

LESSON 7 – Clam Project

Title: CLAM-O

Subjects: Science, ELA

Standard(s): ELA. Informational texts (A3.3.e); (A3.6.e); A3.9-diploma.b); Practical Application (B5.3-5.d); (B5.6-8.d); Listening (E1.3-5.c); Speaking (E2.3-8.d)

Grade level(s): Grades 3-12+

Brief Description: Clam-O is a vocabulary game that matches words with definitions

Objectives/Goals: After completing the activities in this lesson, the students will be able to:

- Develop an understanding of some key words as the words relate to marine science

Time needed: 30 minutes to an hour

Keywords: Use the master Vocabulary List

Materials Needed:

- Master vocabulary list (enough for all students)
- Master definition list for students which has all key words omitted*see adaptations below
- Clam-O Marker sheets (enough for students)
- Blank Clam-O sheets (enough for students)
- Master definition list (for instructor)
- Blackboard and chalk, whiteboard and marker, or chart paper and marker
- Pens or pencils, scissors, small sandwich bags
- Small items which could be used as prizes (if teachers do not have a budget for prizes then classroom privileges could be considered, such as “first in line for recess” ; “first in line for lunch”, etc. – use imagination, but check with the principal/administrator if a “prize” involves something outside the classroom

Adaptations for different age levels/abilities

If the instructor feels there are too many words for the students, simply choose the words to use for the game; or allow the students to use complete Master Lists including the definitions and have the students scan for matches during the game. For the very young students, the instructor could choose a list of words or find pictures to use with the words.

The Procedure:

Introduction:

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The Instructor will say, “Today we are going to play Clam-O using words from our Master Vocabulary Lists”. (The instructor can provide vocabulary sheets and scissors to the class at once or pass them out as the class needs them. Depending on the age of the students, the instructor can have the students use a portion of the master list or a set list that the instructor designates)

Key Questions

Are there any words on the list that you already know?

Tell me a word that you know after playing Clam-O? What does this word mean?

Main Activity

The Instructor will say, “First you need to make your Clam-O card. Select words from the Vocabulary List and copy the words into the squares on your card. Be careful not to use a word more than once. (For younger students, the Instructor could provide completed cards or enlarge the worksheet that will become the student Clam-O before copying it, so that the younger students may have more space to copy their words. Older students could fill in more than one card)

(The Instructor should circulate while the students are making their Clam-O cards)

“Now we must cut out our Clam-O markers. (The Instructor will provide each student with a Marker sheet and a small sandwich bag which can be used to hold the markers. If the classroom has small tokens already-feel free to use them as markers)

“If you finish these tasks before the group is ready, please look at your Master Definition Sheet to see if you can match any words and definitions. This will help you when we play the game”.

After all students have prepared their sheets, the instructor will explain the basic rules, “I will read a word meaning from the definition sheet. I will caution you to think about the word from your Master Vocabulary list that matches this definition, but do not call it out, until I ask for you to say it. After a few moments, I will ask you to supply the word. If the word is correct, I will ask you to mark the word on your Clam-O sheets, as I write the word for us to see” (depending on the age of the students, this process may be more involved. The instructor could then repeat the word and meaning or have someone in the class do that. The purpose is to help the students gain content word meaning while playing a game)

“After we have had a few words, you may discover that you have covered a full row and we will discuss the ways you can win Clam-O by completing a row horizontally, vertically, diagonally or 4 corners. (This instruction will depend on the age of students)

“If you have covered a row in one of these ways, call out “Clam-O” and I will check your card to make sure you have a win. Are there any questions”?

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(The instructor will respond as needed until students are ready to try. Several games can be played. The instructor can do as many games as there are prizes available or do as many games as the time available allows. The instructor can change the game and do a coverall, or continue a game until there has been a win during that game in all four ways--horizontally, vertically, diagonally or 4 corners.)

Conclusion

Allow time for students to pick up markers and place them in bags. Clam-O cards can be collected and used again or kept in the students' science notebooks. The instructor may wish to wrap-up the lesson by asking the key questions to find out what words are more familiar to the students.

Assessment/Extension Activity:

The Instructor may ask the students to recreate (orally or in writing, depending on the age group) the steps followed to play Clam-O. (This would review their listening skills and incorporate some writing skills as well.)

Students could have another blank Clam-O sheet if they wish to make another sheet which could be used in a future Clam-O game.

Once students understand the basics of this game, it is a way to review and enhance their understanding of the vocabulary for marine science or any other content area.