**Teacher:** Grundman

**Date:** 6/26/2017

**Subject / grade level:** Battle of the Books team 6-8

**Materials:** student laptops

**NC SCOS Essential Standards and Clarifying Objectives**

6.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

7.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

8.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).

**Lesson objective(s):** To help students learn titles and authors in preparation for Battle of the Books. Then, using gamingShell, create their own BOB game.

**Differentiation strategies to meet diverse learner needs:** Game-based and multiple chances to answer correctly.

### ENGAGEMENT

- Describe how the teacher will capture students’ interest. Introduce the lesson as a chance to play a game then create their own games.
- What kind of questions should the students ask themselves after the engagement? How well do I know the books in the BOB list? How can I

### EXPLORATION

- Students will 1st take the Alice quiz in pairs.
- Once students can answer all correctly, they will have the opportunity to write questions of their own to add to the quiz. Some may even be able to learn writing their own code.

### EXPLANATION

- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination? What is your favorite game app? Are you interested in learning something about how these games are created? Maybe create your own game?
- List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.

### ELABORATION

- Describe how students will develop a more sophisticated understanding of the concept. As students begin with simple Alice concepts they will grow in the kind of thinking skills needed to code.
• What vocabulary will be introduced and how will it connect to students’ observations? Scene, method, event, object, vehicle
• How is this knowledge applied in our daily lives? In some ways, terms in Alice have a parallel in our daily lives, in other ways the concepts take a more thoughtful path.

EVALUATION
• Students will successfully complete the quiz. (This will set up future lessons in creating games)
• This should be embedded throughout the lesson as well as at the end of the lesson