

**Manchester College
Education Department**

Lesson: Language Arts
(Midnight on the Moon Jeopardy)

Length: 30-35 minutes

Lesson Plan By: Kristi Brown

Age or Grade Intended: 2nd grade

Academic Standards:

Please note:

→ Midnight on the Moon Jeopardy is an assessment activity. Here are some standards that I covered throughout the two week reading unit.

English/Language Arts- Reading: Comprehension & Analysis—

2.2.4. Ask and respond to questions (when, who, where, why, what if, how) to aid comprehension about important elements of informational texts.

2.2.5. Restate facts and details or summarize the main idea in the text to clarify and organize ideas.

2.3.2. Create different endings to stories and identify the problem and the impact of the different ending.

English/Language Arts- Writing: Applications—

2.5.7. Write responses to literature that: (1.) demonstrate an understanding of what is read (2.) support statements with evidence from the text

Performance Objective(s):

Please note:

→ These were the objectives written for the standards covered throughout the reading unit.

- The students (audience) will restate facts and details (behavior) to demonstrate an understanding of what is read (condition) by completely filling out the graphic organizer with one to two sentences for the first four chapters (criterion of acceptable performance).
- The students (audience) will respond to various questions (behavior) to aid comprehension about important elements developing in the chapter book (condition) by completing ten daily chapter quizzes (criterion of acceptable performance).
- The students (audience) will write responses (behavior) that creates a different ending to the chapter book which will demonstrate an understanding of what has been read (condition) by writing three or more sentences (criterion of acceptable performance).

Assessment:

- The teacher will continue observation about the knowledge of the junior novel, Midnight on the Moon, by having the students play a Jeopardy game. This observation will be done during the lesson by assisting/guiding the teams while playing the Jeopardy game on the Interwrite board. During the activity, the teacher will observe the groups, continuing to give reminders about working together to come up with a response for their team.
 - The teacher has checked assessment throughout the reading unit by giving daily chapter quizzes, graphic organizers, story sequences, vocabulary activities, as well as story element worksheets.

Advanced Preparation by Teacher:

- Interwrite Board (in classroom)
- Computer- Jeopardy Game (in classroom)
- Student Groups
- 5 index cards (numbers 1-5...one number per card)

Procedure:**Daily Routine:**

1. The students will be quietly finishing their morning work at their desks while the teacher prepares the lesson by getting the Interwrite board on and running.
2. The students will continue sitting at their desks and once the Interwrite board is on and running, the teacher will begin the activity.

Introduction/Motivation:

The teacher will begin the lesson by asking the students, “Who would like to share something they remember from Midnight on the Moon” or “Who would like to share their favorite part of Midnight on the Moon?” The teacher will call on students who will share with the class/teacher some details/facts or a favorite part from the Magic Tree House chapter book. The teacher will listen attentively while the students recap information from the story. The teacher will proceed by telling the students, “Today we are going to review our Midnight on the Moon book by playing Jeopardy!”

Step-by-Step Plan:

1. Before the introduction starts, the teacher will have students stand at the back of the room. The teachers will have one student from each prearranged group to pick an index card that has a number from 1 to 5 on it. (This will be the order the teams go in to play the game.)
2. The teacher will then call the student names for each group and have them sit as a team in desks around the room.
3. The teacher will then proceed with the introduction/motivation: Asking the students, “Who would like to share something they

remember from Midnight on the Moon. The teacher will listen intently to the students sharing information from the chapter book.

4. The teacher will continue to instruct by telling the students that they are going to review Midnight on the Moon by playing Jeopardy!”
5. The teacher will give close instructions before beginning to play Jeopardy. The teacher may even ask the students, “Has anyone heard of Jeopardy or played Jeopardy before?” If someone has, the teacher could ask that particular student(s) to share with the class their perception of Jeopardy.
 - a. The teacher will still model how to play Jeopardy by doing a practice round with the class.
6. The class will play Jeopardy!
 - a. During the game, the teacher will monitor the students closely.
 - b. The students will go in the order assigned to them.
 - c. The teams will be encouraged to talk with their teammates to answer the question.
 - i. If they get the question wrong, the next group in line will be given a chance to give the correct response.
 - ii. The teacher will remind the students/teams not to shout out the answer!
 - d. The teacher will give reminders during the first few rounds to help guide the students to answer in question format!

Closure:

Once students have finished each column and question in the Jeopardy game, the teacher will have a Double Jeopardy question prepared. The teacher will give the students the category and student teams will need to wager points before the final clue is revealed. Once the teams have completed the Double Jeopardy round, points will be totaled up and the winner will be announced!

Bloom’s Taxonomy:

Knowledge:	By asking the initial introduction question (see introduction/motivation section), the students will recall important details and ideas from the chapter book.
Comprehension:	Students will demonstrate understanding of restating facts by playing the assessment activity.
Application:	By applying acquired knowledge about the chapter book, students will show an understanding about the chapter book.
Evaluation:	The teacher is able to observe the students making judgments about what facts from the story pertain to the story to give a correct response in the activity.

Gardner's Multiple Intelligences:

Interpersonal:	Students will be in small groups, enabling them to communicate effectively and work efficiently together during the assessment activity.
Linguistic:	Students listen to the teacher's oral directions.
Spatial-Visual:	By using the Interwrite board, students will be able to see the Jeopardy board, including the columns, questions/answers, and the points.
Verbal-Linguistic:	Students will be asked some questions about the book. Also, the students will have to give responses to gain points in the Jeopardy game.

Adaptations:

- Students who have attention problems may need redirection when the students are waiting for a team to take their turn in Jeopardy. The teacher will observe while walking/standing around the room and remind the student to focus as well as pay close attention because he/she may need to assist his/her teammates in giving correct responses.
- Students who have trouble understanding or remembering the book will be grouped with other student to assist in any difficulty. The students will help each other by discussing the facts from the story together before giving their response aloud.

Midnight on the Moon Jeopardy Key

Wonder Words	Jack	Jack & Annie	Annie	Moon Mix Up
A large room - <u>What is a chamber</u>	Jack made this by connecting the stars on the map - <u>What is a mouse</u>	The book they found in the tree house - <u>What is Hello, Moon</u>	Annie thought the Moon man was this - <u>What is an alien</u>	On the moon at night - <u>What is the setting</u>
A drawing that shows a design - <u>What is a diagram</u>	Jack wanted to study this - <u>What is the map</u>	They found this in the crater - <u>What is a moon buggy</u>	Annie did this to get over the big rock - <u>What is to jump</u>	They might run out of air b4 they find the 4 th "M" thing - <u>What is the problem</u>
To look hard at something that is difficult to see - <u>What is to peer</u>	Jack saw this in the gray dust on the moon - <u>What are footprints</u>	They were surprised these were light - <u>What are the space helmets</u>	This is where Annie thought Morgan got <u>Hello, Moon</u> - <u>What is the moon library</u>	Peanut, Morgan, Annie, Jack, Moon man, & Merlin - <u>Who are the characters</u>
A building, like a dome - <u>What is a structure</u>	When he saw this, Jack wanted to go back to the base - <u>What is the Moon Man</u>	This was the only thing in color they saw on the moon - <u>What is the American flag</u>	Annie thought they didn't need a flashlight b/c of this - <u>What is the moonlight</u>	Moonstone, mango, mammoth bone, mouse - <u>What is the spell</u>
A force that helps to keep things from floating away - <u>What is gravity</u>	He felt like this when he tried to walk in the spacesuit - <u>What is a fat snowman</u>	They had this much time to find the "M" thing - <u>What is 2 hours</u>	She thought she could drive this - <u>What is the moon buggy</u>	Morgan was turned into this by Merlin - <u>Who was Peanut, the mouse</u>