

# Gaming in the Classroom - Lesson Plan

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## Wii- Nat Geo Challenge! Wild Life

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Grades: 3-8 Subject Area: Language Arts

### Overview

In this series of lessons, students will be able to play the *Nat Geo Challenge! Wild Life* game on the Wii, review research techniques and requirements, then choose a game inspired topic, conduct research, write a short research based essay, edit their writing, and share their findings orally with the class.

### A. Topic: Short Research Writing Project: Nat Geo Challenge! Wild Life

### B. Objectives: Common Core Standards

Reading I #1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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 #7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Writing #2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.

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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. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.
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 #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: Nat Geo Challenge! Wild Life
Projector	White board
Speakers	Game Controllers

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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.
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. Students should take notes on questions/topics which they have an interest in learning more about through research.
3. Conduct mini-lessons on copyright laws, requirements for bibliographies, format of bibliographies (including the use of citation sites such as [www.easybib.com](http://www.easybib.com) ), Internet search tips and tricks and research methods.
4. Once all groups have participated in a quiz, allow students to discuss notes they have taken and make decisions on their research topic of choice.
5. Once topics have been chosen, discuss format of research essay (teacher choice depending on length and type of writing assigned) and review outlining or another pre-planning method with the students. Students should be made aware that they will be sharing their research with their peers orally at the end of this assignment.
6. Once planning has taken place, students are given time to research with digital and print sources.
7. Students work on writing their essays once their research has been completed and cited.
8. Students work to edit their writing once they have submitted the first draft. Students also prepare to present their findings to the class orally. Oral presentations can be as simple as students reading their essays, reading a summary of their essay, or more ambitious such as requiring a multi-media presentation of their findings.  
Final essays are then scored using a 6 point rubric system.

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### Closure:

As students share their research orally in the class, audience members take notes on things learned and questions prompted. Peers may ask questions after presentations have been made. As a conclusion activity, ask students to share some further questions they now have and discuss research methods they might choose to use to further their study in these areas.

### Assessment:

1. Teacher observation of cooperative/competitive game play, student writing process and student oral presentation skills.
2. Research writing and oral presentation graded on 6 point rubrics
3. Evaluate research and citations for accuracy.
4. Teacher observation of student discussion in whole group conclusion activity.

### Differentiation:

\*Varying the complexity of research required, including the number and type of research materials utilized, would allow for individualization of this project.

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

### Connections:

\*Direct connection to Science and the study of wild animals and their habitats (game has certain categories for the quizzes and other activities, so you could use specific areas of study with this game, for example, predator vs. prey).

\*Possible math connection with points and problem solving involving the ability to bet a certain amount of points in levels two and three in increase your chance of winning the overall round.

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