

**CODE/MOE/UOIT Makerspaces Project**

**Grade 3 Language, Drama & Visual Arts:**

**Creating Media Texts with Scratch**

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| **BIG IDEAS:** **Technology can be used to support and communicate and student learning.****A number of techniques can be used in various media forms to make meaning and to engage an audience.****Curriculum Expectations: (a sampling of expectations – not exclusive to)****Language: *Writing*****1.1** identify the topic, purpose, audience, and form for writing **1.5** identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers**2.1** write short texts using a variety of forms**2.2** establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience**Language: *Media Literacy*****3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques**Drama: *Creating and Presenting***B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and placesB1.3 plan and shape the direction of a dramatic play or role play by building on their own and others’ ideas, both in and out of roleB1.4 communicate feelings and ideas to a familiar audience (e.g., classmates) using audio, visual, and/or technological aids to support or enhance their drama work**Visual Arts: *Creating and Presenting***D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject |
| **Learning Goals:**“We are learning to”-write a script-use Scratch application-create a dramatic presentation in Scratch format | **Success Criteria:** “We will be successful when…”-the character we create can perform a scene we have written in Scratch application |
| **Lesson Overview:**Using Scratch, students will create a short skit based on a character from a familiar text. In doing so, students will increase their understanding of character development.Students will write a short skit or scene using a character from a familiar text. They will then create the character and dramatize the scene in Scratch. |
| **Materials and Technology:** -reading materials (texts)-graphic organizer-Chromebooks-Scratch |
| **Student Accommodations/Modifications:**Students can have text read to them. Students will have the option to dictate words for their skit/scene using google read and write. Students will be able to choose whether or not they want to record their own voice for the scratch scene or type it in and may require assistance. | **Lesson will be differentiated by:*** **Content, specifically:** reduced expectations
* **Process, specifically:** EA support to create scene and transfer into Scratch
* **Product, specifically:**  (shorter scene, fewer sentences of dialogue)
* **Environment, specifically:** quiet setting, strategic seating, use of headphones
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| **MINDS ON: Getting Started** |
| During this phase, the teacher may: • activate students’ prior knowledge about Scratch; • engage students with discussions about favourite book characters; • describe and explain use of graphic organizer; • discuss and clarify the task(s).  | During this phase, students may: • participate in discussions; • question the teacher and their classmates about favourite characters; • make connections to text and reflect on prior learning.  |
| Introduction: Brainstorm some favourite characters from books we have read during Read Aloud and make a list. Discuss why we selected those characters. Let students know that they will be able to select a favourite character and write some dialogue for them which they will then be able to transfer to Scratch. Show the graphic organizer for writing. Review the concept of Scratch with students. Key questions: “Who is your favourite character in …?” “What would you do with that character if you could write your own scene?” “Have you ever wanted to write a sequel to…?” “What would you have the character say/do?”Groups: Students will work individually or in pairs to complete the task.Materials: Reading materials, graphic organizers, chrome books |
| **ACTION: Working on it** |
| During this phase, the teacher may: • ask probing questions; • clarify misconceptions, as needed, by redirecting students through questioning; • answer students’ questions • observe and assess; • encourage students to represent their thinking concretely and/or pictorially; • encourage students to clarify ideas  | During this phase, students may: • represent their thinking (using pictures, words, and actions, etc.); • participate actively in whole group, small group, or independent settings; • explain their thinking to the teacher and their classmates; • explore and develop strategies and concepts.  |
| The students will write a sketch or scene using their favourite character from a familiar book. They may extend the story that they know by writing a sequel or they may take the character in a completely new direction. Students may have difficulties coming up with ideas so a brainstorming activity with a character from a class read aloud will be used to help generate ideas. Students will demonstrate an understanding of the concept by creating a cohesive scene/skit that relates to the character and possibly the book that they came from. Assessment data will be gathered from individual conferences about ideas and writing, following success criteria and possibly a checklist.Possible extension activities: create a book or movie trailer with music and animation.**Use topics from the Science and Technology curriculum as the focus of these activities. For example, read stories related to growth and changes in plants and then create an application in Scratch to demonstrate these concepts of growth.** |
| **CONSOLIDATION: Reflecting and Connecting** |
| During this phase, the teacher may: • bring students back together to share and analyse ideas; • clarify misunderstandings; • summarize the discussion and emphasize key points or concepts.  | During this phase, students may: • share their findings; • use a variety of concrete, pictorial, and animated representations to demonstrate their understandings; • reflect on their learning. |
| Students will share their sketch/scenes with the class and explain their motivation for choosing the character and scene that they did.The class will discuss similarities and differences in the presentations.Possible key questions:-What were the challenges/successes in using Scratch to create your scene?-Where could you take this task from here? What would be your next steps?-How else could we use Scratch in our work? |