



Lesson Plan Template

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| Teacher Candidate: McKenna Scory | | Date: Nov. 5 th 2024 | Title: Stop Motion Reading Lesson |
| Grade: 5 | Subject: ELA | Unit: Reading (Writing) | Lesson #: 1-3 |
| Core Competency: Communication | | Profile: 4 – I communicate clearly and purposefully, using a variety of forms appropriately. | |
| Big Idea: Using language in creative and playful ways helps us understand how language works. | | Content: Features of oral language, writing processes, oral language strategies | |
| Essential Question: Can students effectively use their language to display a stop motion video to an audience? | | | |
| Curricular Competencies: Identify how differences in context, perspectives, and voice influence meaning in texts. Respond to text in personal and creative ways. Use oral storytelling processes. | | | |
| Indigenous Perspectives and FPPL: Learning is embedded in memory, history, and story | | | |
| Learning Intention: Students will create a video/stop motion video using their creativity for video creation, dialogue (including voice and tone) and themes to present to an audience. | | | |
| Materials: Ipad, Paper, Pencil, supplies to provide student creativity ex. Construction paper and props | | | |

Introduction - Activate and Engage: Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.

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| Approx Time 20 mins | <ul style="list-style-type: none"> Start the lesson by having the class get into a circle One by one have the students practice saying something using an expression. Eg. A student using a frown face saying "I lost my iPad" with a sad voice. This is to practice what emotion sounds like. Next watch this short clip watchhttps://youtu.be/C5Z_ZmT0Qe4?si=npsR0Vbe7Rxy-pM (A stop motion video on emotion) Once the video is done have all the students get into groups of 2-4 and discuss their findings. Ask deeper thinking questions in this discussion such as... <ol style="list-style-type: none"> How does stop motion affect the way the story is being told? How does the choice of materials influence how the story is told? |
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| | <ol style="list-style-type: none"> How does breaking the story down in small pieces and scenes help us understand the story? What was tone and did they successfully portray it? <ul style="list-style-type: none"> Have everyone think, pair, share After the sharing is done introduce the project. In small groups of 3-4 have everyone come together and design a stop motion video. Depending on what is being taught this can be a cross curricular connection to another subject. For example: science and the states of water or space. For this lesson plan the students must create a stop motion video on the book "Bring your Pet Day" Disaster. |
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| Approx Time 1-2 hours | <ul style="list-style-type: none"> Hand out everyone a copy of the first page of "Bring Your Pet Day" disaster on K5 Learning. Explain to the class they only have the first page because their stop motion videos will be about what the rest of the day looked like. In their groups they will have to do their planning on paper. This must include where, when, why, what and how. Setting and a whole plot. They will also have to write down their whole script for every member. Let the students know the video, planning and script will be for marks. Explain to students the idea of this project is to practice catching your audience through their audio and the video will be worth majority of the marks. The students will use class provided apps to use the stop motion app provided for the district (Zing studio)- Students will already have the fundamental skills to use stop motion. Students will work together to create their stop motion videos At the end we will come together as a class to watch everyone's stop motion videos. |
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Body - Explore and Discover: What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.



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Closure - Organize and Integrate: How will students "cement" their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.

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| Approx Time 30mins | <ul style="list-style-type: none"> Watch everyone's stop motion videos Have everyone go back into their groups and discuss the following extension questions <ol style="list-style-type: none"> Did your group successfully portray the story you were trying to tell. Eg. At the climax was the acting dramatic? Can a viewer successfully name the beginning, middle and end Can a viewer name your theme? Did you successfully include emotion in your story? Did anyone else's video make you feel some sort of way? | | |
| <table border="1"> <tr> <td> Adaptations/Modifications: <ol style="list-style-type: none"> Do not use stop motion- have the students create plays instead. (Will not have it to refer back to) Have students create a play and take a video of using camera on an Ipad Give students a story to copy instead of finish Limit creativity such as supplies and time </td><td> Extensions: <ol style="list-style-type: none"> Make a class movie and combine the scenes together Have students do research and include their findings Provide extension worksheets eg. Beginning middle end/ themes/ conflict and resolution </td></tr> </table> | | Adaptations/Modifications: <ol style="list-style-type: none"> Do not use stop motion- have the students create plays instead. (Will not have it to refer back to) Have students create a play and take a video of using camera on an Ipad Give students a story to copy instead of finish Limit creativity such as supplies and time | Extensions: <ol style="list-style-type: none"> Make a class movie and combine the scenes together Have students do research and include their findings Provide extension worksheets eg. Beginning middle end/ themes/ conflict and resolution |
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Assessment Plan:

The students will be handing in their video, planning, and script. The video will be weighed more because this project is to teach reading and portraying a story verbally. The scripts and and planning is to support students with verbal explanation.

Lesson Notes/Reflection:

Most of the time students are excited to use stop motion. I doubt students will lack motivation for this project, however they may lack motivation for the purpose. Give students time to play with stop motion if they have not had the chance before.

Provide lots of class time for this project