



Game: Apples to Apples™

Lesson Plan Created By: Sarah Powell (Gnome Games Staff and UWGB Education Student)

Description: A game of quick thinking and creative ideas. Players (2-10 players per game of cards, but game cards can be mixed to play with more players) use cards to form creative and clever word associations. If at first their word association isn't chosen, they may argue their perspective in hopes to change the Judge's mind. When a player's creative ideas win them 4 green apple cards they've won the game.

Objective ideas: The use of this game will increase a student's vocabulary and efficiency communicating. Also, as students argue and persuade the Judge to choose their red apple card, the students will be able to orally communicate opinions, information, and ideas to their class/group.

Materials Needed: Apples to Apples™ game

Additional Information: The Apples to Apples™ game has a version for younger students ages 9-12 called Apples to Apples Jr.™. Also there are customizable cards that can be made to cater to any classroom, subject, vocabulary, age, or topic. These cards are particularly useful when looking for ways to practice very specific vocabulary.

Manufacturer: Out of the Box, www.otb-games.com

Wisconsin DPI Standards met while playing Apples to Apples™

English Language Arts, Standard C: Oral Language Performance Standards - Grade 12

C.12.2 Listen to, discuss, and comprehend oral communications.

- Attend to both literal and connotative meanings
- Distinguish between relevant and irrelevant information
- Distinguish fact from opinion, evaluate logic, and identify manipulative techniques
- Analyze messages for their accuracy and usefulness

- Evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication
- Relate a speaker's ideas and information to prior knowledge and experience
- Consider the specific situation and current conditions when responding to instructions

C.12.3 Participate effectively in discussion.

- Detect and evaluate a speaker's bias
- Consider the ideas and opinions of other speakers thoughtfully before responding
- Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence
- Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion
- Appraise the purpose of discussions by examining their context and the motivation of participants
- Perform various roles in a discussion, including leader, participant, and moderator
- Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions
- Explain and advance opinions by citing evidence and referring to authoritative sources
- Employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions
- Convey criticism in a respectful and supportive way

D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- Use language appropriate to the background, knowledge, and age of an audience
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

