

## Lesson Plan Template

<b>Name</b> Eunseol Kim	<b>Title or explanation</b> How to play UNO	<b>Time</b> 50 minutes
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**Level/Age**  
Low intermediate ( age 10-12)

**Language focus**

Target language: How to play UNO <https://www.youtube.com/watch?v=sWoSZmHsCl8>

Specific language skill focus: Listening

Culture: N/A

**Student learning objective and assessment activity**

By the end of the lesson, students will be able to comprehend the instruction of UNO game by playing UNO game.

**Ongoing assessment**

Matching cards

asking checking questions

critical thinking question - what's coming after? Is it correct information?

**Students' background knowledge and abilities in relation to the topic of the lesson**

Students learned how to follow the direction.

Students played a guessing game in the previous lesson.

**Challenges and solutions**

Challenges: students might have difficulty understanding the directions/ vocabularies.

Solutions:

Before students play the game, teacher will be providing many other activities to help students understand the vocabularies and context.

The teacher will be modeling to guide students clearly to the following activity.

In the end, students will watch the video and they can listen to it but also see what's happening through out the activity.

Steps	Stages	Time	Procedure	Interaction	Activity purpose
1	Pre	3	<p><b><u>Set the context &amp; Predict questions</u></b></p> <ol style="list-style-type: none"> <li>Spiderman sent a card with gifts for Christmas.</li> <li>Listen to the audio Christmas card; this is to set the context that why students need to know how to play UNO. -&gt; Spiderman sent many presents.</li> <li>T will ask a question, “ what are these?”</li> <li>Students will be answering “games,” and the teacher will say in a full sentence. “ Yes, these are the <b>games.</b>” The teacher picks one game, which is <u>UNO</u>.</li> <li>Teacher will set the final context “To play this game, we need to understand the <b>rules for the game.</b></li> </ol> <p>Students will practice playing UNO to play with Spiderman</p>	T-Ss	<p>Purpose of this lesson by asking questions and giving a situation.</p> <p><b><u>Predict questions &amp; set the context</u></b> To elicit students’ motivation</p>
2	Pre	4	<p><b><u>Checking students prior/ background knowledge ( Vocabulary prediction): picture word cards</u></b></p> <ol style="list-style-type: none"> <li>Give a word bank with the pictures/ short clip -&gt; with more other visual examples The teacher will read these words to students first.</li> </ol> <p><u>Draw</u> a card vs. <u>dealing</u> cards <u>A separate</u> pile vs. a <u>discard</u> pile vs. a <u>draw</u> pile, <u>remaining cards</u> <u>face up, face down</u></p> <ol style="list-style-type: none"> <li>Students will raise the <u>word cards</u> as they see the picture and listen to the *teacher’s instruction</li> </ol> <p>* teacher’s instruction: the teacher will ask questions such as “In this picture, are they drawing cards or dealing cards?”, “There are half of the cards on here, so there are some cards left on the table. How do you call it? - remaining pile, “Is this card face up or face down?”, “Here is one pile on the desk. I put the cards on here, and the other cards over here. Did I separate pile, discards pile, or draw pile?”</p>	T-Ss-	<p><b><u>Checking students prior and background knowledge</u></b></p> <p>This stage is to check how many words if students already know</p>

3	Pre-During	5	<p><b><u>Demonstrate the words by showing a situation using real cards (UNO).</u></b></p> <ol style="list-style-type: none"> <li>The teacher use “antonyms” to demonstrate the words in the situation. Is it ___ or ___? The teacher will use real cards to show the meaning of the words.</li> </ol> <p><b>Listen to the <u>audio with the video</u></b> (Video -first 30 secs: Only the first part of the video with the sound)</p> <p>-</p> <ol style="list-style-type: none"> <li>On the slide, words list with the video, and they will fill out the charts using those</li> <li>Students will draw a checkmark next to the words that they heard. There will be screenshots -pictures of the video Check all the answers together.</li> </ol>	T-Ss	<p><b><u>Demonstrate the words in the context. Students can learn words through meaning.</u></b></p> <p><b><u>Check if students understood the demonstration-</u></b> check if students understood the words by seeing the matching activity.</p> <p><b>Listen to the <u>audio with the video</u> and match the words in the context.</b> Teacher teach vocabulary in the context so that it can be done inductively</p>
4	During	5	<p><b><u>Listen for the gist - the main idea (Whole text ONLY the audio without the video) AUDIO.</u></b></p> <ol style="list-style-type: none"> <li>The teacher will give a task before students listen → Show four options students could choose for an answer. (multiple choice)</li> </ol> <ul style="list-style-type: none"> <li><b>Choose one or the other - Who could win the games?</b> <ol style="list-style-type: none"> <li>the player who has the most cards</li> <li>the player who plays all of their cards</li> </ol> </li> </ul> <p>→ Students can guess who could win the game ( guess this alone)</p> <p>“As you listen to the whole text, listen carefully to <u>who could win this game.</u>”</p> <ol style="list-style-type: none"> <li>Students will listen to the whole <u>text without the video</u></li> <li>After students listen to the text. The teacher will ask the question. “<u>who could win this game</u>”?</li> <li>Ask students to show the answer to the number with their fingers With the whole group of students, discuss together.</li> </ol>	T-Ss-T-Ss	<p><b><u>Listen to the whole text.</u></b> This is to listen to the main idea. Move easy to the difficult concept and broad to the specific concept of this lesson.</p>
5	During	6	<p><b><u>Show the questions that will be asked after watching a video</u></b> <b><u>Listen to the whole text, listen carefully to the details ( Pair/ Group work)</u></b> <b><u>Listen for the details; Worksheet</u></b></p> <ul style="list-style-type: none"> <li>How many cards do we need for playing this game? ____</li> <li>How many players do we need at least? ____</li> <li>Where do we have to put the remaining cards? <u>In the middle, in front of you</u></li> <li>What three things need to be matched with the top of the discard pile? ____</li> </ul> <ol style="list-style-type: none"> <li>With a group/ partner, discuss the answer together. With a whole class, T will ask these questions to check if students understood the concept.</li> </ol>	T-Ss-Ss-T	<p><b><u>Listen to the detail.</u></b> Students will listen to all the text but only focused on the beginning. It is to catch important information about the game- listen to detail.</p> <p><b><u>Make the short answer format</u></b> This is to help students to fill out the answer, and they can more be focused on meaning rather than form(spelling)</p> <p><b><u>Small group</u></b> Working with group members can elicit motivation for this activity</p>



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6	During	7	<p><b><u>Listen for the details (whole text ONLY the audio without the video) AUDIO; UNO cards (phone)</u></b></p> <ol style="list-style-type: none"> <li>1. Before students listen to the text, T will show four cards they will hear on the text T will ask students to listen carefully about the different types of cards and the rules.</li> <li>2. The teacher informs students to <b>pick up the card types with the names and listen to the rules that go with the cards.</b></li> </ol> <ul style="list-style-type: none"> <li>• <b>AUDIO: Part1 (T&amp; Ss)</b> As they listen to the text, the <b>teacher and students</b> will pick up the card types when they hear the name of four types of cards.</li> <li>• <b>Part2 (Cards: T-Ss)</b> <ol style="list-style-type: none"> <li>1. Teacher will show students how to do this activity. (modeling)</li> <li>2.(modeling) Teacher will mix the order of saying the sentences. When students hear “skip card,” show this card on the phone.</li> <li>3. The teacher will tell students to use their phones to show the card on the screen. (To do this activity, T sent the photos of the cards on the phone)</li> <li>4. Students will do this activity as they listen to the text.</li> </ol> </li> </ul> <ol style="list-style-type: none"> <li>5. <b>Students</b> will pick up the card types as they listen to the names of the cards.</li> </ol> <p>** The teacher will say it in a <u>different order</u> from the original text. When students hear “skip card,” show this card on the phone. When students hear the “reverse card,” show this card on the phone. When students hear “draw two cards,” show this card on the phone When students hear “wild draw four cards,” show this card on the phone.</p> <ul style="list-style-type: none"> <li>• <b>Part3 (Cards - RULES)</b> <ol style="list-style-type: none"> <li>1. Students will pick up the types of the card with the rules</li> <li>2. The teacher will say the card rules, students will show the cards as they listen to the rules.</li> </ol> <p><b>***** Phone - Kakotalk- send the pictures to students - show me the “skip card,” show me the- Send the pictures of the cards and tell students when they hear that card. Ask students what do they need to do - In the end, students will match the card with the rules.</b></p> <p>A skip card that skips the next player. A reverse card that changes the direction of play A draw two card that forces that next player to draw two cards and skip their turn And a wild draw four cards, which is a combination of a wild and a draw card.</p> </li> </ul>	T&Ss, T-Ss, T-Ss	<p>The teacher will do the activity together. This is one way of modeling the activity.</p> <p>The teacher mixes the order of sentences when students do a similar activity because it should not be focused on memorizing the order.</p> <p>After students familiar with the cards, students will do the most difficult part of this lesson. It is to match the rules with the card. The activity started from teaching vocabularies, main idea, general rules of the game, matching the cards with the cards' names, types of cards, and then moving to the next difficult concept, which is knowing the rules of cards.</p>
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7	During	5	<p><u>Listen for the deeper details( whole text with the audio and video) AUDIO &amp; VIDEO; <a href="#">sentence frame worksheet</a> small group.</u></p> <ol style="list-style-type: none"> <li>As they listen to the text, each student will complete the <u>sentence frame</u>. Students will complete half of the sentence -&gt; students will <b>match &amp; rephrase</b> the “cause” with the correct “effect. “</li> <li>The teacher will ask students to discuss this in a <u>small group</u>.</li> <li>Teacher will be checking with the whole group.</li> </ol>	T-Ss-Ss-T	Listen to the detail - the most detailed concept of this text by completing the sentence frame. Students will be able to rephrase the text. Students will be able to distinguish between cause and effect.
8	During	9	<p><u>Listen to the whole text ( Whole text Only the audio) #4 (A): <a href="#">graphic organizer</a> Small group</u></p> <ol style="list-style-type: none"> <li>As they listen to the text, students will use a graphic organizer to fill in the information to play the game</li> <li>Check the graphic organizer together with their group members.</li> <li>Students play UNO game using the instruction that students completed.</li> </ol> <p>After they completed the graphic organizer, In groups, students can play UNO</p>	Ss-Ss	<p>After students all listen to the text and learn about the meaning, they will complete the graphic organizer. Students will try hard to complete the graphic organizer because they can only use this to play the UNO game.</p> <p>This can motivate students to fill in the graphic organizer.</p>
9	Post	6	<p><u>Make an own rules for the UNO game</u></p> <p>With a partner, students can modify 3-4 rules and they can make their own card game.</p>	Ss	Students will be able to create their own rules for the UNO game. Based on what students have learned during the stage, they will develop 2-3 rules to play this game.

## Script

1. To play UNO, you will need at least two players.
2. But the more you have, the better.
3. Start by dealing seven cards to each player, then place the remaining cards face down in the middle of the table.
4. This is the draw pile.
5. Turn the first card of the draw pile face-up and place it in a separate pile.
6. This is the discard pile.
7. The first players start by playing a card that matches either the number, color or type of the card on top of the discard pile
8. If a player wants to change the color in play for any reason, they can play a wild card and choose a new color.
9. If the player can't play any of their cards, they must draw a card from the draw pile.
10. If the cards drawn matches the color, number or type of the card on top of the discard pile, they can play it.
11. If not, the game moves on to the next player.
12. As soon as a player is down to just one card, they must yell UNO before anyone else notices.
13. If anyone else says UNO first, the player must draw two cards from the draw pile.
14. The player that plays all of their cards win
15. As you play, you will notice several types of cards.
16. A skip card that skips the next player.
17. A reverse card that changes the direction of play
18. A draw two card that forces that next player to draw two cards and skip their turn
19. And a wild draw four card which is a combination of a wild and a draw card.
20. These cards make the game even more fun.

in the block of  
→ use their own instructions  
- Fill out the 7 final blank tiles,  



Merry Christmas!

I sent many games we can play, because  
I want to play it when we meet  
together,, I hope you have a wonderful  
Christmas !

Spiderman

