

STEM Collaborative Cataloging Project
Stare! Lesson Plan**Context** (InTASC 1,2,3)**Lesson Plan Created By:** Doreen Rosevold**Created:** May 8, 2016**Lesson Topic:** English**Grade Level:** 9-10**Duration:** 50 minutes**Kit Contents:** http://odin-primo.hosted.exlibrisgroup.com/nmy:NMY_ALEPH:ODIN_ALEPH007657640**Desired Results** (InTASC 4)**Purpose:** To play the game “Stare” as a way of focusing observational skills in preparation for a writing unit**North Dakota English Language Arts and Literacy Content Standards**

- Writing Standards
 - W.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 tasks, purposes, and audiences.

Objectives:

1. The students will increase their ability of observation and recall as they begin a writing unit. (Memoir or short story writing unit will work best)

Assessment Evidence (InTASC 6)**Evidence of meeting desired results:** The students will complete the game and their effective observation will be visible by the progress through the game.**Student Profile Evidence:****Learning Plan** (InTASC 4,5,7,8)**Instructional Strategy: (Check all that apply)** Direct Indirect Independent Experiential Interactive**Technology Use(s): (Check all that apply)** Student Interaction Align Goals Differentiate Instruction Enhance Lesson Collect Data N/A**Hook and Hold:** Hook (Anticipatory set):

- Have the students put their heads down on the desk (no peeking) and ask them questions about what you are wearing (or what was drawn on the board or have a unique thing in the room).
- While their heads are on the desk, have them raise their hand if they think you are wearing a brown sweater, or if you are wearing earrings, or if your shoes are white, etc. Gear your questions to something that they would have had a chance to observe but probably didn't commit to memory. (Use only a minute or two for this exercise)

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- When done questioning, explain to the students that observation is one of the keys to being a good writer.(use examples of description or authors they have read in their literature books for examples, if you like.) Explain that you are going to “test” their observational skills by playing the game “Stare”.

Materials:

- The game of “STARE”
- A document camera
- A Promethean Board
- Coupons for work as prizes (see #7 in procedure) or some other prize for the winning team
- A white board or chalkboard (or large poster) where the rules of the game are listed briefly
- A list of Pre-determined groups – six of them- assigned by color of token
- Signs to hang around the room that say the color of each team: for example, you can write the color on plain paper and hang up, such as “yellow team” or you can hang up colored pieces of paper that match the team colors of : black, red, green, yellow, white, and blue.

LARGE GROUP/Room Play Alternative

- Alternatives to the board game for large group play or to use for unique play: yellow, white, blue, red, black, green ribbons or strips of fabric, about 12 inches long - enough for each student on each team.
- Alternative to the board game materials:
- A large, square piece of Styrofoam about six inches on side with the dots of the dice drawn on with a black marker
- Round laminated circles to make a loop pattern similar to the board (to be placed on the floor)
- Several round laminated triangles with the words “double or trouble” of the same size as the plain circles and distributed in the loop pattern like the board (for using on the classroom floor)
- One large laminated triangle for the finish
- One large laminated triangle for the start.

Procedures: Before class: write the following rules on a whiteboard, a chalkboard or on a poster (or show on an overhead or with the document camera so all can see it before beginning play)

RULES

1. One person from each team will roll the die to see who goes first (roll again for a tied roll)
2. The team with the highest roll will pull a card from the box and hand it to the teacher. The teacher will hold it under the document camera while the timer volunteer turns the 20 second timer over two times.
3. The card is removed from the camera and held by the teacher
4. A member from the first team will roll the dice again. The number will determine which question the teacher will ask from the card they just observed
5. The team can consult on the answer
6. If the team gets the answer correct, the score keeper will move their colored playing piece through the maze the number of spaces that match the question. (for example, if the

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question was a #3, they would move the piece three spaces.)

7. The team continues to roll the die and answer questions, and move ahead on the board until they get one wrong or they roll the same number twice (called “rolling out”)
8. (we will not be using “Opponents’ choice questions today)
9. If you land on one of the spaces marked “double or Trouble”, you will answer the question for the roll of the dice, as usual, but if you get it right, you move ahead double spaces (for example, a “2” question answered correctly, will mean that you move ahead 4 spaces) However, if you get it wrong (or roll out), you will have to move backwards the number of spaces on the die.
10. When the team is done, or has lost its turn, the next team chooses a card and the play continues.

Game Play:

1. Explain the game “Stare”. Put the game board under the document camera so it can be seen by the class. Place the six playing pieces on the board, so all can see them. Go over the rules on the board (or handout or poster, whichever you prepared). Be sure to ask for questions when you are done.
2. Divide the groups into the pre-assigned groups. Ask for two volunteers to be your assistants. (One to turn the timer over during play) and one to move the game pieces which are on under the document camera so all can keep track of where they are – this is a good place to use students who have i.e.ps or if you have an odd number of students in the class)
3. Have the groups stand near the sheets of paper you have used to organize them (yellow, under yellow, etc.)
4. Play the game.
5. When there is about five minutes left of class, determine the winning team. (Maybe award a prize, like a bonus point coupon or one daily writing assignment pass? Or perhaps a tangible one like a new pencil, etc.) Remind the students to be observant about everything they do and see today because tomorrow they will be writing about a segment of their experiences from today, but keep in mind that they have used only observational skills. They will need to think and observe the “touch, smells, tastes, and sounds” of the day also with the same awareness they have done the visual observation today.
6. Assessment: the number of spaces moved by each team....

Alternative play:

- a. The laminated circles are laid out on the floor and the team chooses one of their members to walk the spaces (the team members wear colored ribbon arm bands to distinguish between the teams. The dice could be the regular dice, but it is more fun to use a large Styrofoam square made to look like a die.) The game would be played in the same way as the actual board game but with “human” pieces and larger playing “board”.

Reflection (InTASC 9)

Reflect On:

- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*

Evidence of Student Learning

Standards

Council of Chief School Officers. (2011, April) *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: a resource for state dialogue*. Washington DC. Retrieved from http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

North Dakota Department of Public Instruction. (2011) *North Dakota English language arts & literacy content standards*. Bismarck, ND. Retrieved from https://www.nd.gov/dpi/uploads/87/ELA_JUN0811.pdf

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