

Manchester College
Education Department/Lesson Plan Format
Lesson By: Stacey Morgan

Lesson: Vocabulary Games and Technical Documents

Approx. length: One week (one day of in class instruction and the remaining four to work on the project and acquire materials) plus one day to play and evaluate directions.

Age or Grade Intended: Language Arts, 8

Academic (IN State) Standards:

8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents.

8.2.7 Analyze the structure, format, and purpose of informational materials.

8.5.5 Write technical documents that:

- identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.
- include all factors and variables that need to be considered.
- use formatting techniques, including headings, and changing the fonts (typeface) to aid comprehension.

8.5.6 Write using precise word choices to make writing interesting and exact.

8.2.8 Understand and explain the use of simple equipment by following directions in a technical manual.

Performance Objectives:

Students will compare and contrast directions from various games to determine what makes a good technical document by completing a Venn diagram with at least five observations written in the chart. (Bloom: Analysis)

Students will analyze two instruction sheets and list at least three format and structural properties that they think make an instruction sheet organized and easy to understand. (Bloom: Analysis)

In groups, students will create a vocabulary game to help them study their words scoring at least 8 out of 10 points according to a checklist. (Bloom: Synthesis) (Gardner: Interpersonal)

Students will create a technical document (instruction sheet) for their game that identifies the sequence of events, considers all factors and variables (who goes first, how does the game end, point systems, etc.), uses exact language, and uses formatting techniques to aid comprehension, scoring at least 24 out of 30 points. (Bloom: Synthesis) (Gardner: Verbal/Linguistic and Interpersonal)

Students will play other groups' games by following the directions provided with 100% participation.

Assessment: The first two objectives will be assessed by having students fill out a worksheet discussing the differences between the two instruction sheets and listing the formatting elements they think are the most efficient. The game will be assessed by a checklist. The directions will be assessed by a rubric. Students will also evaluate their peers' directions by filling out a score sheet when playing their game.

Advanced Preparation by Teacher:

Find directions to multiple games for students to compare. Make copies. Create worksheets and make copies. Create rubric, checklist, handouts, and student evaluation sheets. Make copies.

Procedure:

Introduction: By a show of hands, how many of you like to play games? Card games? Board games? How many of you would like to play games in school? We are going to use games as a way to study our next mini-unit which covers technical documents. Without realizing it, I'm sure that many of you are already experts of technical documents, which is a fancy term for informational documents that explain the purpose, rules, steps or the process needed to do something, such as the directions to a game or electronic equipment. Eventually, you will be asked to create a game to help you study your vocabulary words and definitions. You will also have to create a rule sheet to explain the game to others, but before we do that, we need to examine what makes a good technical document.

Step-by-step:

1. Pass out various game directions and worksheets.
2. Have students compare and contrast two game directions by completing a Venn diagram. (Bloom: Analysis) (Gardner: Visual/Spatial) Tell them to consider the following questions when filling out the diagram (put on PowerPoint or board):
 - Were all variables and factors considered (who goes first, when is their turn over, who goes next, how many players, how do you win, when is the game over, etc)? (Bloom: Analysis)
 - Was the language precise? (Instead of saying words like "thing," did the directions use specific words such as "game piece, blue center square, etc.) (Bloom: Evaluation)
 - Were the documents organized in a way that made answers to questions and directions easy to find? (Bloom: Evaluation)
 - What formatting techniques were used? (Bullet points, headings, numbers, font size, bold or italic typeface, etc) (Bloom: Knowledge)
3. Have students answer the following questions on the worksheet (Gardner: Verbal/Linguistic) :
 - Which set of instructions was easiest to understand and follow? Why? (Bloom: Evaluation)
 - What would you suggest to improve the harder set of instructions? (Bloom: Synthesis)
 - Were there any questions about the game you felt were not answered by either instruction sheet? What were they? (Bloom: Evaluation)

- Describe the format of the set of instructions you thought was the most difficult to understand. (Were the instructions numbered, bulleted, listed, or in paragraph form? Were they broken into sections with headings? What kind of font and font sizes did they have?) (Bloom: Analysis)
 - Describe the format of the set of instructions you thought were the easiest to understand. (Bloom: Analysis)
 - List the top three formatting and structural features you think are important when creating a technical document. (Bloom: Evaluation)
4. When students have finished their worksheets, ask them what qualities make a good technical document. (Bloom: Evaluation) (Gardner: Verbal/Linguistic)
 5. Write their ideas on the board (Possible answers: Headings, numbered directions, precise language, includes all possible variables, font size, organization, etc) (Gardner: Visual/ Spatial)
 6. Ask students to remember and refer back to these qualities when they write directions for their own games.
 7. If there is time, break students into groups. (Gardner: Interpersonal)
 8. Pass out instruction sheets and rubrics.
 9. Assign roles: leader, organizer, graphic designer, secretary, vocabulary guru
 10. Give them the remaining time to brainstorm ideas for their group's vocabulary game. (Possible ideas: A memory game where students will have to match the word to its definition, synonym, or antonym; a board game where you would have to give the definition or word to move on; a game like password where you can describe the word without giving its definition; Jeopardy; Pictionary-like games, etc.)

Closure: The main emphasis of this assignment is your ability to write clear, thorough, and organized technical documents—the instructions, but have fun creating a game to help you study your vocabulary words in the process. You will have time to work on your projects in class, but you must use your time wisely. Start thinking now about what materials your group might need, and try to get them as quickly as possible so you can start working. Your group will be responsible for securing your own materials, but please let us know if you encounter any problems. Tomorrow, you will have some more time to work with your group to try to finalize a project idea.

Continuing the Project:

- Give occasional class time to work on the project.
- Have checkpoints: finalize game idea by _____; instruction rough draft due by _____; game progress check on _____; entire project due by _____.
- When the projects are complete, have a “game day” for students to trade games to meet Standard 8.2.8. (Gardner: Bodily/Kinesthetic and Interpersonal)
- Each group will follow and evaluate the other group's directions. (Bloom: Evaluation)

Adaptations/Enrichment:

Gifted and talented students will make good project leaders. This will let them shine and use their leadership skills while benefiting the whole group.

Students with ADHD will benefit from the checklists and specific job descriptions. This will help to remind them what they need to do, how they need to do it, and by when.

Students with learning disabilities may work with a partner while completing the worksheet. This will help accommodate for their slower rate of processing.

Students with learning disabilities can be told ahead of time that they will be called on to list a quality of a good technical document to help them participate in the discussion. They should also be called on first, so other students do not use the idea that they had prepared to give.

Self Reflection:

Were my instructions clear?

Was the time frame reasonable?

Did the students understand how to write technical documents?

Did the students meet the objectives?

Game Checklist
Mrs. Morgan, Language Arts 8

Group

Members: _____

Game Title: _____ **Class Period:** _____ **Date:** _____

- The purpose/focus of the game is to help students study vocabulary. 0 1 2

- The game shows good craftsmanship and is well made by the students. 0 1 2

- All of the pieces and parts are included (game board, cards, playing pieces, dice, spinners, answers, etc.) 0 1 2

- The game is creative and fun. 0 1 2

- The game includes a relevant title and a catch phrase that generate interest in the game. 0 1 2

Technical Document Rubric
Mrs. Morgan, Language Arts 8

Group Members: _____

Game Title: _____ **Class Period:** _____ **Date:** _____

	1	2	3	4	Score
Format	The directions are unorganized and hard to scan. No formatting devices were used and the directions were not in sequential order.	The format was a little muddy and hard to scan to find specific directions. More attention to formatting devices are needed for better clarity.	The directions were organized. Additional formatting devices such as bullets, numbers, fonts, and headings would clarify even more.	The directions are very organized and easy to scan and find specific points. You used headings, bullets or numbers, and various fonts and sizes to aid comprehension. Your instructions are in a reasonable sequential order.	
Language	Your directions lack precise wording and confuse your readers. Use specific nouns to improve your directions and technical writing.	There are quite a few words that are unclear which makes your direction slightly confusing.	There are a few words that are slightly unclear, but the majority of your words are very precise. Your directions are clear and understandable.	You used precise word choices to make your directions clear and exact. You stayed away from words like “thing,” “stuff,” and unclear pronouns like “it” and “they.”	
Thoroughness	There are over four reasonable questions and variables that are unanswered.	Readers are left with three to four reasonable questions unanswered.	Readers are left with one or two reasonable questions left unanswered.	You have thought about and included all factors and variables (such as who goes first, who keeps points and how, how do you win, etc.) that may confuse readers.	
Grammar and Spelling	There are over five spelling or grammatical errors. Your meaning is somewhat lost because of them.	There are five spelling or grammatical errors and they are beginning to significantly impact your meaning.	There are three to four grammatical or spelling errors. The majority of them do not interfere with your meaning.	There are two or less spelling or grammatical errors. These errors do not interfere with the meaning of the directions.	

Teacher Comments:

Total Score _____

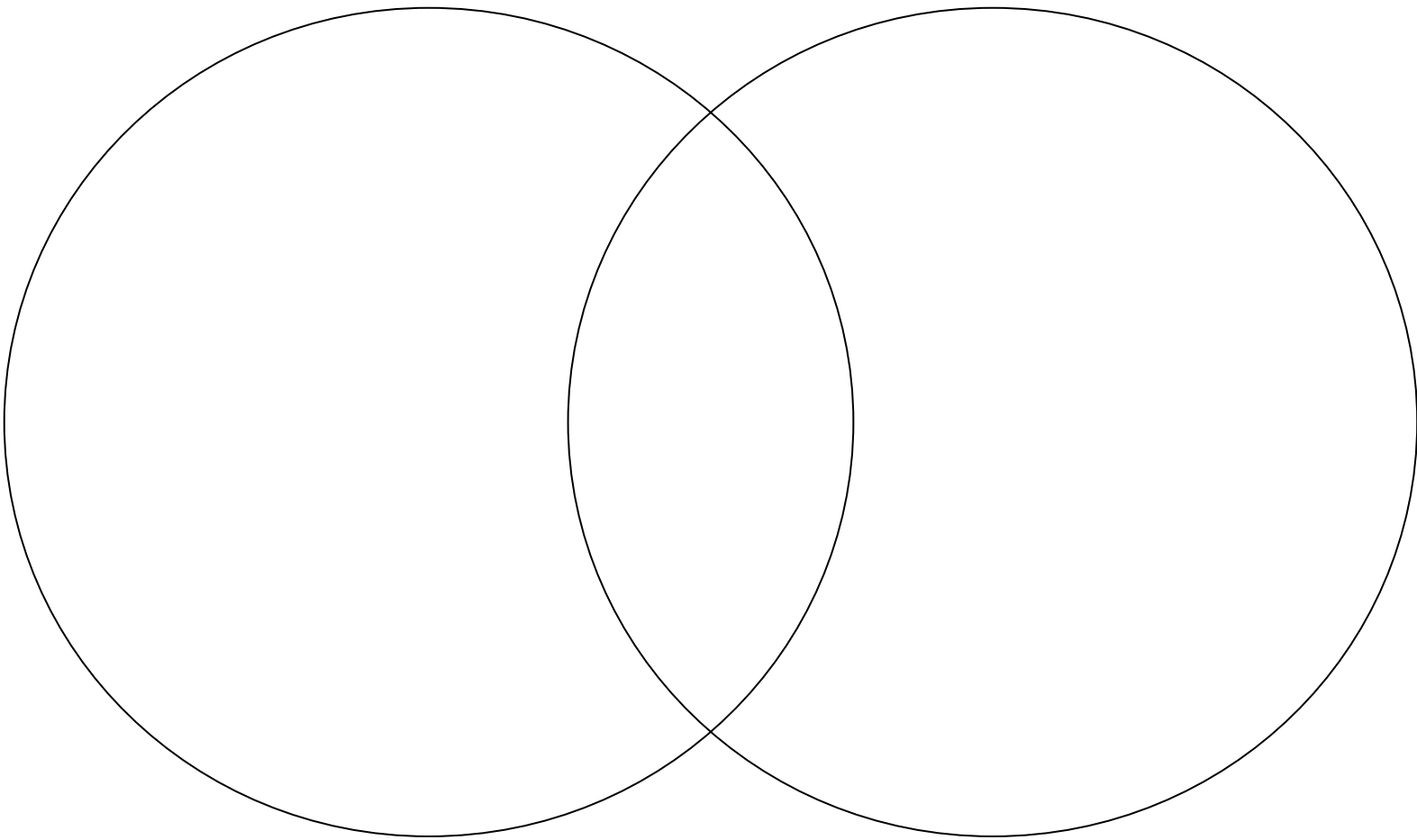
Technical Document Worksheet
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Name: _____ **Period:** _____ **Date:** _____

- 1. Compare and contrast two game directions using the Venn diagram. Write down at least 5 observations.**

Name of Game #1:

Name of Game #2:



2. Which set of instructions was easiest to understand and follow? Why?

3. What would you suggest to improve the more difficult set of instructions?

4. Were there any questions about how to play the game that you felt were not answered by either instruction sheet? What were they?

5. Describe the format of the set of instructions you thought was the most difficult to understand. (Were the instructions numbered, bulleted, listed, or in paragraph form? Were they broken into sections with headings? What kind of font and font sizes did they have?)

6. Describe the format of the set of instructions you thought were the easiest to understand.

7. List the top three formatting and structural features you think are important when creating a technical document.

Technical Document Peer Evaluation
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1. Were you able to follow the group's directions and play their vocabulary game?

2. Did the group use precise language to make the directions clear? (circle one)

(Not Really) 1 2 3 4 (Always)

3. If you rated them less than a 3, what words did the group use that were unclear?

4. What formatting techniques did the group use?

5. In terms of the directions, what did the group do well?

6. How could the group improve their direction sheet?

Technical Documents and Vocabulary Game Handout

Mrs. Morgan, Language Arts 8

For this assignment, you will work in groups to create a game to help you learn and study your vocabulary words. You can create a card game, a board game, an acting or drawing game, a matching game, or whatever else you can think of, but **each game must:**

- have an emphasis on learning your vocabulary words.
- include a title and catch phrase to generate interest. (Example: *Rummikub* “The Fast Moving Rummy Tile Game!” or *iMagiNiff* “The funniest game you can imagine!”)
- include all the pieces necessary to play the game. Your group is responsible for gathering your own materials, so make sure you are planning a game you can easily create.

Your group must also create a technical document to explain the rules of your game.

Each direction sheet should:

- explain the rules in sequential order.
- include all factors and variables that need to be considered.
- use formatting techniques, including headings, and changing the fonts (typeface) to aid comprehension.
- use precise word choices to make the directions clear and exact.
- be free of grammatical and spelling errors.

Group Positions:

- Leader—makes sure the group is on task and working together to get things done on time.
- Organizer—keeps track of the group’s materials and papers.
- Graphic designer—designs the game’s graphics/board/cards/pieces with help from other group members.
- Secretary—writes down the group’s ideas. Creates the direction sheet with help from *all* group members. Types the technical document in Word.
- Vocabulary Guru—chooses the vocabulary words to include in the game.

Important Due Dates:

- Final idea due by _____
- Technical document rough draft due by _____
- Progress Check on _____
- Final Project due by _____