drawing Pile and show the students.
- Have the students point to the same number on the Number Chart.
- Give them the drawn card and have them place it under that number in the Number Chart.
- Continue until all of the Sets have been used.

Example: You decide that the Yellow set will be used for the Number Chart. You place them in a row on the table from 1 to 9.

Next, shuffle the remaining Sets (Blue, Red, or Green) and show the number. Continue until there are no more cards in the Drawing Pile.



Teaching Numbers

31

My Number Is Smaller

Goal: Teaching large numbers (See **Special Note** in the intro)

Additional Language Needed: None

Cards Used:

- All Number Cards including 0 (total: 76 cards)

What To Do:

- Similar to **My Number Is Bigger (Idea #30)** except award points for the smallest number.

32

Place Values

Goal: Teaching large numbers (See **Special Note** in the intro)

Additional Language Needed:

- Is there a ____?
- Is it ____?

Cards Used:

- All Number Cards including 0 (total: 76 cards)

What To Do:

- Shuffle. Draw 3 (or more) cards. Place the cards next to each other, face down, in front of you. Look at the cards and read them as one large number.
- Students ask if there are certain digits within your number.

Example: Six cards are drawn. The number is 833,907

Student A: Is there a five? (No)

Student B: Is there an 8? (Yes)

Student C: Is there a 3? (Yes - two of them)

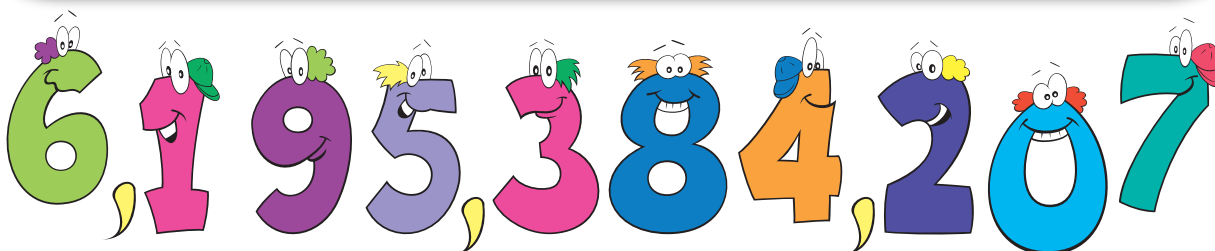
etc.

- Once the students have figured out the digits, they put them together to try to form your number. Give higher/lower and correct number placement hints.

Example:

Student A: Is it 398,703? (No, it's bigger. The 0 is in the right place.)

Student B: Is it 739,803? (It's bigger. The first 3 and 0 are correct.)



Writing/Spelling

56

Spelling (Limited - No Wild)

Goal: Spelling

Additional Language Needed: None

Cards Used:

- All Number Cards from 1 to number of letters used. Add additional colors if needed. (total: Double the number of letters used)

What To Do:

- Choose a phrase and write a list with the card number assigned to each letter.

Example: The phrase is "What is your name?" which has 14 letters. You choose 1-7 in Blue and Green (for a total of 28 cards - two sets of Blue and two sets of Green).

Blue	Green
1 = W	1 = O
2 = H	2 = U
3 = A	3 = R
etc.	

- Shuffle. Place the cards in a pile, face down, in the middle of the table.
- Students, in turn, draw the top card and keep the card. This continues until a student can spell a 2 letter word or longer.
- Once a student can spell a 2 letter word or longer, the student shows the cards and the word is written on the blackboard.
- Award points depending on the length of the word

Example: One point per letter OR one point for 2 letter words, 2 points for 3 letter words 6 points for 4 letter words OR any other point awarding system.

- Once a student has spelled a word, the cards are collected, shuffled and the process is repeated.
- Once a word is spelled, it cannot be spelled again.

Example: Student A spelled OUR and it is written on the board. OUR cannot be spelled again.

- If all of the cards are taken and no student can spell a word, each student chooses one card and passes it to the student on their left. Continue until a student can spell a word.



Vocabulary

71

Witness

Goal: Teaching physical feature description vocabulary

Additional Language Needed:

- Body Parts
- He/She had (a) ____?

Cards Used:

- All Number Cards excluding 0 (total: 72 cards)

What To Do:

- Choose whether the students will be describing the face or the entire body.
- On the board, write the numbers 1-9 in list form. Next to the numbers write different physical description words.

Example:

1 = *thin*
2 = *color (any color)*
3 = *narrow*
4 = *long*
etc.

- Shuffle. Place the cards in a pile, face down, in the middle of the table.
- Students are with a “police sketch artist” trying to give a description of the suspect. Only one picture will be drawn (usually on the blackboard) for all the students to see.
- Students, in turn, turn over the top card and add that description. Students can add any body or face part they wish or you can ask for details.
- The activity is finished when a complete suspect is drawn.

Example: *Students will be describing only the face.*

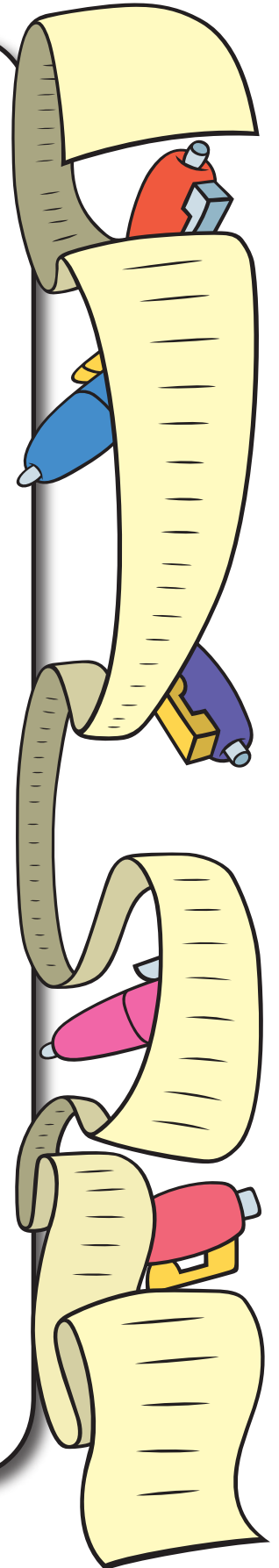
Student A turns over “Small” and says “He had a small face” (a small face is drawn on the blackboard)

Student B turns over “Long” and says “He had a long nose” (a long nose is drawn)

Teacher asks “Describe the eyes”

Student C turns over “Narrow” and says “He had narrow eyes” (narrow eyes are drawn)

etc.



Statements/Questions

82

I want - I don't want (7 Levels)

Goal: Teaching simple want phrases

Additional Language Needed: None

Cards Used:

- All Number Cards excluding 0 (total: 72 cards)
- WILD Special Card
- WILD DRAW 4 Special Card

What To Do:

- On the board, write the numbers 1-9 in list form. Next to the numbers write common nouns. Next, write the four colors and next to them write common adjectives.

Example:

1 = car	Blue = big
2 = piano	Green = long
3 = shirt	Red = hot
4 = pencil	Yellow = expensive
etc.	

- Shuffle. Deal 10 cards to each student and place the remaining cards in a pile, face down, in the middle of the table.
- The play is similar to **I Want - I Don't Want (Idea #81)**
- Students try to complete levels. Unless otherwise stated, color doesn't matter. WILD and WILD DRAW 4 Special Cards can be any color or number.

LEVELS

Level 1: 2 sets of 3 (ex. 7-7-7, and 1-1-1) [6 cards used]
Level 2: 1 set of 4 and 1 run of 3 (ex. 7-7-7-7, and 2-3-4) [7 cards used]
Level 3: 2 runs of 4 (ex. 2-3-4-5 and 4-5-6-7) [8 cards used]
Level 4: 1 run of 6 (ex. 2-3-4-5-6-7-8) [6 cards used]
Level 5: 5 sets of 2 (ex. 3-3, 4-4, 5-5, 6-6, 7-7) [10 cards used]
Level 6: Run of 7 in the same color (ex. Red 1-2-3-4-5-6-7) [7 cards used]
Level 7: 1 set of 5 and 1 run of 3 (ex. 3-3-3-3-3 and 2-3-4) [8 cards used]

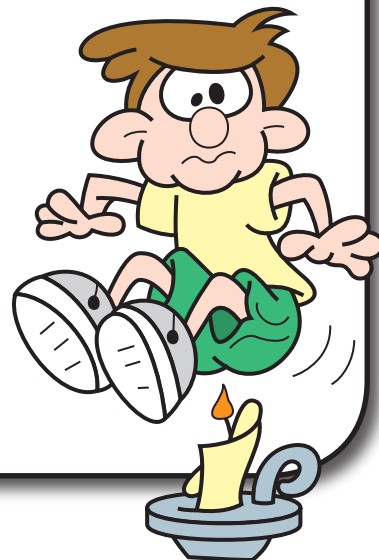
- Not all of the cards need to be used to advance to the next level.

Example: Level 1 only requires 6 of the 10 cards to be completed.

- The first student who completes a level advances to the next level. The cards are collected and re-shuffled. All of the other students stay at their current level.

Example: Student A completes Level 1 first. Student A advances to Level 2 while Students B, C, and D try to complete Level 1 again.

- The student who completes all 7 levels is the winner.



Grammar

Before students are able to speak any language, having an understanding of the grammatical structure is a must. This section concentrates on the various parts of speech and allows students to create sentences in a very structured fashion.

The ideas in this section will assume you have at least access to a blackboard or some note paper to illustrate some of the concepts presented.

94

Parts Of Speech (Closed)

Goal: Create sentences based on strict parts of speech

Additional Language Needed:

- Basic sentence structure and vocabulary

Cards Used:

- All Number Cards including 0 (total: 76 cards)

What To Do:

- On the board, write the four colors across the top and which part of speech each color represents. Reserve one color to be “wild”. Next, write 1-9 under each color and write the appropriate word next to each number.

Example:

<i>Blue (noun)</i>	<i>Green (verb)</i>	<i>Red (adjective)</i>	<i>Yellow (wild)</i>
<i>1 = cat</i>	<i>1 = run</i>	<i>1 = happy</i>	<i>1 = Any #1</i>
<i>2 = ball</i>	<i>2 = fly</i>	<i>2 = slow</i>	<i>2 = Any #2</i>
<i>3 = house</i>	<i>3 = eat</i>	<i>3 = dirty</i>	<i>3 = Any #3</i>
<i>etc.</i>			

- Zeros are any number within that color. Wild color cards can be any color.

Example: *Using the chart above, a Blue 0 can be any number within Blue (1-9). A Yellow 3 can be a Blue 3, Green 3, or a Red 3.*

The Yellow 0, the most powerful card, can be any color AND any number.

- Shuffle. Deal 10 cards to each student. Place the remaining cards, face down, in the middle of the table.
- Any student can start and there is no turn order. Students make sentences using the words represented by the cards. They can use as many cards as they wish.

Example: *Student A plays a Blue 1, a Red 1, and a Yellow 3 (which will become a Green 3) and says “When I eat (Green 3) cats (Blue 1) I am very happy (Red 1)”*

- Students cannot repeat the same type of sentence.
- If a grammatical mistake is made or a sentence is repeated, ALL students draw a card from the pile.
- The student who runs out of cards first is the winner.



Conversation



Argument (One-On-One)

Goal: Creating a conversation with differing opinions.

Additional Language Needed:

- Basic sentence structure and vocabulary

Cards Used:

- All Red and Green cards including 0. (total: 38 cards)

What To Do:

- Shuffle the two colors together. Deal all of the cards to the students making sure they all receive the same amount of cards. Set any extra cards to the side.
- There is no turn order. One student makes a general statement and any of the other students make agreeing statements (by playing a Green card) or disagreeing statements (by playing a Red card).
- Once a student has responded, that student makes a general comment.

Example: *Four students in the class.*

Student A: It's hot today.

Student C (playing a Red card): Call this hot. I have to wear a sweater.

Student C: I have travelled to the North Pole.

Student B (playing a Green card): Wow! Did you take any pictures?

Student B: I wish I could fly.

Student D (playing a Red card): Only a fool would want to do that.

etc.

- Continue until all of the cards have been played.



Argument (Free-For-All)

Goal: Creating a conversation with differing opinions.

Additional Language Needed:

- Basic sentence structure and vocabulary

Cards Used:

- All Red and Green cards including 0. (total: 38 cards)

What To Do:

- Similar to **Argument (Structured) (Idea #100)** except students keep the argument going for as long as they can, commenting on previous statements.
- When the students start having trouble continuing the argument, end the argument and have another student make a comment and repeat the process.

