The Storyteller, Game Maker, & Builder

Grade Level: 6
Subject: English Language Arts
Prepared by: Du Bui

Overview

I have a large amount of students interested in video games and video game related careers. This set of lessons is intended to give students a peek into the life of a video game designer and unleash their creative story telling abilities. At this point in the year students have gone through a great deal of end of level testing and will be more than ready to spend a good amount of their class time on a creative project. In this week long project students will become storytellers, game makers, and builders as they get to experience the life of a game designer.

First, in groups of two students, will create an original story. They will tell a story by creating a storyboard on poster. Outlines will be used before students create a final storyboard. The storyboard must include the elements of plot. Students must have an exposition, character development, rising action, a conflict, resolution, and falling action. This is portion will last about two days.

Second, students will create a game on the Scratch. They already have simple coding skills and will apply them to Scratch. The game must be based on the storyboard that they created. Students will also playtest their partners game to insure completion. This should only take them one day.

Third, they will enhance the gaming experience with a custom controller via the Makey Makey. Students will have to provide a rationale for the materials they used, controller design, and functionality. If they succeed with their controller, they must write about how it enhances the gaming experience. If their controller does not work they must write and speculate why it did not work and what they would do differently next time.

The final phase of this project will be a day in which the students present their projects to other teachers, students, and administration.

Rationale

In 2012, Yanjie Song, Lung-Hsiang Wong, and Chee-Kit Looi noted, "Learners are different in gender, social roles, culture, education background, ways of learning, knowledge, attention and interests" (Song, Wong, Looi, 2012). Each learning variable listed in Song, Wong, Looi's 2012 research has the potential to impact a child's learning experience. The purpose of this set of lessons is to unlock the creativity and inner-maker in students to personalize their learning and address as many learning variables as possible.

This set of lessons gives students the opportunity to create based on a set of guidelines. They have both the freedom of choice in story, gameplay, and materials used. Many other variables are

addressed as well such as socials roles, culture, and knowledge.

Through this project, students will also demonstrate how well they understand plot structure as they create an original plot via a storyboard. A common core standard will be addressed as well as ISTE standard 1.

Educational Standards

● CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds

in a series of episodes as well as how the characters respond or change as the plot moves toward

a resolution.

● ISTE Standard
○ Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
        a. Apply existing knowledge to generate new ideas, products, or processes
        b. Create original works as a means of personal or group expression
        c. Use models and simulations to explore complex systems and issues
        d. Identify trends and forecast possibilities

Objectives:
Specify skills/information that will be learned

Content Objective: I can describe how a story's plot unfolds and how the characters respond and change as the plot moves toward the resolution.

Language Objective: I will describe the elements of plot through creating an original story, making a game based on that story, and creating an appropriate controller for that story.

Materials Needed:
- Poster
- Chromebook
- Random items for student controllers.
- Plastic Bags
- Outline papers

Other Resources:
(websites, videos, books, etc.)
- Scratch.mit.edu
- Makey Makey
- Google Classroom
- Google
- Youtube
- Scratch Forums

Information:

Give and/or demonstration necessary information

1. Students have read many books and discussed the elements of plot, character, and resolution.
2. Students have had limited time on Scratch and Code.org. Their knowledge of coding is above average.

***Verification*:**

Steps to check for student understanding

1. Storyboard that includes the basic elements of plot, character development, and clear resolution. Teacher created rubric will determine the quality of work.
2. The student created game must be based on the storyboard created by the students.
3. The student made Makey Makey controller must be both creative and practical. It must have a strong sense of reasoning for making it as such.

Teacher created rubric will be design to address the educational standards.

***Activity*:**

*Describe activity that will reinforce the lesson*

The lesson will be split into three separate days.

Day 0: Students were introduced to the project a day earlier. I went over the rubric with them and groups were also assigned. The Makey Makey is introduced this day. I modeled how to use the Makey Makey with the students. Each group has a Makey Makey and piece of paper. I will demonstrate with a "We Do" lesson where students draw pictures on the paper and clip the alligator clippings to them. They will play Flappy Bird on Code.org with the drawing controller.

Day 1: 60 minutes..

Activity and Time	Activity Description	Differentiation
Review elements of Plot 15 minutes	Students will fill out a Google Form with review questions about plot. They must list examples from previous stories to answer each question. Questions will ask about Exposition, Character Development, Conflict, and Resolution. Students will answer each	Do a check up on students who appear to be struggling or targeted students from past data.

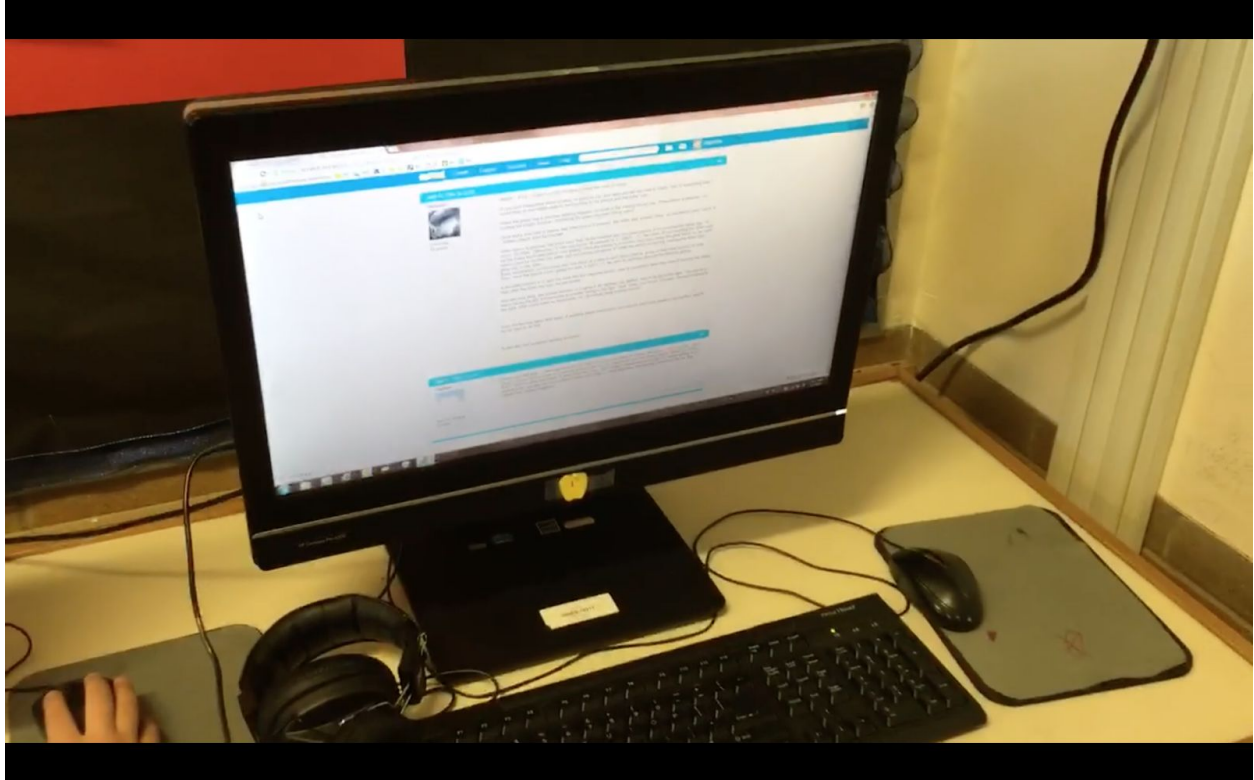|		
Structured Think-Pair Share 5 minutes	question in pairs. Person A has 15 seconds to answer the question and then person B has 15 seconds to answer the question. I will have a timer on the board. It will ring every 15 seconds. They will go through each question.	
Whole Class Discussion 10 minutes	We will go over the answers in a whole group discussion. Class Dojo will randomly pick students to answer each question. Students must follow the Great Habits of discussion.	
Intro Storyboards 10 minutes.	Show them a youtube video and examples of storyboards. https://www.youtube.com/watch?v=RQsvhq28sOI&nohtml5=False Students will now brainstorm ideas for their original story.	
Group brainstorm 20 minutes	They will have a graphic organizer to fill out. The graphic organizer will detail the elements of plot. The last five minutes will be spent decompressing and looking at story ideas.	Do a check up on students who appear to be struggling or targeted students from past data.
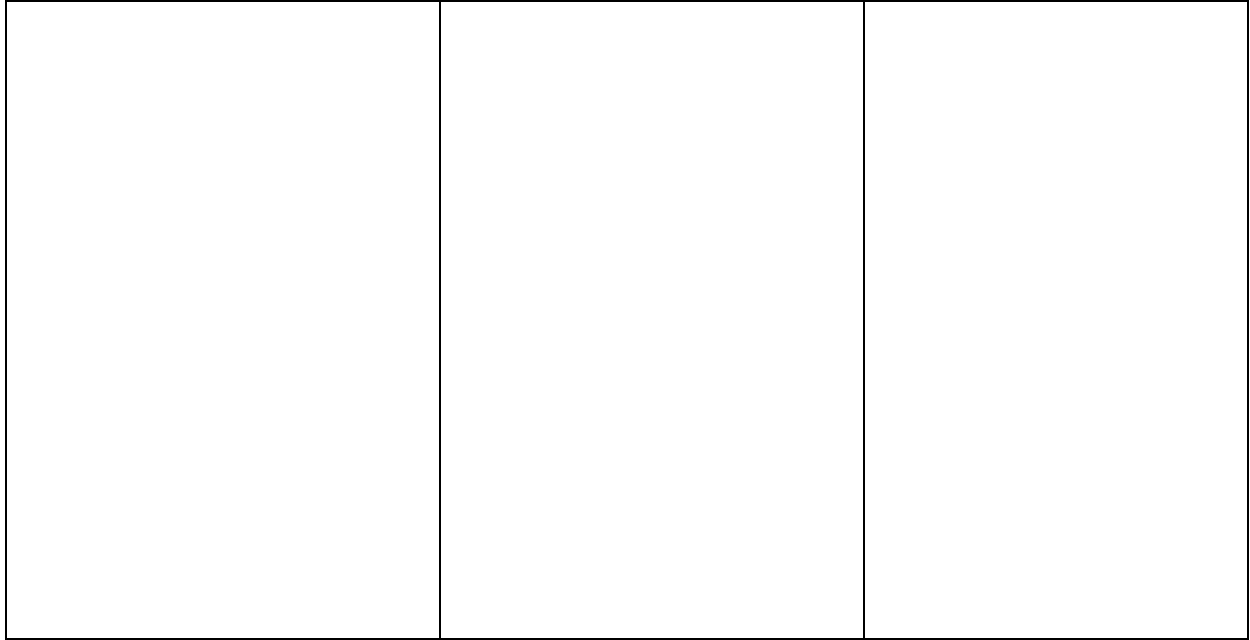
Day 2: Day 2 will be more of a work day.
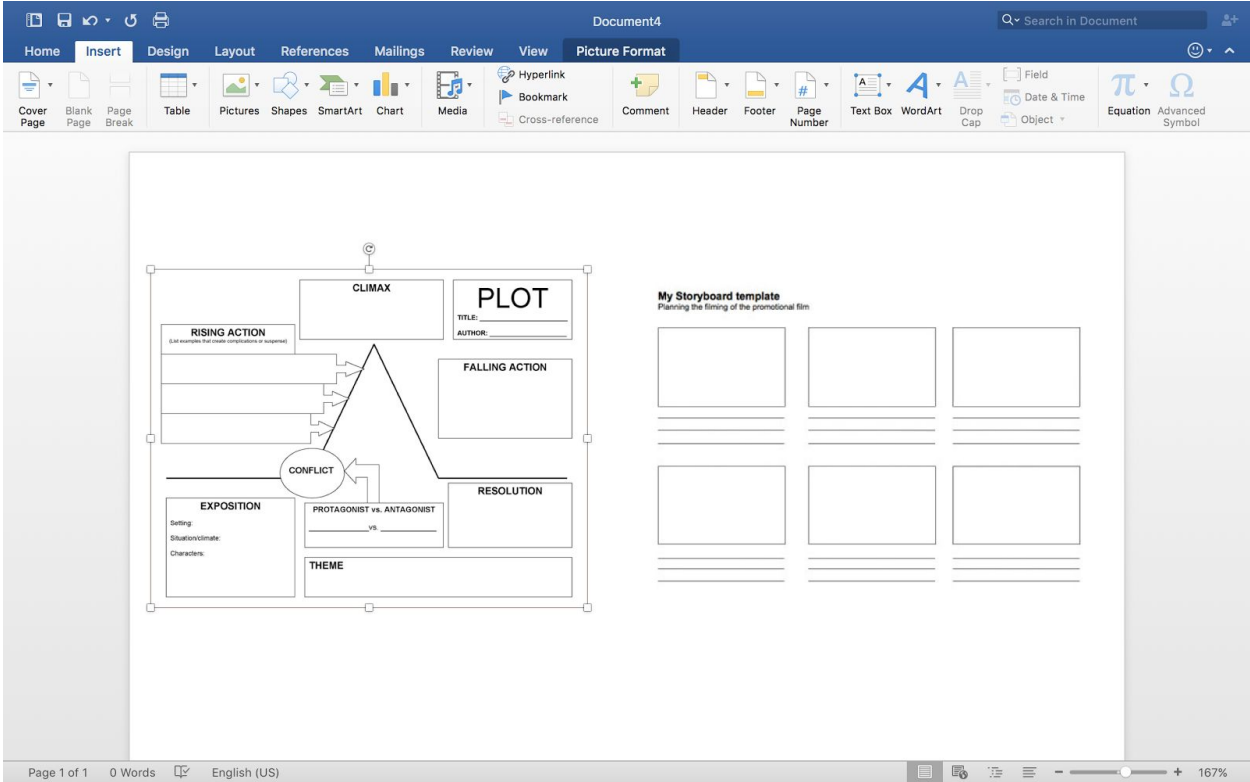
Activity and Time	Activity Description	Differentiation
Finish Plot outline	Students will quickly get into groups and finish their	If at anytime students get

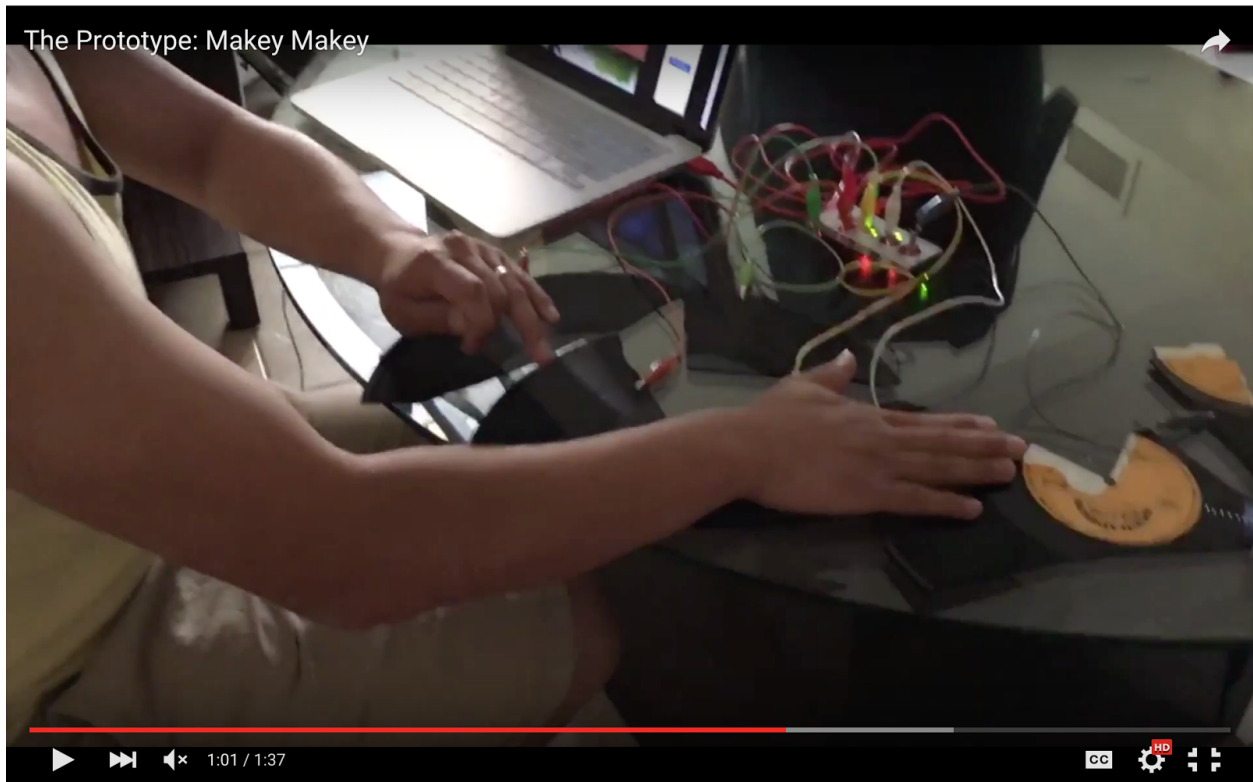|		
10 minutes	plot outlines.	done early or are already done from the previous day. Activities will be listed on the board that they can do. They also have the option of working on their storyboard early.
Organize groups, Answer Questions, and pass out materials. 5 minutes	Students will grab their chromebooks. Chromebooks may be used as a references for drawings. Have the Collectors pass out Storyboard Template for rough drafts.	Students who require extra help will have me there to work with them.
Students work time. 45 minutes	Once students are done with their rough drafts they will grab a poster. Students will work on different scenes and paste them on the poster. These story boards will be drawn in pencil with a couple of sentences in each frame to describe what is going on. This will be turned in at the end of the day. Unfinished work will have to be homework.	

Day 3: Making the game.

A student looking up a coding related question on a Scratch form.
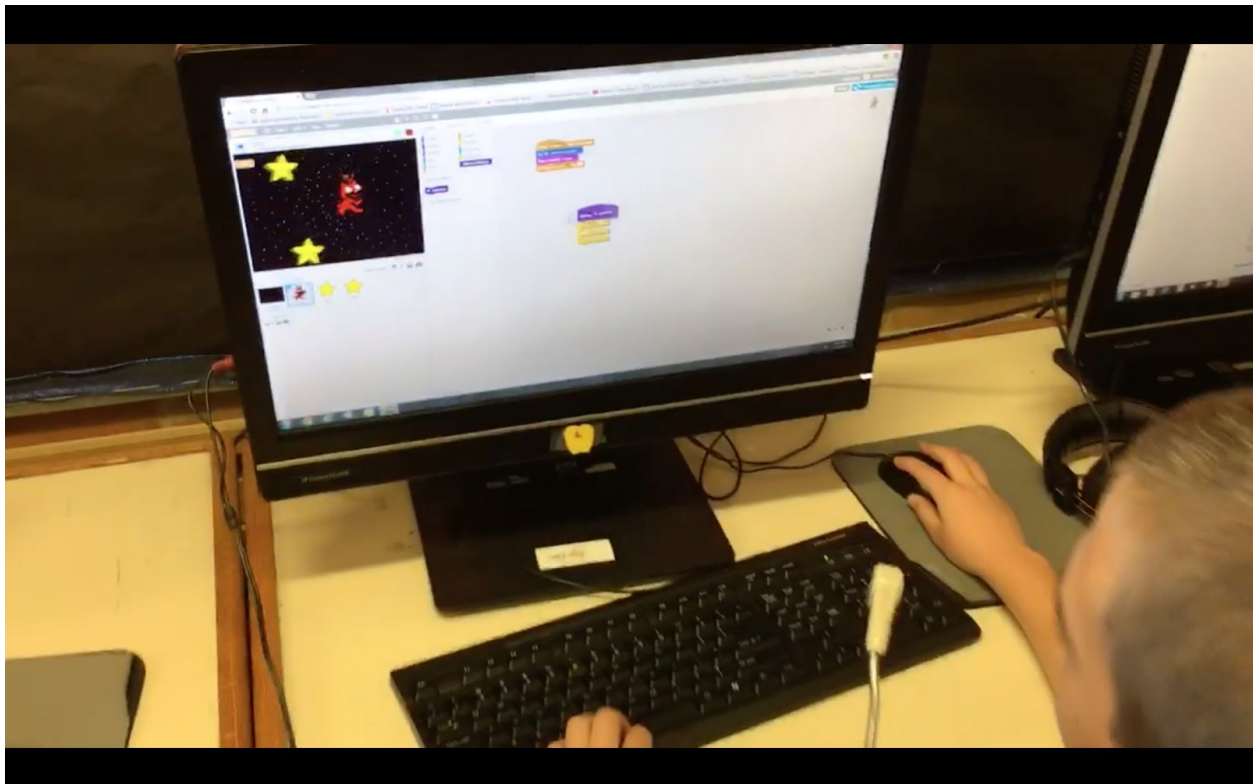
A student coding a game on Scratch.

Activity and Time	Activity Description	Differentiation
Finish Storyboard/ Put them together 10 minutes	Students will quickly get into groups and finish their Storyboards. Students will grab their chromebooks. Chromebooks may be used as a references for drawings and for Scratch.	If at anytime students get done early or are already done from the previous day. Activities will be listed on the board that they can do. They also have the option of working on their game early.
Time to create the game. 50 minutes	Students will now transition to making their game on Scratch. Students should all have experience making games on Scratch. Each student has to make a game on Scratch that is based on their storyboard. They will sit next to their partners to collaborate on ideas. Homework: Students will get read materials to make their controllers.	Students who require extra help will have me there to work with them. I also have student coding experts to help students who need it. Students are also encouraged to look on Google, Scratch forums, or youtube for any questions.

Day 4: The Game Controller. Students should be familiar with Makey Makey

The Prototype: Makey Makey

1:01 / 1:37

The Makey Makey in use.

Activity and Time	Activity Description	Differentiation
Finish Games and Partner Playtest

10 minutes | Students will grab their chromebooks.
Students will quickly get into groups and finalize their games. Students will also play their partner's game. | If at anytime students get done early or are already done from the previous day. Activities will be listed on the board that they can do. They also have the option of working on their game early. |
| Transition and Review Makey Makey Basics

5 minutes | Each group will grab a Makey Makey and get their materials ready. I will review how to use the Makey Makey, and I will post directions on Google Classroom for any students who forget. | Students who require extra help will have me there to work with them.

Students are also encouraged to look on Google or youtube for any questions. |

Student Work Time/Game Testing. 40 minutes	Students will have to draw a simple blueprint on separate paper of their controller. They will provide a rationale for their blueprint. After I have checked the blueprint and rationale students will get the okay to create their controller. Students who have a controller that does not work will write a quick paragraph about why they think it did not work and what they would do differently next time. Students who have successful controllers will write a paragraph about how their controller will enhance the gaming experience.	
Clean up. 5 minutes	Students will put their materials in a plastic bag for the next day. They will clean up and put away Makey Makeys.	

Day 5: Mini Maker Faire

Activity and Time	Activity Description	Differentiation
Get the Projects Ready 10 minutes	Students will grab their Storyboard, Chromebooks, Controller, and Makey Makey to get them ready for presentations. They will bring their materials to their desk area.	I will be there to help for unintended reasons.
Mini Maker Faire	Other teachers, classrooms, and administration will be	

| 50 minutes | invited to into my classroom. They go around to each project and students will have to present their storyboards, game, controller to whoever is interested. Students will talk about their rationale and let people test their games.

I will be going around to grade their projects with a simple rubric. | |

References

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