

## Lesson Plan Template

<b>Name</b> Eunseol Kim	<b>Title or explanation</b> How to play UNO	<b>Time</b> 50 minutes
<b>Level/Age</b> Low intermediate ( age 10-12)		
<b>Language focus</b> <u>Target language:</u> How to play UNO <a href="https://www.youtube.com/watch?v=sWoSZmHsCl8">https://www.youtube.com/watch?v=sWoSZmHsCl8</a> <u>Specific language skill focus:</u> <u>Culture:</u> N/A		
<b>Student learning objective and assessment activity</b> By the end of the lesson, students will be able to comprehend the instruction of UNO game by playing UNO game.		

### **Task:**

**Take a look at this example lesson plan.  
Some content has been deleted and you  
need to fill in the details.**

**Add the correct skill in the box “Specific  
language skill focus” above - listening or  
speaking.**

**Look at the steps of the lesson below.  
Add the correct labels in the “Stages”.  
The labels could be E / I / F or P / D / P.**

Steps	Stages	Time	Procedure
1		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>
2		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.  <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></li> <li>Students will raise the <u>word cards</u> as they see the picture and listen to the *teacher’s instruction  * 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?”</li> </ol>

3	5	<p><b><u>Demonstrate the words by showing a situation using <a href="#">real cards (UNO)</a>.</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>
4	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>
5	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; <a href="#">Worksheet</a></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>

6	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> <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> </li> <li>5. <b>Students</b> will pick up the card types as they listen to the names of the cards. <ul style="list-style-type: none"> <li>** 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.</li> <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. <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>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> </ol> </li> </ul> </li> </ol>
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7	5	<p><u>Listen for the deeper details( whole text with the <a href="#">audio and video</a>) AUDIO &amp; VIDEO; <a href="#">sentence frame worksheet</a> small group.</u></p> <p>-</p> <ol style="list-style-type: none"> <li>1. 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>2. The teacher will ask students to discuss this in a <u>small group</u>.</li> <li>3. Teacher will be checking with the whole group.</li> </ol>
8	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>1. As they listen to the text, students will use a graphic organizer to fill in the information to play the game</li> <li>2. Check the graphic organizer together with their group members.</li> <li>3. 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> <p>.</p>
9	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>