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**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board:**

**Grade: 5**

**Subject(s): Writing
Stop-Motion Adventure Narrative**

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| **BIG IDEAS:**Create an adventure story that will come to life using stop-motion animation.**Curriculum Expectations:****OVERALL:**Plan their writing projects using strategies and prewriting tools.Produce by hand and computer various texts presenting the characteristics of the forms of speech and the types of texts being studied.To revise and correct the grammar and sentence structure of their texts showing their reflexive practice.Publish their texts.To realize various dramatic productions by following the process of artistic creation.**SPECIFIC:** Determine, alone or in a group, the subject, the intended audience, the writing intention and the type of text (in this case, an adventure story) to be produced in various writing situations (e.g. shared, guided, autonomous).Write, alone or in a group, a draft structured sequentially and logically, highlighting the characteristics of the kind of text (in this case, an adventure story).Incorporate visual elements (stop-motion) into your texts.Use the process of artistic creation to produce various dramatic productions.Produce several forms of representation (in this case, stop-motion) inspired by the students’ imagination and texts they’ve read. |
| **Learning Goals:**“We are learning to…”* Create an adventure story
* Create stop-motion animation
 | **Success Criteria:** “We will be successful when…”* we have created stop-motion animation inspired by our adventure narrative
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| **Lesson Overview:**Following a partnership with Kindergarten students, students must create a stop-motion adventure story. Kindergarten students had to draw a monster (with the help of Grade 5 students). Grade 5 students then used this monster to create an adventure story featuring the character created by kindergarten students. This story of adventure was then to be presented via a video stop motion. |
| **Materials and Technology:** **Materials**: paper and pencil (to draw the monster); modeling clay and other DIY materials (design of the little monster in 3D, and the background sets)**Technologies**: Chromebooks to find the backgrounds. Veescope application and green screen for scenes. An application to create the stop motion. |
| **Student Accommodations/Modifications:**  | **Lesson will be differentiated by:*** **Content, specifically:**Difficulty creating a 3D monster with modeling clay, therefore students can do it in 2D with paper to give another effect. They can also create it using a computer
* **Process, specifically:**The dialogue can be pre-recorded orally instead of writing it down
* **Environment, specifically:** Working in the Makerspace
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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.** As early as October, we established a reading partnership with a kindergarten class. Every week, grade five students choose a book for their kindergarten buddy that they read. For Halloween, the teacher had chosen only monster books and had prepared monster design notebooks. Each kindergarten student has created a monster and named it. Back in class, the teacher told the students that they would write and create a stop-motion adventure story using the monster as their main character.**What key questions will you ask? How will you gather diagnostic or formative data about the students’ current levels of understanding?**Review the elements of the narrative schema and important elements of adventure stories.Do mini literacy activities (use images of monsters to create a story, roll the story cubes to create a story by incorporating the monster; in drama, students must interpret their monster in specific situations etc.) **How will students be grouped? How will materials be distributed?** Students are grouped according to their reading group with the kindergarten students.Documents are distributed via Google Classroom. |
| **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?** 1 - Reading with kindergarten children2 - Conception of the narrative schema – adventure narrative (**Difficulty**: Coming up with ideas to create interesting adventures)3 - Creation of the little monster in modeling clay or other mateiral (**Difficulty**: Creating a monster in 3D)4 - Stop motion (**Difficulty**: The software, taking good quality pictures)**How will they demonstrate their understanding of the concept?**1 - Template of the narrative schema (approved by the teacher before continuing)2 - Design of the little monster and other characters (evaluated in visual arts)3 - Writing the dialogue4 - Stop motion (evaluate the final product and the student’s process journal (their monster design notebooks)**How will you gather your assessment data (e.g., checklist, anecdotal records)?**Photos, interviews.Approval of the different stages of creation.Written documents**What extension activities will you provide?** Students could write a critique of one of their peer’s stop-motion films. |
| **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)?** Organize a "premiere" (viewing all the stop-motion created by the students)**What key questions will you ask during the debriefing?** Reflection worksheet: Could you have created another ending? If you could add a character, who would it be? |