

# Gaming in the Classroom - Lesson Plan

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## Wii - WordJong Party

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Grades:     K-5     Subject Area:     Language Arts    

### Overview

In this activity, students will be able to practice their phonics skills, practice use of sight words and increase vocabulary.

### A. Topic: Vocabulary Activity

### B. Objectives: Common Core Standards: Reading Foundational Skills K-5 (K shown)

Reading Foundational Skill #1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
Reading Foundational Skill #2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Reading Foundational Skill #3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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### C. Instructional Resources:

Wii Game: WordJong Party	Wii Gaming System
Projector	White board
Speakers	Game Controllers

### D. Procedures:

#### Teach:

1. Show students how to create words in the game and how to shake the Wii remote to receive more tiles if they need them.
2. Show students where their points are and how to tell which quadrant their team or they are playing in.
3. Show students how to use game power ups if they create a word with more than 4 letters and explain to all students what a game power up is if needed.
4. You can play the game with up to four individual students or four teams at a time. You can also play against computer teams. I have played with teams of two, three and four and while the teams of two and three worked out great (more minds coming up with more words) the team of four proved to be not as actively engaging for all the group members. If you play in teams, make sure there is always a team captain who is in charge of the Wii remote and you may want to have designated times to switch captains so everyone gets a chance to be in control of moving the tiles.
5. Play until time is called or until someone wins the challenge.

#### Closure:

\*After everyone has had a chance to play, discuss strategies that the students came up with during the game and some of the vocabulary they were proud of creating throughout the game.

#### Assessment:

- \*Teacher observation of student phonics and vocabulary skills
- \*Teacher observation of students' team work skills

#### Differentiation:

- \*You can use this game with older students (6-8<sup>th</sup> graders really like this game) and challenge them to create the longest words possible- there are game power ups if you create words with more than 4 letters.
- \*You can play this game in teams or individually to create different collaborative/competitive environments.

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