

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. 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.

Table Of Contents

Section And Page Order

Warm Ups

Round Robin (Group).....	7
Round Robin (Solo).....	8
Round Robin (Different Question).....	8
Rapid Fire.....	9
Rapid Fire (Answer First).....	10
Rapid Fire (Listening).....	10
Warm Up Match.....	11

Sports In The Classroom

Tennis (Vocabulary).....	12
Tennis (Sentence).....	13
Bowling (Quiz).....	14
Golf (Driving Range).....	15
Golf (Pro Tour).....	16
Golf (Mini).....	16
Baseball (Little League).....	17
Baseball (Minor League).....	19
Baseball (Major League).....	19
Race Track.....	20
Pentathlon.....	21

Counting

Odd/Even.....	22
Odd/Even (Minus).....	23
Over/Under.....	23
Over/Under (Minus).....	24
Put In - Take Out.....	25
99.....	26
99 (Minus).....	26

Grids

Bingo.....	27
Hidden Word (Together).....	28
Hidden Word (Solo).....	29
Hidden Word (Relay).....	29
Double Trouble (Straight).....	30
Double Trouble (Overlap).....	31
Double Trouble (Endless).....	31
Fillers (Spelling).....	32
Fillers (Sentences).....	33

Basic Conversation

Probing Questions (Recent Past).....	34
Probing Questions (Near Future).....	35
Probing Questions (Follow-up).....	35
Just The Facts.....	36
Just My Opinion.....	37
20 Questions (Restricted).....	37
20 Questions (Open).....	38
20 Questions (Logic Puzzle).....	39
Virus.....	40
Commands.....	41

Vocabulary

Categories (All).....	42
Categories (One).....	43
Categories (Matching).....	43
Categories (Letter List).....	44
Categories (Single Letter).....	45
Categories (Parts Of Speech I).....	46
Categories (Parts Of Speech II).....	46
Category Knockout.....	47
First And Last (All).....	48
First And Last (First Choice).....	49
First And Last (Last Choice).....	49
Directions.....	50
Structured Sentences.....	51
Scrambled Sentences (Basic).....	52
Scrambled Sentences (Advanced).....	52
Change-A-Word (Basic).....	53
Change-A-Word (Advanced).....	54
Change-A-Word (Not).....	54
Prefix/Suffix a-Fixing.....	55
Phrasal Verbs.....	56

Grammar

Homophones.....	57
Homonyms.....	57
Harmonies.....	58
Homogenize.....	58
Buy A Sentence.....	59
5W 1H Builders.....	60
Descriptive Builders.....	61

Writing/Story Telling

Newspaper Headlines (Together).....	62
Newspaper Headlines (Solo).....	63
Newspaper Lead.....	63
Alibi.....	64
Never Ending Story (Solo).....	66
Never Ending Story (Group).....	67
Never Ending Story (Chain Gang).....	67
Poetry.....	68
Plot Lines.....	69
Descriptive Quiz.....	70
Writing Starters.....	71
Fortune Teller.....	72
101 Uses For.....	73

Conversation

Negotiation.....	74
Voting Rights (Open Forum).....	76
Voting Rights (Election Day).....	77
A Day In A Life (Steps).....	78
A Day In A Life (Extended Steps).....	79
Glass Half Full.....	80
Glass Half Empty.....	81
Follow Up Questions.....	82
What's Missing?.....	83
Mixed Up Actions.....	85
Made Up Proverb.....	86

Classroom Enhancers

Awarding Points (Nice).....	87
Awarding Points (Cruel).....	87
Awarding Points (Switch-a-roo).....	88
Do It With Feeling.....	88
Luck Of The Draw.....	89
Partner Up.....	89

Photocopiable Material

Photocopiable Material.....	90-110
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About The Author

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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.



Round Robin (Group)

Goal: Ask questions quickly and improve listening skills.

Additional Language Needed: None

Cards Used:

- All Number Cards from 1 to 6 (total: 48 cards)

What To Do:

- You will need a clock or timer with a second hand OR use other timing methods (such as counting to yourself)
- On the board, write the numbers 1-6 in list form. Next to the numbers write a different Warm Up question.

Example:

1 = *What's your name?*

2 = *Where do you live?*

3 = *What color do you like?*

etc.



- Give each student 1 card. This is the Question Level. Set the rest of the cards to the side.
- Secretly set a time limit. This time limit will change with every round.
 - The goal is to be one of the students who has completely answered and asked a question within the allotted time.
- When the time limit is up, stop the students. Each student, except the one that was still asking or answering, gets the next card up.
- Start a new round with the student who did not get a card. Remember to change the time limit. Example: First 10 seconds, next 1 minute, next 2 seconds, etc.

Example: *All students are starting with the a 1. Student A asks Student B "What's your name?". Student B answers then asks Student C the same question (because Student B is holding a 1). Student C answers and asks Student D. Student D answers and asks Student A. This continues until the time is up.*

Let's say that Student C couldn't finish answering the question (got as far as "My name is..."). All students, except Student C, gets card 2. Student C starts and still asks "What's your name?". Student D answers that question but now asks Student A "Where do you live?" because Student D has a 2 (as do Student A and B).

- The students that pass Level 6 are the winners

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

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9

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."

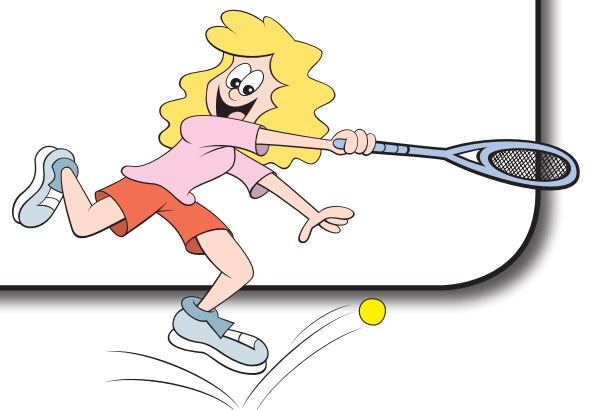
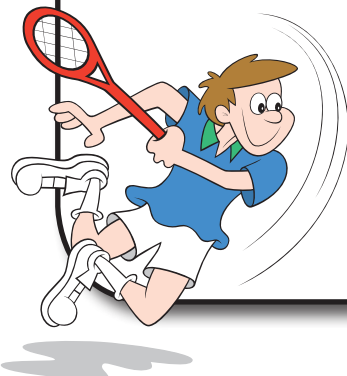
etc.

- 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.



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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.



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Virus

Goal: Asking and answering questions

Additional Language Needed:

- Basic sentence structure

Cards Used:

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

What To Do:

- Before starting the activity have a set of 4 words for each student, making sure that there are no duplicate words. The words can be any part of speech (not only nouns). These are the “virus” words.
- Give each student a set of “virus” words. Students are allowed to look at these words but should not show the other students (i.e. keep them secret).
- Separate the Red cards and put them off to the side. Deal each student 8 cards from the other colors.
- Deal each student 2 Red cards. The students will now be holding 10 cards. The Red cards represent the “virus” cards.
- Students, in turn, ask a question to another student.
- The asking student will pass a card, face down, so that other students cannot see it. The card passed depends on what words the answering student used.

If the answering student used any words on the asking student’s “virus” list, the asking student passes a “virus” (Red) card

If the answer didn’t contain any of the “virus” words, the asking student passes any other card (color/number doesn’t matter as long as it isn’t Red).

Example: Student A has “book, run, big, dog” as a “virus” list.

Student A asks Student C “What do you read in school?”

Student C, thinking that one of the virus words on Student A’s list is “book”, answers “I read the blackboard.”

Since none of the words in Student C’s answer are on Student A’s list, Student A passes, face down, any card other than a Red card.

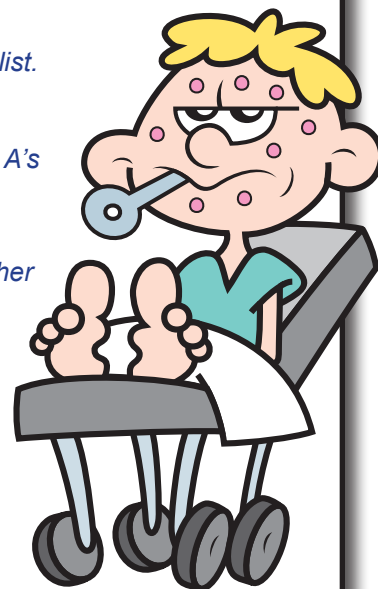
Later, Student A asks Student B “What animal has four legs?”

Student B, thinking that one of the virus words is “cat”, answers “A dog”

Student A passes, face down, a Red card.

- Continue until one student has no “virus” cards left, even the ones that were given by other students.

Example: Student B just received a Red card from Student A. Now Student B needs to get rid of 3 Red cards in order to win.



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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:

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

- 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.

**These are just samples.
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Prefix/Suffix a-Fixing

Goal: Understanding prefixes and suffixes

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 across the top. Next, write 1-9 under each color and write a prefix or suffix next to each number. See page 102 for a sample list of prefixes and suffixes.

Example:

Blue

1 = in-

2 = -ly

3 = dis-

etc.

Green

1 = -side

2 = -ic

3 = ex-

Red

1 = re-

2 = -able

3 = un-

Yellow

1 = -y

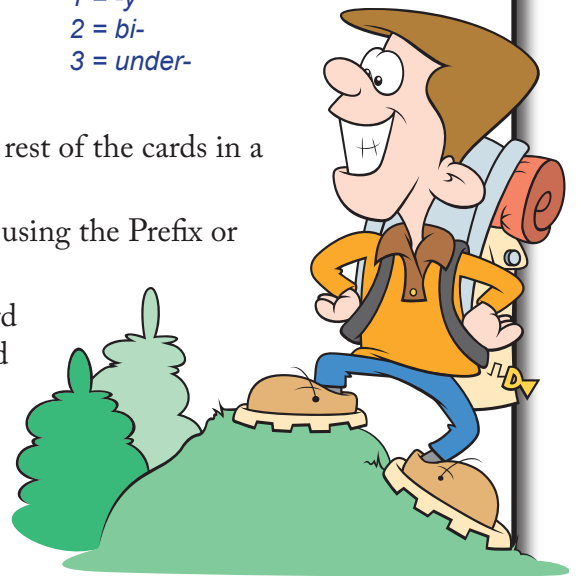
2 = bi-

3 = under-

- Shuffle. Deal each student 5 cards. Place the rest of the cards in a pile, face down, in the middle of the table.
- Students, in turn, play a card and say a word using the Prefix or Suffix.
- Award a point if the student is correct. Award another point if the student can use the word correctly in a sentence.

Example: *Student A plays a Red 3 (un-) and says "UNHAPPY - I am unhappy because I have no money". Student A is gets 2 points.*

- A student draws a card if one of the following occurs:
 - The sentence is not grammatically correct.
 - A word that was previously said, at any time, was said again.
- Continue until one student does not have any cards left.



Who would have thought...

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

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Plot Lines

Goal: Writing short stories

Additional Language Needed:

- Basic vocabulary

Cards Used:

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

What To Do:

- On the board, write the four colors along the top. Next to the colors write "Character", "Setting", "Trouble", "Ending". Next, write 1 through 9 under each color. Write a different the appropriate parts under each color. See page 107 for sample plot lines.

Example:

Blue (Character) Green (Setting)

Yellow (Ending)

1 = a talking lamp

police came

2 = a drunk man 2 = back of a car

cure found

3 = a time traveller

lost forever

etc.

1 = hotel room

Red (Trouble)

1 = lost money

2 = being followed

3 = can't see

1 =

2 =

3 =

- Separate the colors. Shuffle each color pile. Deal one color card 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 write a story that is exactly 50 words long using the elements of their cards. The students can add items (such as adding characters) and details to their story but must use all of their cards in the story.

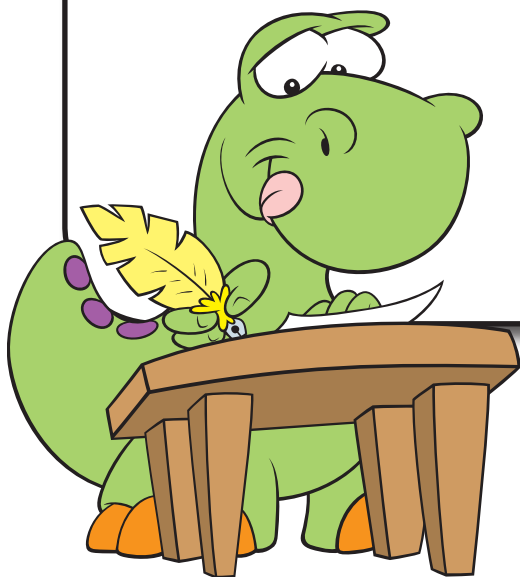
Example: *Student A has "An alien", "Top of a mountain", "Being followed", and "A statue was built"*

An alien crashed on top of a mountain. The alien was being followed by the Evil Alien Police, which wanted to destroy the Earth.

The Alien made the mountain taller and all of the evil aliens' spaceships crashed into it.

Everyone was happy and built a statue of the Alien.

- After the students are finished, have them read the stories out loud. If a student made a grammatical error that would increase or decrease the words in the story, that student has to go back and add/subtract words to make the story exactly 50 words long.



Follow Up Questions

Goal: Asking questions

Additional Language Needed:

- Basic vocabulary

Cards Used:

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

What To Do:

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

Example:

1 = *who*

2 = *do/does/did*

3 = *what*

etc.

- Shuffle. Deal 3 cards to each student. Place the remaining cards in a pile, face down, in the middle of the table.
- The first student makes a single statement, either true or made up, that would allow follow-up questions.
- Students, in no turn order, play a card and ask a question based on the question starter the card represents. The statement-making student answers the questions.
- The played card is placed, face down, in front of the student and a new card is drawn. Students are to always have 3 cards in their hand.
- Continue until 5 questions have been asked, at which time the next student makes a statement.

Example: *Student A makes the statement "I will go shopping next week."*

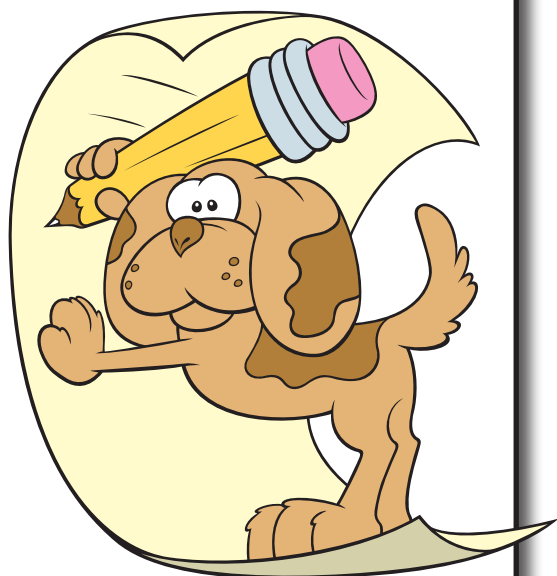
Student D plays a 3 and asks "What will you buy?" Student A answers "Socks" Student D draws a card.

Student B plays a 2 and asks "Do you know what color socks you want?" Student A answers "Not yet". Student B draws a card

Student B quickly plays a 1 and asks "Who are you going with?"

etc.

- When there are no more cards in the draw pile, the students count the cards in front of them. The student with the most cards in front of them is the winner.



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