# Maker Activity Directions

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*Please note that both the science teacher and technology integration specialist are known to students as teachers.*

## Day 1: Vocabulary Creation

| Component: | Day 1 Information: |
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| Instructions | In your group envelope, you will find 3-4 cards with a scientific term and definition on the back. On some of the cards, you may notice that root words are underlined and defined. Each group member must choose one card and then use available materials to create a physical representation of that word. The creation must reflect the meaning of your vocabulary term. |
| When You’re Done | 1. Share with your group. Explain why you made the creation the way you did and how it represents the scientific term. 2. Ask one of the teachers to take a picture of the creation with the vocabulary card next to it. |
| Clean Up | 1. Make sure all the materials that you used are put away and ready for the next class. 2. Gather up all the scientific term cards, these instructions, and any other materials and place them in the group envelope. 3. Give the envelope to a teacher. |

## Day 2: Unscramble

| Component: | Day 2 Information: |
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| Instructions | Your group needs to reorganize parts of a paragraph so that it is in the correct order.   1. Remove paragraph parts from the envelope and binder clip. 2. With your group, read through the sentences and phrases. 3. Put the parts together so that they form a logical paragraph. 4. When you’re finished, ask a teacher if you are correct. You may have to repeat the previous steps.   HINT: The first sentence (following the article title) is 11.  Note: The numbers on the sides of the paragraph sections do not reflect the correct order. |
| When You’re Done | 1. Revise your hospital website content to include some connective words, such as the ones used in the scrambled paragraph. 2. Use the Transitional Words sheet to help you revise.   If you haven’t already:   1. Finish your creation from yesterday and share with your group if you haven’t already. 2. Ask one of the teachers to take a picture of the creation with the vocabulary card next to it |
| Clean Up | 1. Put all the parts of a paragraph in order (1-11) and secure with the binder clip. 2. Gather up the *binded* paragraph parts, these instructions, and any other materials and place them in the group envelope. 3. Give the envelope to a teacher. 4. TURN IN YOUR WEBSITE CONTENT REVISIONS. |

## Day 3: Creation Gallery

| Component: | Day 3 Information: |
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| Instructions | 1. Visit this website posted on the Google Classroom to view pictures of all your classmates’ creations. 2. Fill out discussion questions (in envelope). 3. When you are finished responding to the questions, discuss your responses. |
| When You’re Done | Revise your hospital website content to include scientific terms, such as the ones featured on the website. |
| Clean Up | 1. Turn in your discussion questions to your teacher. 2. Give the envelope to a teacher. 3. TURN IN YOUR WEBSITE CONTENT REVISIONS. |

## Day 4: Tabletop Grammar

| Component: | Day 4 Information: |
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| Instructions | 1. Read the paragraph written on the poster (see Text on the Poster section in the article). 2. Use a dry erase marker to cross out any word or words that are informal. 3. Above the crossed-out phrases, write an academic suggestion. You may write your own, or you may use phrases from the suggestion card. 4. Once finished, ask a teacher to look over it. |
| When You’re Done | Revise your hospital website content to make sure that you do not include any informal words or phrases, such as the ones featured in the paragraphs. (Try not to address your audience as “you.) If necessary, replace informal phrases with academic phrases from the beige suggestion card. If you don’t have any informal phrases, consider adding some academic phrases. |
| Clean Up | 1. Place the following in the envelope:    * Instructions    * Suggestion card 2. Put away in materials (i.e., pencils, dry erase marker, erasers, etc.). 3. Give the envelope to a teacher. 4. If in the makerspace, leave the large poster on your table. 5. TURN IN YOUR WEBSITE CONTENT REVISIONS. |

## Day 5: Blocks to Blocks

| Component: | Day 5 Information: |
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| Instructions | **Added blocks** = the blocks of the most prominent color (about 50)  **Base blocks** = the blocks of the least prominent color (about 10)   1. Form a circle with your group. 2. Empty the contents of the bag onto the table and place all 10 **base blocks** to the side and face down. 3. Place the **added blocks** back into the bag. 4. From the bag, each person must draw **3 added blocks**. Each player should keep these blocks face-down to hide from other players. 5. Choose one person to go first. That person must draw a **base block** (one that is face-down on the table), read the sentence aloud, and place it in the middle of the table. 6. Each person must lay down one of their **added blocks** to complete the sentence.    * If the **added block** is meant to be read at the beginning of the sentence, the player must place their block to the left of the **base block**.    * If the **added block** is meant to be read at the end of the sentence, the player must place their block to the right of the **base block**. 7. The player who placed the **base block** reads each sentence (the combination of the base block and added block) individually. They then choose the **added block** that creates the most “scientific” sounding sentence. 8. The player whose block was chosen keeps the **base block** as a point. 9. The other unselected, **added blocks** are set to the side, and each person (except for the first player) draws a new block from the bag so that everyone has three **added blocks** again (no more or less). 10. The player to the left of the person who drew the first **base block** goes next. Repeat until the end of the session. |
| When You’re Done | Revise your hospital website content to create complex sentences that you created in the game. Use the added blocks as examples. |
| Clean Up | 1. Return all blocks to the bag. 2. Return these instructions to the envelope. 3. Give the envelope to your teacher. 4. TURN IN YOUR WEBSITE CONTENT REVISIONS. |

## Day 6: Graffiti Wall

| Component: | Day 6 Information: |
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| Instructions | 1. Choose one of the academic words in your envelope. 2. As a group, look up the definition and write your group’s own version of the definition. (Leaders--write this definition down on your own paper). 3. Divide up the following responsibilities to each group member:    * Come up with examples of the word    * Come up with non-examples of the word    * Draw an image 4. Each person must contribute their own part to the poster board. 5. Hang up your poster board. 6. Walk around the class and look at other words. |
| When You’re Done | Revise your hospital website content to *appropriately* include some academic words (but don’t force words that don’t make sense)! |
| Clean Up | 1. Place the following in the envelope:    * Instructions    * Academic word cards 2. Put away in materials that your group used to make the poster. 3. Give the envelope to a teacher. 4. Make sure your poster is hung up. 5. TURN IN YOUR WEBSITE CONTENT REVISIONS. |