

Gaming in the Classroom - Lesson Plan

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Wii - Are You Smarter than a 5th Grader?

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Grades: 3-8 Subject Area: Varied/Critical Thinking Skills/Collaboration

Overview

In this series of lessons, students will be able to play the *Are You Smarter than a 5th Grader?* game on the Wii, review multiple choice question construction and strategies for approaching these types of questions, review digital presentation tools, create a multi-media 10 question quiz of their own design and present this quiz in game format to the class with peer participation.

A. Topic: Are You Smarter than a 5th Grader? Create Your Own Quiz Activity

B. Objectives: LA Common Core Standards College and Career Readiness Anchor Skills for 8th grade
 * There will be additional content area standards addressed but these are random in the game - you could however require certain content area standards be addressed through the activity.

Reading CCR #1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Reading CCR #4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Reading CCR #7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
Reading CCR #10	Read and comprehend complex literary and informational texts independently and proficiently.
Writing CCR #4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Writing #6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Writing #10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing #8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Speaking & Listening #1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
Speaking & Listening #2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking & Listening #4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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Speaking & Listening #5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Speaking & Listening #6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language #1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
Language #2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Language #3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Language #4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Language #6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C. Instructional Resources:

Wii Gaming System	Wii Game: <i>Are You Smarter than a 5th Grader?</i>
Projector	White board
Speakers	Game Controllers
Word Processing Application	Research materials both in print and digital form
Citation sites and requirements	

D. Procedures:

Teach:

1. Introduce the game on the Wii and show students how to navigate the quizzes. You need to use the arrows on the controller to choose the correct answer- this takes some students longer to figure out.
2. Divide students into groups of four (or three or two) who will compete against each other in the quiz. You can also have teams work together to involve more students at one time in the game play.

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3. Conduct mini-lessons on multiple choice test question construction, test taking strategies for standardized test questions in this format, and different tools to use in creating a multi-media quiz game/show (such as PowerPoint, Google Doc Presentation, Prezi, Slide Rocket, etc.)
4. Once all students have participated in a quiz, tell students they will be creating their own game show for their peers to compete in. Format is multiple choice questions, subject area and amount of questions to be included in teacher choice and will depend on age level and content area to be stressed. For my lesson, questions will be grammar based on the seven parts of speech and students will need to complete ten questions.
5. Once topics have been chosen, review copyright laws and remind students that they need to cite resources used and pictures utilized in their presentation. The use of pictures will depend on the subject matter and teacher preference.
6. Once planning has taken place, students are given time to research with digital and print sources to come up with their questions.
7. Students work on creating their multi-media presentations utilizing their questions. Remind students that they will be graded on the accuracy of their questions and answer choices.
8. Students work to finalize their game shows and then schedule a time with the teacher to present their shows to their peers. Final presentations, both digital and oral, are then scored using 6 point rubrics.

Closure:

Once students finish their quiz show presentations, they should schedule a time to present their work to the class using peer participation in their game. Student presentation, both the digital format as well as their oral leading of the game should be evaluated using a rubric of teacher choice.

Assessment:

1. Teacher observation of cooperative/competitive game play, student writing process and student oral and digital presentation skills.
2. Digital presentation and oral presentation graded on 6 point rubrics.
3. Evaluate questions and citations for accuracy.
4. Teacher observation of student participation in peer created games.

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Differentiation:

*Varying the complexity of questions and subject matter would allow for easy differentiation of this assignment.

*You could have teams work on this assignment instead of individuals which would also provide more/less challenge depending on your groups.

*Allowing different forms of presentation could also differentiate this assignment.

Connections:

*Direct connections to any content area can be made through the use of narrowing the subject matter requirements of the student created questions. Unfortunately, the subject matter in the game is pretty random.

*Possible math connection with points given for correct answers in the *Are You Smarter than a 5th Grader?* game as well as the student created games.

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