

E-Moments Projects: Use with Any Technical Subject Area
Project 3: Expanding Thinking Through
\$10,000 Pyramid Moment

Estimated Lesson Length:	50-90 minutes
Recommended Grades:	7-12th
Objective(s): The student will be able to:	
✓ Students identify from memory concepts in current unit of study.	
Materials, Supplies, Equipment, References and Other Resources:	
Class text Index cards	

Lesson Plan:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
1. Interest approach: Refreshing prior learning.	<i>Students will need paper and pen/pencil for this step. After completing attendance and announcements, ask the students to independently and quietly create their own top ten list highlighting the most important concepts in the unit they have been studying in class. Allow 5-7 minutes for them to compile their list.</i>	10 minutes
2. Creating teleprompter cards	At the end of 5-7 minutes, provide ten (10) index cards to each student and instruct them to write, as large as they can, one of their ten concepts on each card. As students complete this step, collect the cards and shuffle the stack.	5 minutes
3. Introduce Pyramid game/explain roles	<i>Example of directions to share with the students:</i> Today we will use a little different technique to make sure you retain the information you have received so far in this unit. For the \$10,000 Pyramid to work, I will need your full attention and cooperation. When I have finished with all of the instructions, you will be given one of three roles: Player, clue giver or teleprompter. Groups will form with one person playing each role. The player will sit facing the clue giver and the teleprompter will stand behind (out of view of) the player. When I say go, the teleprompter will display one of the fact cards we just created to the clue giver who will read it silently. The clue giver will give clues to the player until he or she guesses the concept on the card. The clue giver cannot say or write any of the words on the card. If the player guesses the correct answer the card gets placed on the desk. If they are having difficulty, they can pass and move on to another card, but the passed card remains in the deck. After five minutes, we will tally scores and switch roles. What can I clarify?	5-10 Minutes

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Lesson Plan cont.:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
4. \$10,000 Pyramid	Ask students to form their groups of three and get into position for the activity with the clue giver and player facing each other and the teleprompter standing behind the player facing the clue giver. Distribute the cards evenly to each Teleprompter. When all groups are ready, say "Go" to begin the game. Stop play at 5 minutes and write down each group's number of correct answers. When you have the list of scores, ask the groups to rotate their question cards to the next group. Then have the students switch roles and begin play again for another 5 minutes. You will switch roles one additional time so that all students have the opportunity to experience each role.	20-25 minutes
5. Summary, review and projects to collect	Congratulate the player with the highest individual score and the group with the overall highest score. If time allows, ask the students to identify the concept that gave them the most trouble. Capture those concepts below for the instructor to review with the class upon their return. Ask the students to turn in their top-ten concept list with their name on it.	5-10 minutes

Items to collect for instructor:

- ✓ Top ten concept list from each student.
- ✓ \$10,000 Pyramid scores – individual and group
- ✓ List of concepts that gave them difficulty