

新北市_____國小英語教學活動設計

New Taipei City _____Elementary School English Lesson Plan

單元主題 (Unit Theme)	Playing Cards	設計者 (Course Designer)	Jenny Tsai
實施年級 (Grade Level)	5 th grade	教學時間 (Course Duration and Time)	Two 50-minute lessons
設計理念 (Unit Overview: Rationale and Philosophy)	Almost every child has played a card game before, whether with family, friends, or classmates. However, many may not know how to play card games or even how to talk about playing cards in English! In this lesson, students will be able to expand their knowledge of playing cards and learn new things about an interesting topic that they already have familiarity with.		
學習目標 (Learning Objectives)	<p>Students will learn different ways to use playing cards.</p> <p>Students will learn the card names, card count, and card suits.</p> <p>Students will be able to recite the card count and name any card in the deck with its corresponding suit.</p> <p>Students will learn card game vocabulary and be able to play card games in English.</p> <p>Students will learn about the history of playing cards and where playing cards came from.</p>		

第一節課 (Lesson 1)

教學流程 (Teaching Procedure)	時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
<p>Warm-Up</p> <p><u>Introduction</u> – Go over camp rules and classroom actions. Introduce myself, where I’m from (USA), and where I lived (Las Vegas). Introduce the city of Las Vegas and explain how people from all around the world will visit Las Vegas to play special kinds of games, like poker. Explain that poker is just one kind of card game.</p> <p>Activate students’ background knowledge by asking who has played card games before. Then ask “What do you need to play a card game?... <i>Cards!</i>” Ask students what cards are called in Chinese and then ask them to guess what they think we call them in English.</p>	15 min	<p>PPT</p> <p>Student Worksheet</p>	<p>Verbal – call on students for answers</p> <p>Verbal – ask comprehension questions</p> <p>Verbal – call and response</p>

<p>Explain that in English we actually say “<i>playing cards</i>” and not “<i>poker cards</i>” (even though that is the direct translation from Chinese).</p> <p>Tell students there are many different things we can do with playing cards. Ask students, “How can we use playing cards?” and elicit student responses. Then go through the six different ways we can use playing cards using fun visuals and videos to engage student interest. Have students write down the words and also practice saying the sentence pattern each time:</p> <p>“We can use playing cards for...”</p> <ul style="list-style-type: none"> - card games - card collection - cardistry - magic - card throwing - card houses 			<p>Written – check for correct spelling</p>
<p>Presentation</p> <p><u>Vocabulary</u> – Introduce vocabulary that will help students be able to talk about playing cards and have students write and/or draw each word.</p> <p>Teach “<i>deck</i>” (also, <i>deck of cards</i> or <i>card deck</i>). Hold up a few decks and ask students to tell you how many “decks” you are holding. Then look inside the deck. Ask students how many colors and how many different shapes they see inside the deck.</p> <p>Teach students about the four card “<i>suits</i>” (<i>spades, hearts, clubs, diamonds</i>). Students write and draw in their notebooks. Give helpful hints for how to remember each suit. For example, use the phonetic sound of long A in the word “spades” to help students remember that the suit with the pointy top is called spades, which also happens to look like the capital letter “A” with a pointy top. Have students make a point with their hands and repeat, “A...A...spAdes!” while emphasizing the sound of the A in the word. For “clubs,” you can emphasize the /cl/ sound at the beginning and connect it to the word “clouds” because the suit looks like three little clouds, which can help students remember “<u>cl</u>ubs.”</p> <p><u>Let’s learn the card names!</u> – Tell students that every card has a special name in English. But ask students if the card count starts with “one.” Most will notice it does not, it starts with “A.” Explain that there is no number “1” in playing cards. Ask if anyone know what “A” stands for (this can also give you a sense of who might already have</p>	<p>18 min</p>	<p>PPT</p> <p>Student</p> <p>Worksheet</p>	<p>Verbal – call on students for answers</p> <p>Verbal – ask comprehension questions</p> <p>Verbal – call and response</p> <p>Verbal – ask students to name each card and suit</p> <p>Written – check for correct spelling</p>

<p>some background knowledge of the card names).</p> <p>Teach students the names of each card, starting with <i>ace, two, three,..., ten, jack, queen, king</i>. Point out that after ten, there is no “eleven” but rather “J.” J is for <i>jack</i>, which is card number eleven but we don’t say eleven because the card name is <i>jack</i>. (Same for Q and K). As you go through each card, students will write down the names, but also practice naming the card suit of each card. Teach students that the card name follows the pattern “ <u>#</u> of <u>(suit)</u>.” For example, “ace of spades” or “two of hearts,” etc. Encourage students to use their notes to identify the card suit and name each card as you go through the deck. After K for king, have students chant the card count out loud (from ace all the way to king) for practice. Then introduce the final “special” card, the <i>joker</i>. Explain that the joker is usually a picture of a clown and make connections to the Chinese translation/name of the card.</p> <p>Do a few examples of the game “What card is missing?” where students practice naming the missing card and writing it down for practice. They must respond with both the card name and corresponding suit. Encourage them to use their notes.</p>			
<p style="text-align: center;">教學流程 (Teaching Procedure)</p>	<p style="text-align: center;">時間 (Time)</p>	<p style="text-align: center;">教學資源 (Teaching Materials)</p>	<p style="text-align: center;">教學評量 (Assessment)</p>
<p>Practice</p> <p><u>Game Time</u> – Student will learn to play the game “Heart Attack,” which will help them review and practice the card names and card count in a fun and engaging way. Students read the rules out loud and learn how to play the game. They will play in small groups of 2-4 (two is best, so that every student has more chances to practice speaking). Students take turns putting out a card while reciting the card count in order – i.e., <i>ace, two, three, four, five,...</i> -- if the card they put down matches the card name that is called out, everyone must slap the pile in the middle. Whoever is the slowest to react takes the pile of cards and starts the next round. Encourage students to pay attention to the card names – for example, if someone counts incorrectly and says “eleven” instead of “jack” then it counts as a fault. This will motivate students to pay closer attention and use their listening skills as well as practice speaking. First player to get rid of all their cards wins.</p> <p>Remind students about safety rules and appropriate</p>	<p>12 min</p>	<p>PPT</p> <p>Playing Cards (multiple decks)</p> <p>Heart Attack Game Cards</p>	<p>Verbal – ask comprehension questions</p> <p>Observation – circle the room to check for understanding</p>

<p>“slapping” behavior. Do a demonstration of the game and then let students play. Walk around during the game to assist students as needed and to ensure that students are practicing the correct card count. Can also provide game cards (with the card names and card count) for lower level students to use as a reference guide during the game.</p>			
<p>Wrap-Up</p> <p>Clean up all card decks. Review the four card suits and all the card names. Have students chant the card count (from ace to king) and identify the joker. Then hold up a deck of cards and ask students what we call these in English – “Do we call them <i>poker</i> cards?...No! We call them <i>playing</i> cards!”</p>	5 min	PPT	Verbal – check for understanding and learning

第二節課 (Lesson 2)

教學流程 (Teaching Procedure)	時間 (Time)	教學資源 (Teaching Materials)	教學評量 (Assessment)
<p>Warm-Up</p> <p><u>Review</u> – Go over camp rules and classroom actions. Review the card suits and card count with students.</p> <p><u>Question</u> – What cards do you see? (<i>I see a/an ... of ...</i>)</p> <p>Practice asking the question and answering using the sentence pattern. (<i>e.g., “What cards do you see?” “I see a two of clubs.”</i>) Do an example with the whole class. Then play a review game on individual whiteboards.</p> <p><u>Review Game</u> – Show the class a photo and ask students to write down as many cards as they can on their whiteboard. Encourage them to use their notes from the previous lesson. Students will have one minute to write. Then go over answers and ask students to answer using a complete sentence. (<i>I see a/an ... of ...</i>)</p> <p>Students can keep track of their points for more motivation. This review game will help to activate the vocabulary they learned and also give them a chance to practice their writing and spelling.</p>	15 min	<p>PPT</p> <p>Student Notebook</p> <p>Whiteboard</p> <p>Dry Erase Markers</p> <p>Board Erasers</p>	<p>Verbal – ask comprehension questions</p> <p>Verbal – call and response</p> <p>Written – check for correct answers</p>

<p>Presentation</p> <p><u>History of Playing Cards</u> – Have students write down the question, “Where do playing cards come from?”</p> <p>Activate prior knowledge and ask students if they can guess where playing cards first came from. Teach students about the history of playing cards and how they spread across the world, showing examples of playing cards over time and from different countries. Students take notes on the worksheet and write down different country names.</p> <ol style="list-style-type: none"> 1. Playing cards first came from <u>China</u>. 2. The most popular card deck used today came from <u>France</u>. 3. Jokers were first added to the deck in the <u>United States</u>. <p><u>Inside the Card Deck</u> - Teach students how the card deck is divided (<i>number cards vs. court cards</i>) and how it relates to the history (e.g., “court cards” are named after the royal court, which included the jack, queen, king, and joker). Can also explain how the ace of spades used to be a special stamp (obtained only after paying taxes to the government), which is why it is often different from the other aces and has a special design. Students write down the vocabulary on the worksheet.</p> <p><u>Draw Your Own Court</u> – Students will first identify and write down the names of each card on the worksheet to review card names and suits (<i>e.g., jack of clubs, queen of hearts, etc.</i>). Then students will have a chance to tap into their creativity and draw their own court cards.</p> <p>After learning the history, students should be able to draw appropriate pictures based on the roles of each court card (e.g., jacks are knights who protect the king, so they can draw a sword or armor). Show examples and then give students some time to draw their own royal court, ace, and joker. This will also help reinforce the card names that they have been learning. Clean up drawing materials.</p> <p><u>Card Game Vocabulary</u> - Teach the final two vocabulary words “<i>shuffle</i>” and “<i>deal</i>,” which are often used when playing card games. Students write the words down and prepare to play a game.</p>	<p>15 min</p>	<p>PPT</p> <p>Student</p> <p>Worksheet</p> <p>Colored</p> <p>Pencils</p>	<p>Verbal – call on students for answers</p> <p>Verbal – ask comprehension questions</p> <p>Written – check for correct spelling</p>
---	---------------	--	--

<p>Practice</p> <p><u>Game Time</u> – Students will learn to play the game “Horse Race,” which will help them review and practice the card names and card suits. Show how the original card game is played using cards, then explain that instead of using cards the students will be the “horses” in the race.</p> <p>Students read the rules out loud and learn how to play the game. They will play as a class in 4 teams (spades, hearts, clubs, diamonds). This works best if students are already sitting in four rows. Using the online card deck, shuffle and deal one card at a time. Students will see a card, everyone says the name of the card out loud (i.e., seven of clubs), then one person from that corresponding team can stand up. Students will race to see which team can reach the finish line first. If a “bomb” is dealt, one student from that team sits back down. If a “joker” is dealt, one student from any team that is behind can stand up. Once a team reaches the finish line, that team gets one point and everyone sits back down. Shuffle the deck and play again (as time allows).</p> <p>To ensure that every student has a chance to stand up and participate during the game, you can switch the direction of the race with each new game (i.e., the finish line becomes the starting line). Encourage students to use their notes during the game. Can also provide visuals of the card suits to help students recognize which team they are on. This game will allow students to practice recognizing the different card suits and naming different cards in the deck.</p>	15 min	PPT Horse Race - Online Playing Cards Posters of Card Suits	Verbal – ask comprehension questions
<p>Wrap-Up</p> <p>Review the new vocabulary. Then review the four card suits and all the card names. Once again, have students chant the card count (from ace to king). Remind students they now know how to talk about playing cards in English and how to play different card games in English, so encourage them to keep learning and have fun using English!</p>	5 min	PPT	Verbal – check for understanding and learning
<p>附錄：學習單或參考資料 (Appendix: Worksheets or References)</p>			



How can you use playing cards?

You can use playing cards for...

1. _____
2. card collection
3. cardistry
4. magic
5. card throwing
6. card houses

VOCABULARY

7. _____	}		_____
8. _____			_____

LET'S LEARN THE CARD NAMES!



- | | |
|-----------|------------|
| A - _____ | 9 - _____ |
| 2 - _____ | 10 - _____ |
| 3 - _____ | J - _____ |
| 4 - _____ | Q - _____ |
| 5 - _____ | K - _____ |
| 6 - _____ | - _____ |
| 7 - _____ | |
| 8 - _____ | |

? What card is missing? ?

Write the name of the missing card and its suit.



Heart Attack Game Cards

**HEART
ATTACK**



CARD COUNT

- | | |
|-----------|-----------|
| A - ace | 8 - eight |
| 2 - two | 9 - nine |
| 3 - three | 10 - ten |
| 4 - four | J - jack |
| 5 - five | Q - queen |
| 6 - six | K - king |
| 7 - seven | |



Lesson 2 – Student Worksheet

HISTORY OF PLAYING CARDS



1) Playing cards first came from _____



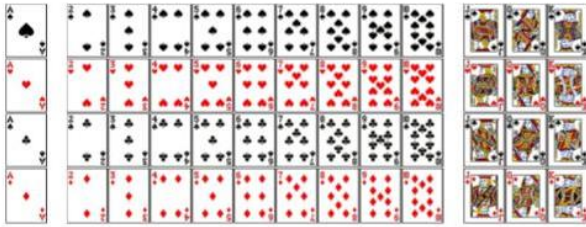
2) The most popular card deck used today came from _____



3) Jokers were first added to the deck in the _____

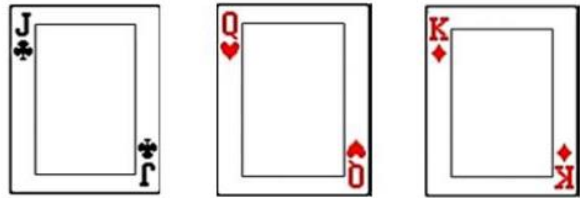


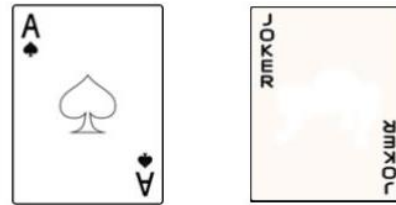
INSIDE THE CARD DECK



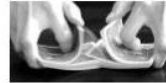
_____ or _____

♠♥ **DRAW YOUR OWN COURT** ♣♦





CARD GAME VOCABULARY



_____ and _____

Posters of Card Suits



SPADES



HEARTS



CLUBS



DIAMONDS

Horse Race – Online Playing Cards

<https://wordwall.net/resource/22477886/horse-race-card-deck>