

102 More Uses for UNO®: Using UNO® in your ESL classroom

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102 More 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 102 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 ____: 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.

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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.

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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.

Shameless Plug

Thank you very much for purchasing **102 More Uses For UNO®**. If you like this book, you'll love my other works. And guess what... because you have this book, you qualify for a discount... Just visit <http://www.trimira.com/promotions> and follow the directions.

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101 Uses For Uno®

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.

102 More Uses For Uno®

When you need another 102 ideas for your classroom. **102 More Uses For UNO®** picks up where the last book left off. Along with all new, original ideas, there is also more than 20 pages of photocopiable pages to go along with the ideas presented.

More Ideas - More Uses - More Fun

Last Minute Lesson Plans

Tired of photocopyables that restrict your teaching ability? Last Minute Lesson Plans is the first of it's kind. A photocopiable that is language independent, allowing you to use any of the ideas in any classroom, from children to adults, from beginners to advance.

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TriLogic

What easier way to create logic problems for your classroom than with TriLogic. You can input as much or as little information as you wish and push the button. A complete logic puzzle skeleton is designed in seconds. Give to the students to create their own logic puzzles OR take 5 minutes and write one up yourself. A step by step aid is there to help you along the way.

Available for both Windows and Mac

Warming Up

5

Rapid Fire (Answer First)

Goal: Improve listening.

Additional Language Needed: None

Cards Used:

- One Set of Number Cards from 1 to 5 for each pair or group of students (total: 5 times number of student pairs or groups)

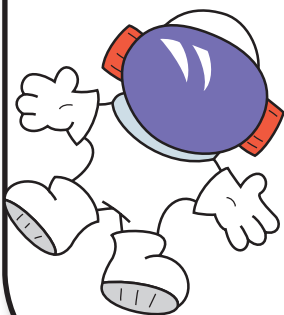
What To Do:

- Similar to **Rapid Fire (Idea #4)** except the student with the cards gives the answers and the other student(s) give the question.

Example: *Student A gets the cards, shuffles, and looks at them, remembering the order 2, 5, 1, 3, 4.*

Student A places the cards in a row, face down, in the middle of the table in that order and, very quickly, answers the #2 question ("I live in New York") followed by the answer to #5 question, and so on.

Student B waits for all of the answers to be given then asks the questions to them in the same order (#2 question "Where do you live?" first, #5 question next, and so on).



6

Rapid Fire (Listening)

Goal: Improve listening.

Additional Language Needed: None

Cards Used:

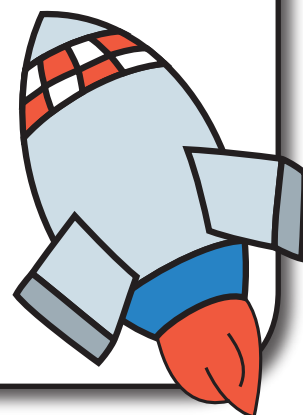
- One Set of Number Cards from 1 to 5 for each pair or group of students (total: 5 times number of student pairs or groups)

What To Do:

- Similar to **Rapid Fire (Idea #4)** or **Rapid Fire (Answer First) (Idea #5)** except instead of the cards being placed in the middle of the table, the card holding student shuffles them once again and hands the cards to the other student(s).
- The student asks the questions as fast as possible and, when all of the questions have been asked, the other students try to put the cards in order of the question.

Example: *Student A gets the cards, shuffles, and looks at them, remembering the order 2, 5, 1, 3, 4.*

Student A reshuffles the cards and hands them to the other student(s). Student A then asks the questions rapidly. After all of the questions have been asked, the other student(s) turn over the cards and try to put them in the order that was asked (2, 5, 1, 3, 4)



Sports In The Classroom



Tennis (Sentence)

Goal: Reviewing parts of speech and sentence structure.

Additional Language Needed: None

Cards Used:

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

What To Do:

- Similar to **Tennis (Vocabulary) (Idea #8)** except you write parts of speech and concepts (such as TIME or NEGATIVE) instead of categories.

Example:

1 = noun

2 = verb

3 = time

etc

- The first team plays a card (service) and makes any sentence that includes the specified part of speech.
- The second team takes the exact sentence, plays a card, and adds that part of speech to the sentence (volley). The student can add additional words as needed.

Example: Student A (Team 1) plays a 1 and says "I ate a cake."

Student B (Team 2) plays a 3 and says "I ate a cake this morning."

Student C (Team 1) plays a 2 and says "I ate a cake and drank milk this morning."

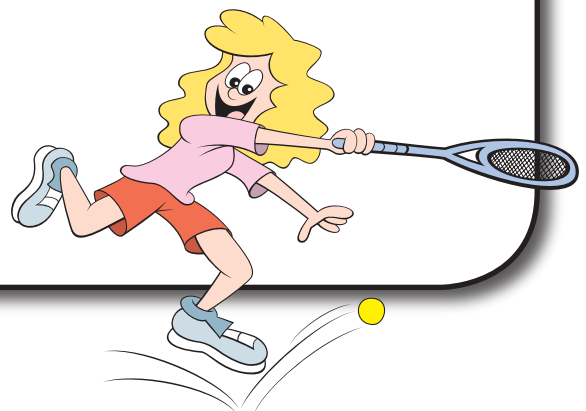
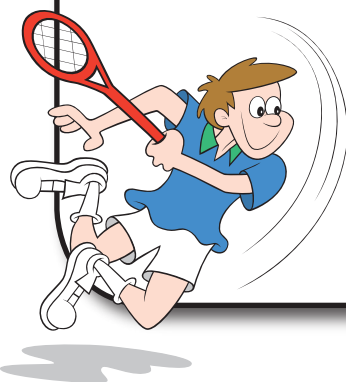
etc.

- The two teams "volley" back and forth until 10 seconds passes without the student starting the sentence, the student pauses more than 10 seconds while creating the new sentence, the student changes the sentence in any way other than adding words, fails to add a word, creates a grammatically wrong sentence, or the student makes a mistake in reciting the sentence back.

Example: Continuing with the above example, Student D (Team 2) plays a 1 and says "I ate a cake, a pizza, and drank milk." Student D forgot to say "this morning" and the volley round is over.

Let's say that Student D said, "We ate a cake, a pizza, and drank milk this morning." Student D changed "I" to "We" and the volley round is over.

- Award points equal to the number of words in the sentence to the team that made the last successful "volley", collect the cards, shuffle and deal 10 new cards.



Sports In The Classroom

12

Golf (Pro Tour)

Goal: Asking follow-up questions.

Additional Language Needed: None

Cards Used:

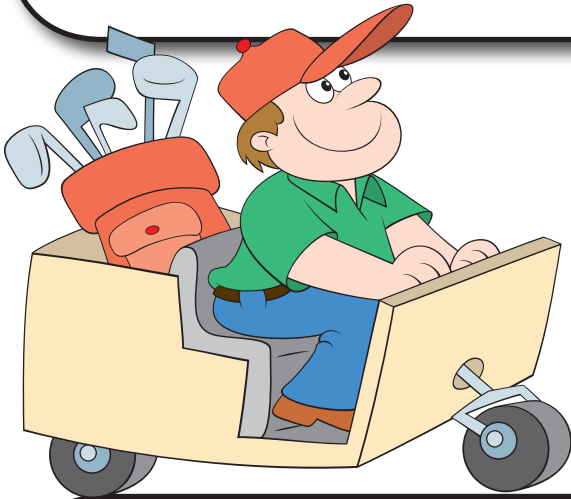
- All Number Cards from 1 to 5 (total: 40 cards)

What To Do:

- Similar to **Golf (Driving Range) (Idea #11)** except the number on the card is subtracted from 10 to give the number of questions the student must ask.

Example: *The card is 3. The par for this "hole" is 7.*

- Note the different cards needed for this version.



13

Golf (Mini)

Goal: Asking follow-up questions.

Additional Language Needed: None

Cards Used:

- All Number Cards from 1 to 5 (total: 40 cards)

What To Do:

- Similar to **Golf (Driving Range) (Idea #11)** or **Golf (Pro Tour) (Idea #12)** except instead of having the students ask questions, they do simpler activities, such as spelling words, naming flashcards, or making simple statements.



Grids

27

Hidden Word (Together)

Goal: Spelling/Vocabulary

Additional Language Needed: None

Cards Used:

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

What To Do:

- Copy one "Hidden Word Grid", on page 96, for each student.
- Write on the board the following:

Blue	Green	Red	Yellow
1 = a	1 = j	1 = s	1 = any double letter (ee, ss, tt)
2 = b	2 = k	2 = t	2 = any two vowels (ee, oa, ea)
3 = c	3 = l	3 = u	3 = any two consonants (bl, kn, st)
4 = d	4 = m	4 = v	4 = any vowel/consonant (at, en, op)
5 = e	5 = n	5 = w	5 = any consonant/vowel (ta, ne, po)
6 = f	6 = o	6 = x	6 = any Blue letter
7 = g	7 = p	7 = y	7 = any Green letter
8 = h	8 = q	8 = z	8 = any Red letter
9 = i	9 = r	9 = a vowel	9 = any letter

- Shuffle. Draw 16 cards. Put the rest of the cards off to the side.
- Take a card from the 16 cards, read it out loud, and have the students write what the card represents in Square 1 on the "Hidden Word Grid". Continue until all of the cards are used.
- When all of the squares are filled, the students spell words from starting in any of the squares and moving to any adjacent square until a word is spelled.
- Squares cannot be jumped over or revisited during the spelling of a word.

Example: The square looks like this.

A	G	T	R
any Blue	S	I	I
H	N	Q	a vowel
B	any Green	M	any double letter

Starting with "S" the student can go to A - G - T - I - Q - N - H or any Blue.
Once the "S" is used, it cannot be used again in the same word.

A word path could look like this "S - T - R - I (second from the right) N - any Blue (G)" to spell "STRING".
The "G" at the top could not be used following the "N" because the "S" is in the way.

- Give a time limit (usually 5 minutes). Award points or have students use the words from their list in sentences.



Basic Conversation

There is always a need for students to be able to ask and answer questions or give simple commands or even be able to express their opinion about something. To use the ideas in this section students will need to know how to create basic sentence structures and vocabulary.

35

Probing Questions (Recent Past)

Goal: How to ask and answer simple past tense questions

Additional Language Needed:

- Basic sentence structure

Cards Used:

- One Set of 1-9 in Two Colors (total: 18 cards)

What To Do:

- On the board, write the two colors along the top. Next, write 1 through 9 under each color. Under one color write different expressions or words describing the recent past. See page 100 for a sample list of Time Expressions. Under the other color, write verbs in dictionary form.

Example:

Blue

1 = Before class

2 = Last Monday

3 = Last night

etc.

Yellow

1 = Go

2 = Eat

3 = Play

- Separate the two colors. Shuffle each set and place them face down, in a pile, in the middle of the table.
- Students, in turn, draw one card from each pile and asks another student a question based on those two cards. The other student answers truthfully (or as truthfully as possible).

Example: *Student A draws a Blue 2 and a Yellow 3 and asks "What sport did you play last Monday?"*

Student B answers "I didn't play any sports."

Now Student B draws one card from each pile and asks Student C a question.

- Place the drawn cards off to the side.
- Continue until all of the cards have been drawn. Reshuffle and repeat.



Vocabulary

48

Categories (Letter List)

Goal: Vocabulary

Additional Language Needed: None

Cards Used:

- All Number Cards from 1-6 and Four 7s (two different colors) (total: 52 cards).
- All WILD and WILD DRAW 4 Special Cards

What To Do:

- On the board, write the four colors along the top. Next, write 1 through 6 under each color. Write the two 7s under their appropriate color. Write the letters next to the numbers.

Example:

Blue	Green	Red	Yellow
1 = A	1 = H	1 = O	1 = U
2 = B	2 = I	2 = P	2 = V
3 = C	3 = J	3 = Q	3 = W
etc.			

- Shuffle. Deal 7 cards to each student. Place the rest of the cards in a pile, face down, in the middle of the table.
- Say a category. See page 90 for a list of sample categories.
- Students, in no particular order, place a card down and say a word that fits in the category. The word must start with the letter represented by the card. WILD Special Cards can be any letter.
- Stop taking words after the first three. The same student can say more than one word per category.
- A student will draw a card if the following occurs:
 - The student makes a mistake by saying a word that is not in the category.
 - The student says a word that starts with a different letter than what was played.
 - The student repeats a word that was previously said anytime during the activity.
- Cards that have been played are discarded and placed to the side.

Example: The category is "White Things".

Student A plays a Blue 3 and says "Cream". Student B plays a Red 1 and says "Old People's Hair". Student A plays again and lays down a WILD Special Card and says "Milk"

The next category is "Liquids".

Student C plays a Blue 3 and says "Cream". Since "Cream" was already used, Student C picks up the Blue 3 and draws a card.

58

Scrambled Sentences (Basic)

Goal: Basic sentence structure

Additional Language Needed: None

Cards Used:

- All Sets of Number Card from 1 to the length of the sentence.

What To Do:

- Prepare several sentences before class. Make sentences no longer than 9 words.
- In preparation, write a number under each word. Mix up the numbering order.

Example: *Prepared sentence.*

What is your name?

3 1 2 4

- On the board, write the words in numerical order, not the correct order. Write the numbers under the word.

Example: *On the board.*

is your what name?

1 2 3 4

- Give each student a set of cards and have them put the cards in correct order to form the prepared sentence.
- Check the students by having them read out the correct sentence and calling out the number order.

59

Scrambled Sentences (Advanced)

Goal: Basic sentence structure

Additional Language Needed: None

Cards Used:

- All Sets of Number Card from 1 to the length of the sentence.

What To Do:

- Similar to **Scrambled Sentences (Basic) (Idea #58)** except add words on the blackboard that are not in the original sentence. Make sure that other sentences cannot be made with the additional words.

Example: *Prepared sentence.*

What is your name? can easily

3 5 1 4 6 2

On the board

your easily what name is can?

1 2 3 4 5 6

70

5W 1H Builders

Goal: WH and How sentence structure

Additional Language Needed:

- Basic vocabulary

Cards Used:

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

What To Do:

- On the board, write the four colors along the top. Next, write 1 through 9 under each color. Write a word next to each number. The word can be any part of speech, not only nouns.

Example:

Blue

1 = cat

2 = run

3 = cold

etc.

Green

1 = red

2 = summer

3 = H. G. Wells

Red

1 = Julius Caesar

2 = jump

3 = slowly

Yellow

1 = sun

2 = trouble

3 = playing

- Shuffle. Place the cards in a pile, face down, in front of you.
- Draw the top card and say the word it represents.
- Students, in turn, make a question where the answer would contain that word. The same question cannot be repeated.

Example: *The card drawn is a green 2 - "summer"*

Student A asks "What season comes after Spring?"

Student B asks "What season has July and August in it?"

Student C asks "What's the opposite of Winter?"

Note: A YES/NO type question cannot be asked because the Answer would not contain the word.

- Once all of the students have asked a question, draw another card and continue.



Writing And Story Telling

Another component in language learning is writing. This allows the students time to reflect on what they want to say and visualize the language.

The ideas presented here are for intermediate to advance level of student and all ideas will need paper and pencil.

72

Newspaper Headlines (Together)

Goal: Constructing short, informative sentences

Additional Language Needed:

- Basic vocabulary

Cards Used:

- All Number Cards from 1-6 and Four 7s (two different colors) (total: 52 cards).

What To Do:

- On the board, write the four colors along the top. Next, write 1 through 6 under each color. Write the two 7s under their appropriate color. Write the letters next to the numbers.

Example:

Blue	Green	Red	Yellow
1 = A	1 = H	1 = O	1 = U
2 = B	2 = I	2 = P	2 = V
3 = C	3 = J	3 = Q	3 = W
etc.			

- Shuffle. Draw 5 cards and place the rest of the cards off to the side.
- Tell the students the letters the cards represent. The students write these letters down in the same order as they are read.
- The students make a Newspaper Headline by creating words that start with the letters drawn. The word/letter order cannot change (i.e. each student creates a headline using the same order)
- Some conventions for headlines:
 - A comma (,) can be used as the word AND
 - There is usually an action verb
 - The headline draws people in to read the story
 - Usually articles (a, an, the, his, etc.) are not included
- Have students read out their headlines.

Example: The letters are: ATRIM

Student A writes "All Tomatoes Rot In Madrid"

Student B writes "After Trial, Robber Intimidates Mother"

Student C writes "Art Teacher Reveals Interesting Mountain"

Writing And Story Telling

83

Fortune Teller

Goal: Future sentence structure

Additional Language Needed:

- Basic vocabulary

Cards Used:

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

What To Do:

- On the board, write the four colors along the top. Next, write 1 through 9 under each color. Write a set of words that fit within the same grammatical part of speech (ex. all Blues are verbs and all Greens are adjectives). Tailor the words to fit what a Fortune Teller might tell someone

Example:

Blue	Green	Red	Yellow
1 = meet	1 = red	1 = cat	1 = after dinner
2 = run from	2 = large	2 = man	2 = on a bus
3 = buy	3 = scary	3 = actor	3 = in your car
etc.			

- Separate the colors. Shuffle each color pile. Deal one card from each pile to each student (for a total of 4 cards, one of each color). Place the rest of the cards off to the side.
- The students are now Fortune Tellers and write out as much detail as they can about the events that are going to happen. They can write what will happen leading up to the fortune as well as any aftermath that may follow. Students are encouraged to make it “mysterious” and “foreboding”

Example: *Student A receives a Blue 3, Green 2, Red 1, and a Yellow 2. Student A now writes events leading up to the “Buying of a Large Cat on a Bus” and what events follow.*

- Do not have students write in narrative form. Have them write as if they are telling someone’s future.

Example:

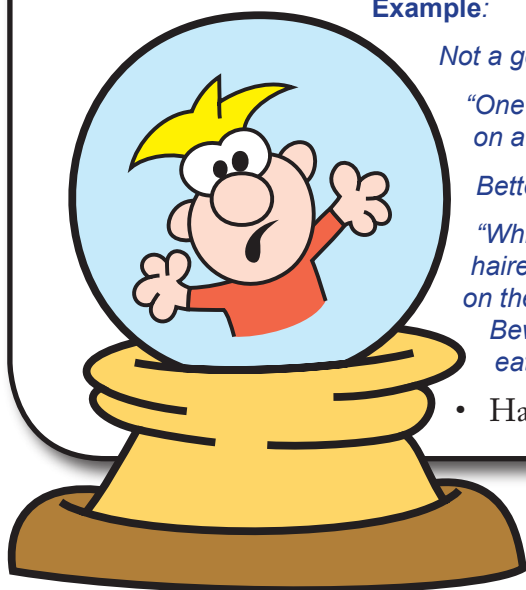
Not a good style:

“One day you will see a man. He will sell you a large cat on a bus.”

Better style:

“While shopping for new clothes, you will meet a long haired man with a foreign accent. He will sit next to you on the bus. He will want to sell you an extremely large cat. Beware. This cat will be hungry all of the time and will eat all of your food.”

- Have the students share what they have written.



Conversation

90

Glass Half Full

Goal: Describing uses for everyday objects

Additional Language Needed:

- Basic vocabulary

Cards Used:

- All Blue and Green Number Cards excluding 0 (total: 36 cards).

What To Do:

- On the board, write Blue and Green along the top. Next, write 1 through 9 under each color. Write negative condition adjectives next to the Blue numbers and common (or uncommon) objects next to the Green numbers.

Example:

Blue	Green
1 = broken	1 = car
2 = ugly	2 = TV
3 = chipped	3 = sword
etc.	

- Separate the cards by color. Shuffle each set. Place the two sets of cards in a pile, face down, in the middle of the table.
- Students, in turn, turn over the top card from each pile, giving them an adjective and an object. Place the turned over cards so that all of the students can see them.
- The student who turned over the cards must do a sales pitch to the other students about the merits of owning the object. The other students are free to be skeptical consumers and ask questions.

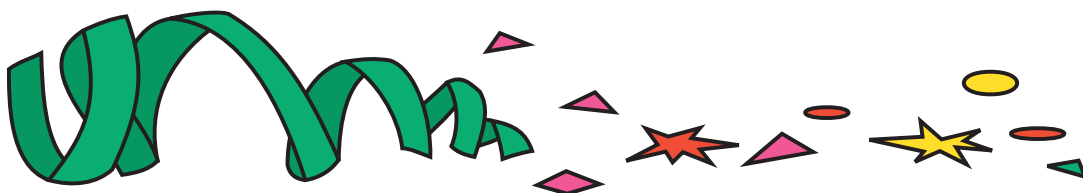
Example: Student A turns over a Blue 1 and a Green 2 'Broken TV' and says "This broken TV will force you to read more."

Student B asks "What if I don't like reading?"

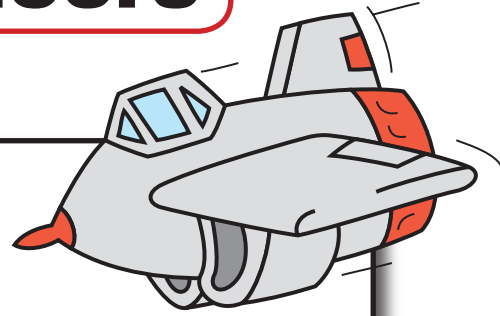
Student A says "No problem. You can also use it as a coffee table."

etc.

- Continue until the student has listed 3 to 4 useful ways to use the object. Have the next student turn over two cards.



Classroom Enhancers



99

Awarding Points (Switch-a-roo)

Goal: Awarding points during activities

Additional Language Needed: None

Cards Used:

- All number cards including 0 (total: 76 cards)
- Reverse Special Cards

What To Do:

- Similar to **Awarding Points (Nice) (Idea #97)** or **Awarding Points (Cruel) (Idea #98)** except when the Reverse Special card is drawn students pass all of their point cards one person to the left.

100

Do It With Feeling

Goal: Adding emotion to speech

Additional Language Needed: None

Cards Used:

- All number cards excluding 0 (total: 72 cards)

What To Do:

- On the board write 1 through 9 down the board. Write different emotion words next to each number.

Example:

1 = *excited*

2 = *scared*

3 = *happy*

etc.

- Shuffle. Place the cards in a pile, face down, by your side.
- During normal classroom activities (such as Q/A from a workbook) draw a card. The student must do the activity using that emotion.
- Draw a new card each time there is a change (such as the next problem in the workbook or a new question).

Example: *Student A is ready to read problem 1 in the workbook. You draw a 3. Student A reads it happily. Student B is ready to read problem 2. You draw a 1. Student B reads it excitedly.*

etc.



Worksheets/Photocopiables

Directions

