

**CODE/MOE/UOIT Makerspaces Project**

**Lesson Plan: Grade 5 Language Arts and Dramatic Arts: Stop Motion**

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| **Specific Expectations:****Oral Communication :** * Produce various messages, with or without exchange, depending on the communication situation.
* Communicate their needs, emotions, opinions and ideas, taking into account the context (for example: circumstances of time and place), recipients (for example: familiar or unfamiliar), (for example: explanatory, descriptive, incentive) with the means and tools available to it (for example: speech, spoken chain, non-verbal cues, visual support, technology).
* Prepare (individually or in groups, with or without information and communication technologies [ICTs]) various communications structured with a specific intention, adapting the discourse to the target audience (example: Highlight the results of research)
* Produce a variety of messages, with or without a verbal exchange
* Communicate their needs, emotions, opinions, and ideas keeping in mind context (for example: circumstances of time and place), the audience (informal and formal), the format and characteristics of speech (for example : expository, descriptive, narrative) with available tools at their disposal (for example: speech, non-verbal cues, visual supports, technology).
* Prepare (alone, or in a group) with or without Information and Communication Technologies (ICTs) various structured discourses with a precise goal, adapting the discourse to the target audience

**Writing :*** Publish and present student-written texts
* Choose a writing format and a presentation style that makes sense with the kind of writing format, the genre, and the audience
* Integrate visual elements within the written text (for example, for an electronic text : photos, drawings, etc.); integrate sound effects or animations (for example for a multimedia presentation: music, animated videos, sound effects).

**Dramatic Arts :*** Engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places
* Apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
* Analysing the background, motivation, speech, and actions of characters to build roles; using voice, stance, gesture, and facial expression to portray character
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| **Learning Goals:**To create a stop-motion animation from a scene from your science-fiction narrative.  | **Success Criteria:** We will be successful when our film is between 20 & 60 seconds, it has sound effects (music and/or dialogue and/or sound effects), there is at least one scene and background, and there is a title, and subtitles  |
| **Lesson Overview:**Students will create a stop-motion animation video of their recently written science-fiction story. Students will add sound effects, music, and a background to their video. |
| **Materials and Technology:** * Science-fiction stories (pre-written)
* Chromebooks
* Video cameras
* Stop Motion Animator App (can be downloaded through the Google Chrome Store)

Or alternatively to Chromebooks:* iPads with the Stikbot app
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| **Student Accommodations/Modifications:** None mentioned | **Lesson will be differentiated by:*** **Content, specifically:**
* **Process, specifically:**
* **Product, specifically:**
* **Environment, specifically:**
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| **MINDS ON: Getting Started** |
| During this phase, the teacher may: • activate students’ prior knowledge; • engage students by posing thought-provoking questions; • gather diagnostic and/or formative assessment data through observation and questioning; • discuss and clarify the task(s).  | During this phase, students may: • participate in discussions; • propose strategies; • question the teacher and their classmates; • make connections to and reflect on prior learning.  |
| **Describe how you will introduce the learning activity to your students. What key questions will you ask? How will you gather diagnostic or formative data about the students’ current levels of understanding? How will students be grouped? How will materials be distributed?** Students wrote their science-fiction stories in groups, and as such, will stay in their same groups. Each pair will receive a Chromebook, as well as a digital camera (or an iPad, if no Chromebooks are available)Google Keep will be used to store all files (photos, interviews with students, as well as discussion notes) |
| **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 (but avoid providing a solution to the problem); • observe and assess; • encourage students to represent their thinking concretely and/or pictorially; • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may: • represent their thinking (using numbers, pictures, words, manipulatives, 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.  |
| **Describe the task(s) in which your students will be engaged. What misconceptions or difficulties do you think they might experience? How will they demonstrate their understanding of the concept? How will you gather your assessment data (e.g., checklist, anecdotal records)? What extension activities will you provide?** Stop-motion animation can be error-plagued if the object moves between photo scenes, or if there are discontinuities in the storyline. To archive student observations, use Google Keep. |
| **CONSOLIDATION: Reflecting and Connecting** |
| During this phase, the teacher may: • bring students back together to share and analyse strategies; • encourage students to explain a variety of learning strategies; • ask students to defend their procedures and justify their answers; • clarify misunderstandings; • relate strategies and solutions to similar types of problems in order to help students generalize concepts; • summarize the discussion and emphasize key points or concepts.  | During this phase, students may: • share their findings; • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings; • justify and explain their thinking; • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)? What key questions will you ask during the debriefing?** Students will watch the videos their peers made, and after that, each group can discuss difficulties they had, along with successes. Students and teachers would have an opportunity here to ask clarifying questions about the storyline.  |