Name: Javier Garcia   6th Grade, Career: Video Game Developer

Lesson Cycle (Gradual Release of Responsibility)

Lesson Title/Topic: Video Game Developer

Standards: 127.2.c1B

Lesson Objectives: The students will identify one educational requirement and one type of responsibility of video game developer with 80% accuracy.	Assessment: Reflection Journal

Materials: Presentation board, graph handouts, modeling clay, pencils, modeling clay tools, paper

The teacher will:	The student will:
Focus: • Ask students to raise hand if they have played video games and if they know if they could be involved with video games as a career. • Ask students what they think a Video Game Developer does. • Have students look at the presentation board and ask what they see on some of the pictures. • Share that items on board are part of Video Game Developer career. • Explain lesson is emphasizing on programming and design portion of video game developer. • Show video of video game design sculpting https://binged.it/2FxS0Rw	• Raise hand. • Answer questions when called on. • Raise hand and try to identify what is on board.
Teacher Input (I Do): • Introduce and define lesson vocabulary: algorithm, program. • Share anchor chart on presentation board showing vocabulary meanings and have class recite words. • Ask students to provide an example of things that they do daily that has steps and reinforce to students the steps are algorithms.	• Recite the vocabulary words together. • When called on give example.

• Show and explain the step by step of waving to someone in class and have students practice waving and stating the steps. • Ask a few students questions for understanding to relate algorithm with other examples such as making a sandwich. • Ask students if they can come up with other ways to design for video games. • Share the different ways that game design can be made such as: hand drawing, sculpting, computer drawing. • Explain that sculpting is used to review detail on objects that is wanted to be used in video games.	• As a class name the steps teacher provided for waving followed by the movements. • Respond when called by. • When called on give other examples to designing.
Guided Practice (We Do): • Share with students the symbols that will replace hand written instruction on presentation board. • Referencing a completed graph paper ask students to provide verbal instruction using algorithms and write them down on paper. • After the first area is shaded ask students to pair up and work on completing the remaining graph. • When partners are complete with graphs then have them design a character for a game that the student comes up with using clay (non-violent).	 • When called on give teacher algorithms to complete graph to match the completed one and write down the algorithms on paper. • Work with partner to complete the algorithms and complete the graph. • Mold clay into a character that students comes up with for their video game idea.
Independent Practice (You Do): • Have each student develop a game story for the clay character that they created. • ESL - Provide a partial completed story were student fills in the blanks to complete story (may use a partner for help). • Have students read video game storyline to a partner.	• Develop and write a story for a video game they come up with. • Complete story by filling in the blanks to help create own story. • Read video game story to a partner.

Closure: • Have the students write in reflection journal one education requirement and one responsibility of video game developer. • Ask to write other potential game development responsibilities not covered. • Ask to write what they enjoyed about the activities and provide which part design or programming it relates more too. • Why they would or wouldn't want to be a video game developer. • Present a summary from reflection journal to the class about their video game story and character.	• Write in Journal. • Share with class a summary of clay character and video game story.

Bloom's Level(s) • Knowledge – Identifying educational requirement and responsibility. • Comprehension – Comparing type of developer responsibility with enjoyed part of lesson. • Application – Construct a video game story using created character. • Analysis – Discovering other potential developer responsibilities. • Synthesis – Developing a video game story. • Evaluation – Defending decisions to be or not to be game developer.	*Technology Integration* • YouTube video on smart board over sculpting https://binged.it/2FxS0Rw • Code.org extension of 2ⁿᵈ lesson on coding.
Extension: • Visit Code.org https://studio.code.org/s/express-2018 to complete 2nd lesson coding with Angry birds on computer. • Create second character supporting or object (car, plane, etc.) for first clay character.	*Reteach:* • Individual review of smaller graph with two options of directions instead of full instruction options.

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Accommodations / Modifications:	References:
Hand gripping difficulty: • Provide softer molding material such as Play-doh. • Verbally provide coding instructions instead writing with pencil. Behavior Anger outburst issues: • Allow to create clay character without any tools. • Allow additional time on tasks.	• Code.org https://studio.code.org/s/express-2018 • YouTube – Creating Clay Game Art https://binged.it/2FxS0Rw