

Gaming in the Classroom - Lesson Plan

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Wii - Endless Ocean

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Grades: 6-8 Subject Area: Language Arts

Overview

In this series of lessons, students will be able to play the *Endless Ocean* game on the Wii in diving teams, review the importance of setting in narrative writing, use a graphic organizer to plan out a creative narrative writing with a marine setting, then write, edit and publish the writing.

A. Topic: Narrative Writing Assignment: Endless Ocean

B. Objectives: Common Core Standards

Reading I #3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
Reading I #4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Reading I #7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Writing #3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Writing #4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Writing #5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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.
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. b. Follow rules for collegial discussions and decision-making, track progress toward specific

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	<p>goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
Language #1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>
Language #2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>
Language #3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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).</p>
Language #6	<p>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.</p>

C. Instructional Resources:

Wii Game: Endless Ocean	Wii Gaming System
Projector	White board
Speakers	Game Controllers
Word Processing Application	Graphic Organizers (if needed)

D. Procedures:

Teach:

1. Introduce the game on the Wii and show students how to navigate the diving and quest portions of the game.
2. Divide students into small collaborative dive teams to work together to interact with the marine dive simulation game for 20-30 minute intervals each. (I had four groups of four and the groups not playing the Wii were working on different reading/journaling/grammar assignments.)
3. At some point during the week, conduct mini-lessons on the importance of setting in narrative writing and the use of student created (or teacher generated) graphic organizers as a planning tool for writing.
4. Once all groups have taken their turn on with the game, introduce the narrative

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writing assignment: Endless Ocean. Review using a graphic organizer to plan out a narrative based writing assignment. Students plan out creative writing ideas set in a marine environment.

5. Once pre-planning is complete, students begin work on their narratives.
6. Students work to edit their writing once they have submitted the first draft. Final essays are then scored using a 6 point rubric system.

Closure:

Students choose how to publish/share their Endless Ocean writings, digitally, orally, publically in the classroom, etc.

Assessment:

1. Teacher observation of cooperative game play and student writing process.
2. Creative Narrative writing assignment graded by 6 point rubric by teacher for final grade.
3. Writing organizer (pre-writing) collected and scored for completion.
4. Teacher observation of student publishing choices.

Differentiation:

*Varying the complexity of graphic organizers can be utilized to differentiate the planning process for students. I prefer to have students generate their own unique organizers, but teacher generated organizers could be used to aid instruction at different levels.

Connections:

*Direct connection to Science and the study of marine environments and animals.
*Possible connection to persuasive (discuss marine pollution and write a persuasive letter or editorial regarding this situation) or research writing projects (marine biology areas).

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