

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. And every classroom has 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.

For example: You could assign each set of numbers in one color a type of word from within a group (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 a game.

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.

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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 two 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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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:

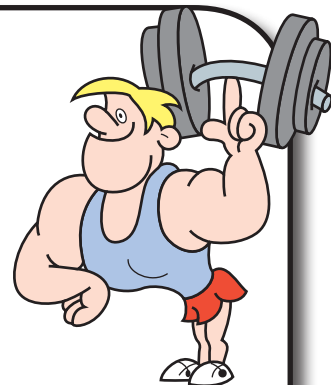
- All Number Cards including 0 (total: 76 cards)

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.



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Guess The Color

Goal: Determine who goes first in an activity.

Additional Language Needed:

- Knowing the colors of the cards

Cards Used:

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

What To Do:

- Draw a card. Each student, in turn, tries to guess the color of the card.
- Keep going until the color is guessed.
- The student who guessed the color goes first.



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Play Your Hand

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. Deal each student the number of cards equal to the number of problems to be drilled.
- The students look at their cards, choose one card, and place it, face down, in front of them. This will be the number of times they will drill the problem.
- Now determine which problem will be drilled (notice that the students don't know the problem that will be drilled BEFORE they place down their card).
- The students turn over their cards and drill this many times.
- Repeat the placing down of the card until all of the problems have been drilled.

***Example:** Student A places a 3 while Student B places a 7. You say that the problem to be drilled is #5.*

Student A now drills problem #5 three times while Student B drills it seven.

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My Number Is Bigger

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:

- Shuffle. Deal each student one card, face up. Student says the number.
- Next, deal another card, face down. Students choose to place it to the left or right of the face up number keeping in mind they want the largest number.
- When all of the students are ready, they turn over the face down card and say the cards as one number.
- Continue to deal one card at a time until the number size is achieved. Students can place the new card between any of the face up cards as well as either end.
- Award a point to the student who creates the largest number.

40

Don't Get 7

Goal: Teaching numbers

Additional Language Needed: None

Cards Used:

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

What To Do:

- Shuffle. Deal the same number of cards to each student. Extra cards are set aside.
- Students place the cards in a pile off to one side without looking at them.
- Students take the top 4 cards and place the cards in a row, face up, in front of the them. These are their Slots.
- One student starts by putting a card from one of their Slots in the middle. Each student follows by putting in a card and adding it to the running total of the pile.

***Example:** Student A places a 3 in the middle. Student B places a 6 and says "9". Student C places a 4 and says "13" and so on.*

- Students fill any empty Slots with cards from their pile.
- Students lose a Slot if they make the running total that is evenly divisible by 7 or contains a 7 within the number.

***Example:** The running total is 20. Student B puts a 1 in the middle making the running total 21, which is evenly divisible by 7. Student B now has 3 Slots while the rest of the students still have 4.*

- Once a student runs out of slots, they are out. The winner is the last student with at least one slot.
- Special Note: 70 is both evenly divisible by 7 AND contains a 7 so the student would lose 2 slots.
- Partial list of bad numbers: 7, 14, 17, 21, 27, 28, 35, 37, 42, 47, 49, 56, 57, 63, 67, 70 (loses 2), 71, 72, 73, 74, 75, 76, 77 (loses 3), 78, 79, 84, 87, 91, 97, 98, etc.

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Letter Writing

Goal: Teaching how to write the alphabet

Additional Language Needed: None

Cards Used:

- Four Sets of 1-6, one Set of Each Color AND Two 7s (any color) (total: 26 cards)

What To Do:

- Decide if you are going to do uppercase or lower case - write what they see or write the opposite (uppercase is on the board, students write the lower case)
- 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

1 = A

2 = B

3 = C

etc.

Green

1 = H

2 = I

3 = J

Red

1 = O

2 = P

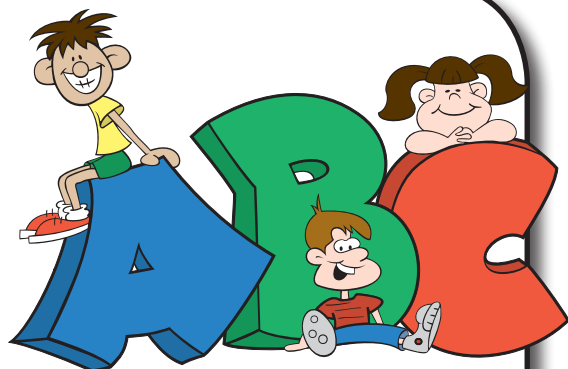
3 = Q

Yellow

1 = U

2 = V

3 = W



More than 100 ideas...
(101 ideas to be exact)

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Days Of The Week (Concentration)

Goal: Teaching the days of the week vocabulary

Additional Language Needed: None

Cards Used:

- All Number Cards from 1 to 7 (total: 56 cards)

What To Do:

- On the board, write the numbers 1-7 in list form. Next to the numbers write the different days of the week.

Example:

1 = Sunday
2 = Monday
3 = Tuesday
4 = Wednesday
etc.

- Shuffle. Lay the cards face down on the table so that none are overlapping.
- Students, in turn, announce the two days they are looking for. They then turn over two cards.
- If the two cards match the two days they announced, they remove them from the table. If not, they turn them face down again.
- If a student matches, they get one more turn.
- The next student cannot say the same two days nor can they say the exact two days that were just turned over.
- Continue until all of the cards are taken from the table.

Example:

Student A starts and says "Tuesday - Friday" and turns over two cards. The two cards were Tuesday and Sunday so they are both turned face down again.

Student B cannot say "Tuesday - Friday" or "Tuesday - Sunday" but "Tuesday - Wednesday" is OK. Student B turns over Tuesday and Wednesday and takes those cards. Student B gets another turn and is still restricted in saying exactly what Student A said and what was turned over.

Student B says "Friday - Monday" but misses (Monday and Thursday were turned over)

Student C cannot say "Friday - Monday" or "Monday - Thursday" but is allowed to say anything else. Remembering where Student A's miss was, Student C says "Tuesday - Friday" and gets those cards.



Who wants...?

Goal: Teaching simple want question

Additional Language Needed:

- I do

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
2 = piano
3 = shirt
4 = pencil
etc.

BLUE = big
GREEN = long
RED = hot
YELLOW = expensive

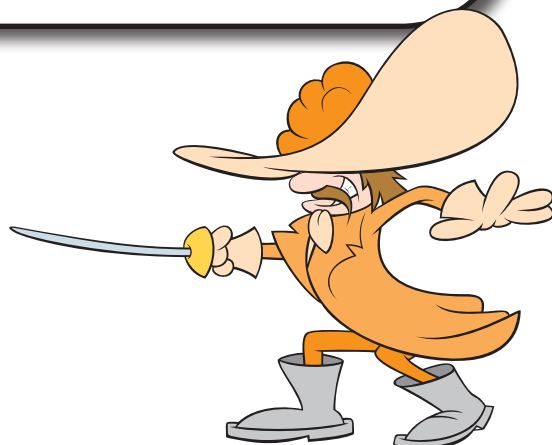
- Shuffle. Deal 7 cards to each student and place the remaining cards in a pile, face down, in the middle of the table.
- Students look at their cards and lay down EXACT pairs (number AND color)
- Students chose one of their cards and ask the other students, in general, if someone wants the card.

Example: Student A chooses a Green 2 and asks "Who wants a Long Piano?"

- If a student wants the card (to complete a pair) they say "I do" and the asking student gives them the card. Students cannot take a card if it doesn't complete a pair.

Example: Student A asks "Who wants a Long Piano?" Student C has the other Green 2 and says "I do"

- If no student wants the card in question, the asking student draws a card from the pile.
- The student with the most pairs at the end of the activity is the winner.



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:

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

- 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 first student who uses all of their cards is the winner.

Who would have thought...

So many teaching ideas in one deck of cards...

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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.

Hope you enjoyed the sample.
Just click on the link to get the rest of the ideas...

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