

Lesson Plan

My Christmas memory game

Meu jogo de memória de Natal

Ana Paula Carvalho Schmidt¹ , **Angelica Micoanski Thomazine¹** ,
Bárbara de Paula Fernandes¹ , **Eduarda Victória Bisognin¹** 

¹Universidade Federal de Santa Maria, Santa Maria, RS, Brazil

The present activity was developed as an Outreach Practice and as a requirement for partial approval of the Political Dimensions of English Language Teaching, part of the English Major course at the Federal University of Santa Maria (UFSM). The project was named “My Christmas Memory Game” by the student-teachers and it was composed of several activities for all ages to foment critical English learning through games. According to the Diretrizes Curriculares Nacionais da Educação Infantil (DCNEI), children construct their personal and collective identity through daily interactions, relationships and practices, participating in activities that involve playing, imagination, fantasy, desires, learning, observation, experimentation, narration, questioning and the construction of meaning about nature and society, thereby contributing to cultural production (BRASIL, 2018). Therefore, the following activities provide an environment for learning, development and socialization through English immersion.

1 AGE GROUP

Children aged between 3 and 10 years old (Pre to early years of Elementary School).

2 LENGTH

Approximately 20 minutes.

3 SUBJECT

English Language.

4 THEME

Christmas traditions in Brazil and other countries.

5 GENRE

Memory game.

6 SKILLS

Reading (images and words in the cards) and speaking (throughout the game). The activity involves the use of texts composed by many languages (or modes) and it requires different abilities and comprehension practices. The material is interactive and, even more so, collaborative. They fracture and transgress established power relations, especially ownership relations (of machines, tools, ideas, or verbal and non-verbal texts). They are hybrids and cross boundaries (Rojo, 2012).

7 LEARNING OBJECTIVES

- a. To immerse the students in the English Language through a memory game;
- b. To practice pronunciation of words related to Christmas symbols;
- c. To categorize Christmas symbols belonging to Brazilian culture in order to develop critical thinking about different ways of celebrating Christmas around the world;
- d. To understand and appreciate cultural diversity through the acknowledgment of Christmas elements in different countries;
- e. To develop memory and concentration skills.

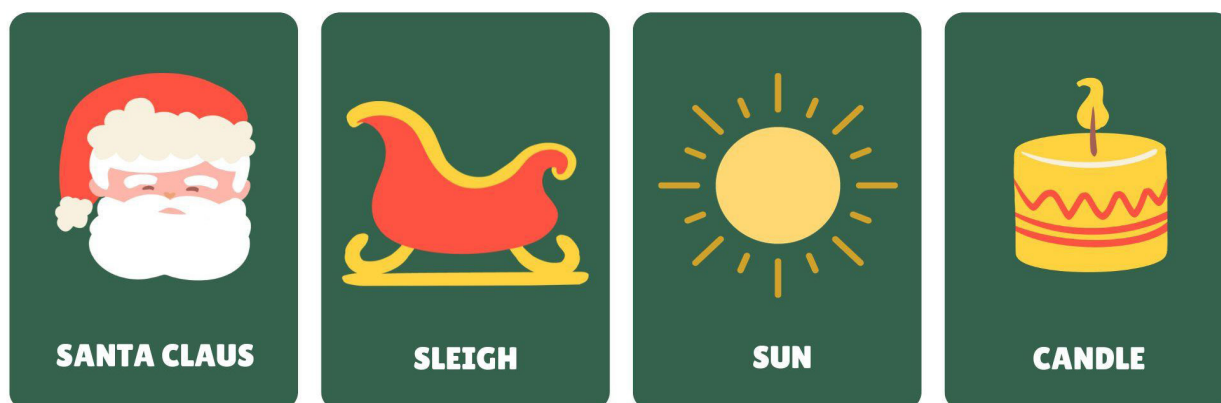
8 ACTIVITIES

In the initial warm-up, children will be invited to join the game, welcomed in a circle and encouraged to introduce themselves, saying their names and ages (if the teacher does not know them yet). This part could be conducted in English or Portuguese and some sentences the teacher can use are: *Hello, guys! How are you today? My name is [introduce yourself] and I would like to invite you all to play a very fun game. Let's sit here, more comfortably. First, could you tell me your name and age? Now, are you ready to learn new words about Christmas? Let 's play!*

To introduce the activity, the rules of the memory game should be explained, and they can be said in Portuguese. Basically, the game continues until all cards have been matched. The challenge is to remember where the corresponding cards are, thus developing memory and concentration skills. Some sentences the teacher can say are: *It's a memory game, do you know how to play? You need to match the cards.* The teacher can give an example of how to play.

The activity should be organized in groups of up to 10 children. There are a total of 24 pairs of images, but the teacher can choose which pairs will be used depending on the context or number of children.

Figure 1 – Examples of memory game cards



Source: elaborated by the authors

This game specifically contains images related to Christmas and their corresponding word in English, as shown in Figure 1. These images refer to some elements found in the Northern Hemisphere of the planet (snow, stockings, gloves, etc.), where it is winter during this time of year, but they are popularly known and widely spread. However, we added other elements (sun, fruits, beach, etc.) that we can find in the Southern Hemisphere Christmas parties, which occur during summer. Some other images, such as candles, lights, and gifts are common regardless of location.

After playing the memory game, children will be presented to a box where they will categorize what they find in their own Christmas party, using the cards they have just played. If there are too many students, the teacher can divide them into smaller groups and while a group plays the memory game, another group categorizes the Christmas cards. In this case, an extra printing of the cards will be necessary. There is a suggestion for the box to be used for categorization in Figure 2:

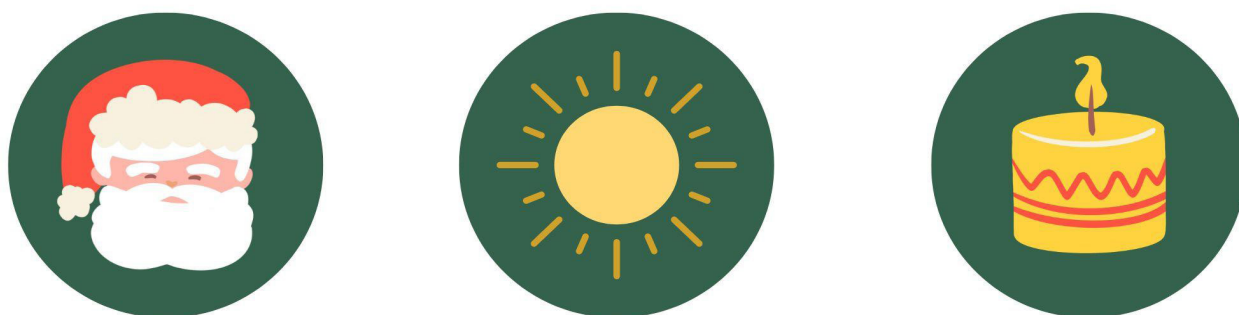
Figure 2 – My Christmas box



Source: elaborated by the authors

At the end, each child can receive a gift sticker containing the images from the game (as shown in Figure 3) and can leave a message and/or make a drawing on the Christmas tree image (exemplified by Figure 4), which will be hung in the classroom.

Figure 3 – Examples of stickers



Source: elaborated by the authors

Figure 4 – Christmas tree



Source: elaborated by the authors

9 TEACHING RESOURCES

For the success of this activity, the following resources are provided in the Appendix section, after the References: memory game cards to be printed (Attachment 1), a Christmas tree on A3 size paper (Attachment 2), a box for depositing the cards (Attachment 3), stickers with Christmas themes (Attachment 4) and markers. All the materials were created by the authors using Canva¹, a free online image editor, and the box was made by one of the authors from recyclable material.

REFERENCES

Brasil. (2018). *Base Nacional Comum Curricular*. Brasília: Ministério da Educação, pp. 37.

Rojo, R. (2012). Pedagogia dos Multiletramentos: Diversidade Cultural e de linguagens na escola. In Rojo, R. & Moura, E. (Orgs.). *Multiletramentos na escola*. São Paulo: Parábola Editorial.

Authorship contributions

1 – Ana Paula Carvalho Schmidt

PhD in Language Studies - Linguistics (UFSM), Professor of Language - Linguistics, Department of Modern Foreign Languages, Federal University of Santa Maria.

<https://orcid.org/0000-0002-5434-6897> • ana.carvalho@ufsm.br

Contribution: Methodology, Project administration, Supervision, Visualization, Writing – review & editing

2 – Angelica Micoanski Thomazine

PhD in Translation Studies (UFSC), Professor of English Language and Literature, Department of Modern Foreign Languages, Federal University of Santa Maria.

<https://orcid.org/0000-0001-9031-3104> • angelica.micoanski@ufsm.br

Contribution: Methodology, Project administration, Supervision, Visualization, Writing – review & editing

3 – Bárbara de Paula Fernandes

Graduated in English Literature, Federal University of Santa Maria.

<https://orcid.org/0009-0001-9464-0062> • barbara.fernandes@acad.ufsm.br

Contribution: Conceptualization, Investigation, Methodology, Resources, Writing – original draft

¹Available at: https://www.canva.com/pt_br/. Accessed on: Nov 9th, 2023.

4 – Eduarda Bisognin

Undergraduate in English Literature, Federal University of Santa Maria.

<https://orcid.org/0009-0007-2611-6369> • eduardavictoriab@gmail.com

Contribution: Conceptualization, Investigation, Methodology, Resources, Writing – original draft

How to quote this article

Schmidt, A. P. C., Thomazine, A. M., Fernandes, B. de P., & Bisognin, E. V. (2024). My Christmas memory game. *Notas de Pesquisa*, Santa Maria, 2, e86549. Disponível em: <https://periodicos.ufsm.br/nope/article/view/86549>.

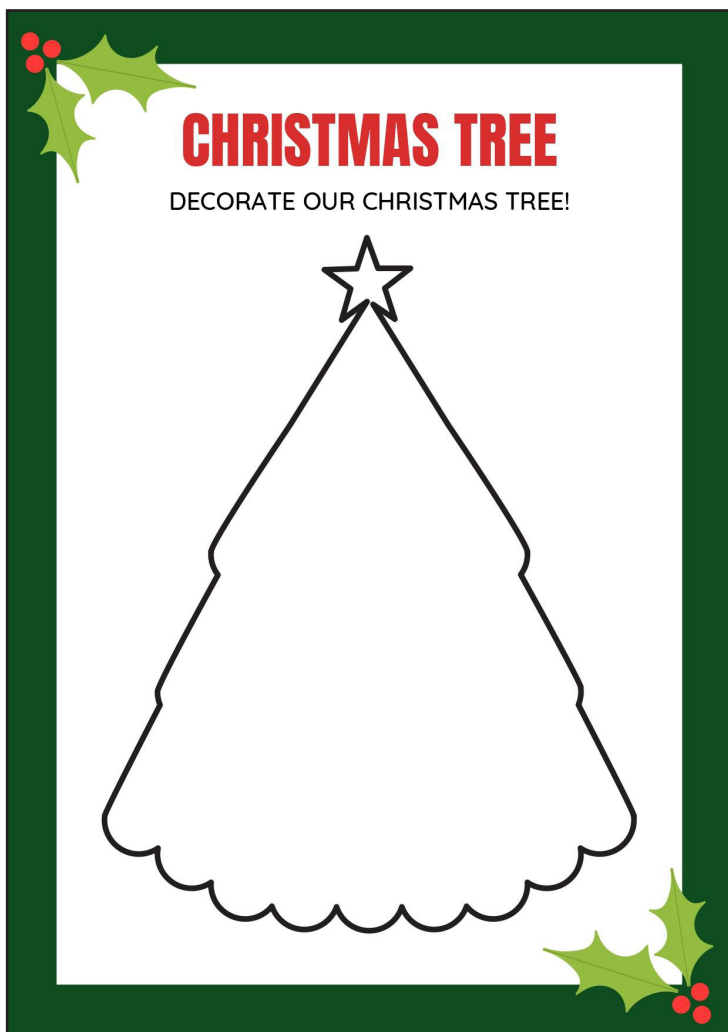
ATTACHMENT 1 – MEMORY GAME CARDS TO BE PRINTED





Source: elaborated by the authors

ATTACHMENT 2 – CHRISTMAS TREE



Source: elaborated by the authors

ATTACHMENT 3 – A BOX FOR DEPOSITING THE CARDS



Source: elaborated by the authors

ATTACHMENT 4 – STICKERS WITH CHRISTMAS THEMES





Source: elaborated by the authors