



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education



Master of
Educational
Technology
Program

Elementary Literacy through Storytelling in Makerspaces



Master of Educational Technology

Elementary Literacy through Storytelling in Makerspaces

CURRICULUM AREA: English Language Arts, ADST, Socials Studies & Arts Education

GRADE: Primary (K-3)

Teacher(s): Group 9 - Elemakers - Trista Ding, Clarissa Guevara, Jamie Husereau, Katherine Kelly, Nicole Meeks, Connie Sim, Trista Svenes

LESSON OVERVIEW

LESSON 1: *Flip: Story Elements (Clarissa)*

Materials:

- iPad or tablet
- Writing and drawing materials
 - paper, pencil, crayons, pencil crayons, markers
 - iPad can be used for opportunity to digitally draw and create
- Suggested Books:
 - *This is How We Do It* by Matt Lamothe
 - *From the Stars in the Sky to the Fish in the Sea* by Kai Cheng Thom
 - *We're All Wonders* by R.J. Palacio
 - *My Sister, Daisy* by Adria Karlsson
 - *Prince and Knight* by Daniel Haack
 - *Harriet Gets Carried Away* by Jessie Sima
- Stand for the iPad such as a Dewey Stand or a stand that could be built
- Access to *Flip* website: <https://info.flip.com/>

Provocations:

- Intro
 - What is a story?
 - What do you know about a story?

- Where have you heard or read stories?
- Why are stories important?

- Learning Experiences

- Have you ever created a story?
 - What's your favourite story?
 - What is the beginning, middle, end of your story?
 - Why is this your favourite story?
 - What symbols did you use to retell your story?
 - Why did you use those symbols to tell your story?
 - What symbols did your peer use to tell their story?
 - Why did they use those symbols to tell their story?
 - What is the differences between your symbols
 - Why do you think you chose different symbols?
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- Do you think your peers will be able to tell what story you told?
 - Are there any images or symbols you need to add to make the story clear? ○ Are there any images or symbols you need to take away to

- Conclusion

- Can you tell what happens in the story your peers told?
- How did you know?
- Does this story remind you of another story?
- Why is it important we tell stories?
- Why is it important to listen to other peoples' stories?

Task: Create a Flip video of your story

- Draw a picture using your own images and symbols of your favourite story using guiding questions
- Create your story using the Indigenous symbols
- Share your story with a friend

LESSON 2: Textiles: Character elements (Nicole)

Materials:

- Stories:
 - The Barnabus Project by The Fan Brothers
 - Red: A Crayon's Story by Michael Hall
 - Jacob's New Dress by Ian Hoffman and Sarah Hoffman
- Variety of textiles: this will vary depending on your group of learners. This could include: felt, fabric, yarn, foam sheets, etc.
- Variety of sewing materials: this will vary depending on your group of learners. This could include: pins, thread, needles (of varying styles/sizes), fabric

glue, hot glue, etc. This will be used to attach the textiles.

- Stuffing for the inside of the character: crumpled newspaper, rice, beans, filling, etc.
- Decorative materials: buttons, pipe cleaners, googly eyes, foam shapes, scrap fabric, stickers, etc. This will be used to accessorize and individualize the character.
- Scissors
- Paper
- Colouring utensils

Provocations:

Intro:

What is identity? What is a character? Students will investigate and explore ideas surrounding identity and how it relates to our communities, culture, personality, traditions, etc.

Learning Experience:

What are the parts of a character? How do we feel our identity? Is it whole, partial, etc.? How does identity relate to diversity? Students will explore and critically analyze elements of identity through class discussion, reflection, communal learning, and acting activities.

Conclusion:

How can character traits be represented? How can textiles be used to create a character? How do external features connect to identity? Students will learn how external features play a part in identity by creating a textile character.

Task:

Students will begin by designing what they think a hybrid animal would look like. They will consider elements of characters and explore some by participating in an acting activity. Students will use textiles to create their own character that will be used in later lesson activities.

LESSON 3: Stop Motion: Setting (Trista S.)

Materials:

- iPad or tablet
- Books - digital or physical
 - *Iggly Peck, Architect* by Andrea Beaty
 - *When We Were Alone* by David Robertson
 - *A Promise Is a Promise* by Michael Kusugak and Robert Munsch
- Stop motion app 'Stop Motion Studio'
- Stand for the iPad such a Dewey Stand or a stand that could be built
- Found materials to create the setting - sticks or leaves
- Figurines, plasticine, LEGO, paper
- Characters created in Lesson 2.

Provocation:

Intro:

Students will be able to choose to read one of the following stories:

- *Iggly Peck, Architect* by Andrea Beaty

- *When We Were Alone* by David Robertson
- *A Promise Is a Promise* by Michael Kusugak and Robert Munsch

While students read the story they will be thinking about where the characters are.

Learning Experience:

After reading the story, students will think about park spaces in their community. These are settings that students experience. I will share examples of different parks and students will discuss what they would do there. Students will look at three different park scenarios to decide what a certain space would need in a given situation, for example what people would use this space and how would they use it?

Conclusion:

Now that students understand how spaces can be designed for a diverse group of people, they will think about how a story setting can be designed for their character in lesson 2. Using the character that they made in lesson 2, they will design a setting. The setting will be designed using found materials such as sticks or leaves, and no-tech materials such as figurines, plasticine, LEGO, or paper that will be made into a stop motion video..

Task:

Students will make a stop motion video using an application that works for them. Students could collaborate with one another or create their own individual stop motion presentations. Their stop motion video will showcase the setting that they designed and the characters created in lesson 2.

LESSON 4: *Make Beliefs Comix: Problem Solution (Katherine)*

Materials:

- Chromebook/iPad
- Books:
 - *Rosie Revere Engineer* by Andrea Beaty
 - *Going Places* by Paul Reynolds
 - *The Name Jar* by Yangsook Choi
- Website: Make Beliefs Comix
- Pencil/Paper/Pencil Crayons
- Planning Page

Provocation:

Students will be able to have to interact with materials and technologies within Lesson 4. Students will be able to work collaboratively and independently to participate during their assigned learning task.

Students will be capable of using Make Beliefs Comix digital platform to create a comic strip to demonstrate their knowledge of conflict & resolution

Intro:

To begin the lesson teacher will choose one of the selected books:

- *Rosie Revere Engineer* by Andrea Beaty
- *Going Places* by Paul Reynolds
- *The Name Jar* by Yangsook Choi

Before the story begins, the teacher will introduce the words “Conflict” and “Resolution”. Students can use prior knowledge of books/stories to reflect on

what they think conflict and resolution are in correlation to the books they are thinking about. The teacher can support the students understanding by asking the following guiding questions:

- What do you think conflict means?
- Can you think of an example within a story?
- What do you think resolution means?
- Can you think of what happens next in the story you shared?

Learning Experience:

The teacher will have students log onto their Chromebooks and go to Make Beliefs Comix. The teacher will explain that students that they will be creating their own comic strip + story to demonstrate their understanding of conflict and resolution . The students will focus on the guiding question: “_____ wanted but _____ so _____ then _____” to help in the construction of their comic strip Using the planning page, students can design a rough copy of their story.

Conclusion:

Once students have completed their Make Belief Comix, teacher will create a digital class book for students to view online to see their peers conflict and resolution stories.

Task:

Once students have completed their planning page, they can begin on Make Belief Comix <https://makebeliefscomix.com/>

Teacher will also provide students with a “How To” Video for using the online comix platform *Youtube Link:*

<https://www.youtube.com/watch?v=HoNQfUWWRMk>

Students will design their final project on Make Belief Comix - they are welcome to add speech bubbles or demonstrate their understanding through pictures. Teacher will provide support where needed.

LESSON 5: **Story Map: Plot (Jamie)**

Materials:

- Pencil (brainstorming map)
- Ozobots
- Ozobot markers
- Ozobot directions for markers (Ozocodes)
- IPad or computer
- Blockly website (through Ozobot website)
- White Paper (for Ozobot markers)
- Craft materials (clay, pipe cleaners, popsicle sticks, glue, cotton balls, toothpicks, play dough)
- Paper materials (for building, gluing, etc.)
- Markers, crayons, drawing and art materials (paint)
- Suggested Books - digital or physical
 - *What's my Superpower?* by Aviaq Johnston
 - *Just a Walk* by Jordan Wheeler
 - *We Sang you Home* by Richard Van Camp
 - *When we were Alone* by David A. Robertson

Provocation:

Intro:

What do we know about the plot of a story? How do we combine story elements to display a main idea of culture? After reading the story, students will think about how culture can be represented through the main elements of a story; characters, setting, beginning, middle (climax), end, conflict and resolution. We will collectively discuss the main elements related to the story read as a class and ask them if they can relate to these same elements, or how this would look in their own experiences and from their own perspectives.

Learning Experience:

How can we create a visual display to journey through the main elements (plot) of a story? Incorporating our own cultural experiences, how do we display our own story or a time in our lives that can represent our own culture and perspectives?

Conclusion:

What have we learned about the main elements of a story and how it can be used to tell a cultural experience?

Task:

Students will create a story map to visually display a journey through the different main elements (plot) of a story. Students will be able to choose any story they like, however, they will be encouraged to tell a story of their own pulling from previous lessons and resources such as the character they created in lesson 2, the setting in lesson 3, and their conflict and resolution in lesson 4. This task will be available to do as no tech, low tech, high tech, or a combination of.

They can use no tech craft, low tech Ozobot markers, and high tech to code and program their Ozobots to journey through their story map, or a combination of. The journey will be a line that illustrates the map of a story line to highlight main elements.

LESSON 6: Podcast: Oral Storytelling (Connie S.)

Materials:

- iPad or tablet
- Books - digital or physical
 - *I Am Jazz* by Jessica Herthel and Jazz Jennings
 - *The Great Big Book of Families* by Mary Hoffman
 - *The Proudest Blue* by Ibtihaj Muhammad and S.K. Ali
- Stand for the iPad such as a Dewey Stand or a stand that could be built \
- Microphone
- Found materials, figurines, plasticine, LEGO, paper
- Characters and setting created in previous lessons
- Access to SpeakPipe website (<https://www.speakpipe.com/voice-recorder>)

Provocation:

Intro:

Students will be able to choose to read one of the following stories:

- *I Am Jazz* by Jessica Herthel and Jazz Jennings
- *The Great Big Book of Families* by Mary Hoffman
- *The Proudest Blue* by Ibtihaj Muhammad and S.K. Ali

While students read the story, they will be thinking about their connections to the story they have read.

Learning Experience:

After reading the story, students will share their stories with their classmates. Students will create a book with no pictures that include symbols and colours in their story. They should talk about where they are from, what land they live on, their lived experiences, or share a story that they heard from one of their family members. They also have the option of reusing the materials they have created in the previous lessons as the setting and characters of their story.

Conclusion:

After students have shared their own personal stories, their classmates are invited to respectfully ask questions to gather more information and clarify understanding.

Task:

Students will record their stories on SpeakPipe. Students have a choice of working individually or collaborating with another classmate to create and record a podcast. After the podcasts have been created, students will listen to each others' recordings, ask questions and provide feedback on each other's creations.

LESSON 7: **Summative Assessment: Choice of Medium: flipgrid, podcast, textiles/clay, comic, spheros, stop motion (Trista D.)**

Materials:

- iPad or tablet with apps installed
- Writing/Crafting materials (paper, pencil, markers, pencil crayons, scissors, tape, clay, textiles)
- Loose parts (e.g. sticks, leaves, stones, rocks, beads)
- Ozobot/Sphero
- Stand for the iPad such as a Dewey Stand or a stand that could be built
- Podcasts created in the previous class
- Access to *Flip* website: <https://info.flip.com/>
- Access to SpeakPipe website (<https://www.speakpipe.com/voice-recorder>)

Provocations:

Intro:

- What have you learned about your identity? How do you identify yourself? - What have you learned about narrative/storytelling?
- What have you learned about creating multimodal presentations with different tools? - How can you apply what you have learned to create a story that represents your personal knowledge/experience?

Learning Experience:

- What are you trying to achieve?
- What is challenging? What can you do to solve your problem?

- What are you looking for when providing feedback to your peers?
- How can you improve your production based on the feedback you receive? - What have you learned from your peer's story?
- How does your story affect the people around you?

Conclusion:

- What is your biggest takeaway from this process?
- What would you do differently if you were to create this story again?

Task:

Students will build a multimodal representation of a new story or the story they created in the previous lessons. Students will be challenged to use at least 2 mediums. After finishing their creation, students will be paired and give feedback on each other's story. Using the feedback they receive, students will revise their creation. At the end of the class, students will present their multimodal creation, which will be assessed by a performance rubric.

Overview

Expectations	“Big Idea”	Learning Goal(s)
<p><i>Overall expectations (Link to list of specific expectations addressed)</i></p>	<p><i>This will be the overriding theme, question, focus for the teaching and learning inquiry.</i></p>	<p><i>(Can be overall; might change throughout inquiry)</i></p>

- Use our reading and listening skills to make meaning
- Use personal experience and knowledge to connect to other stories
- Exchange ideas and perspectives to build shared understanding,
- Identify, organize, and present ideas in a variety of forms
- Explore oral storytelling processes
 - Generate ideas from their experiences and interests
 - Add to others' ideas
 - Choose an idea to pursue
- Choose tools and materials
- Decide on how and with whom to share their product
- Use materials, tools, and technologies in a safe manner in both physical and digital environments

- Storytelling through Makerspace opportunities
- Language and story can be a source of creativity and joy.
- Stories and other texts can be shared through pictures and words.
- Everyone has a unique story to share.
- Confidence develops through the process of self-discovery.
- Strong communities are the result of being connected to family and community and working together toward common

- Students will be able to work collaboratively and independently to participate in each learning task.
- Students will be able to have voice and choice in how they interact with materials and technologies within each mini makerspace.
- By the end of the unit, students will have explored the different elements of storytelling through inclusive makerspace experiences.

<ul style="list-style-type: none"> • Develop their skills and add new ones through play and collaborative work 	<p>goals.</p> <ul style="list-style-type: none"> • Effective collaboration relies on clear, respectful communication. • Everything we learn helps us to develop skills. • Designs grow out of natural curiosity. • Skills can be developed through play. • Technologies are tools that extend human capabilities
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<p>Assessment For Diagnostic Assessment <i>(At the start of the cycle/unit)</i></p>	<p>Assessment As <i>The overall teaching should prepare students to complete this task.</i></p> <p>Assessment Of Culminating Assessment Task <i>(At the end of the cycle/unit)</i></p>
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- Provocations at the start of each lesson to access prior knowledge and make personal connections: for example, a wonderwall that students post sticky note questions on

- Exit slips after each lesson: prompts for students to reflect on the activity, their learning, and the content. For example, what is one thing you learned today? Or what is one thing that you are proud of from today's lesson?

- Feedback throughout each mini makerspace lesson: including peer and teacher feedback. This could be verbal or written. Students could give peer-to-peer feedback in a gallery walk and write a comment on a sticky note.

- Traffic light: students use the colours on a traffic light to communicate their learning: green if they are confident, yellow if they are getting there, or red if they need help

- Summative lesson, students create story project using their choice of media (from previous makerspaces): this will be assessed using a rubric

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| | <ul style="list-style-type: none">• Thumbs
up/side/down: up
indicates strong
understanding,
sideways is some
understanding, down |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|

is not yet
understanding

- 2 Stars & a wish:
students share two things they thought their peers did well, and one thing that they can work on in the future. This could also be used as a self assessment for 2 things that they did well, and one thing they wish to improve on.
- Padlet/Jamboard/Post-it note - draw/write one thing you learned or connected to
- Students complete a 3-2-1: three things you learned, two things you are wondering, and one question you have. Or, three things you learned, two things you want to improve, and one thing you are still wondering about.
- Teacher anecdotes and observations: to inform who may need more support/challenge

Storytelling Makerspace Challenge Rubric		
	Moving Towards the Expectations Anecdotal	Meet Expectations Exceeds Expectations Anecdotal
Storytelling		<ul style="list-style-type: none"> The story is an original creation that reflects personal

		<p>knowledge and/or experience</p> <ul style="list-style-type: none"> The story has a complete structure All the story elements are included and clearly developed in the story
Multimodal Presentation		<ul style="list-style-type: none"> Utilize at least two different mediums/technological tools in their story creations The multimodal presentation is finished and sufficiently delivers the story

<p>Maker Mentality</p>		<ul style="list-style-type: none"> ● Use the provocations and personal interest to generate ideas for the creation ● Open to exploring new ideas/tools ● Able to select an idea and choose appropriate tools to pursue the idea ● Willing to share ideas and add to each other's ideas ● Able to use feedback to improve the creation
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<p>Summary (DESCRIPTION) <i>Conceptual Development 200-300 words</i></p>	<p>Equity, Diversity, Inclusion, Decolonization, Anti-racism (EDIDA) <i>How the unit is situated in EDIDA</i></p>	<p>Rationale <i>Why it matters to student, why it matters to community, why it matters to world, how it connects to STEAM, EDIDA, TPACK/SAMR</i></p>
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In this unit, students will explore and be exposed to various literacy strategies for the primary age group. Learners will also engage with a variety of STEAM activities through a makerspace environment.

Supported by the EDIDA framework, students will be more cognizant and culturally responsive members of their learning community.

The overall focus of our unit is storytelling and story elements. Each individual task focuses on one element of storytelling while exposing them to a specific technology that is available in the makerspace.

These lesson experiences will afford students the opportunity to learn and engage with no-tech, low-tech, and high-tech technologies enabling them to create freely in makerspaces. In

Stories for each lesson will be focused on different elements of EDIDA (stories featuring 2SLGBTQ+, indigenous and diverse cultures) to expose students to a diverse set of stories.

Students' unique stories shed light on their cultures, lived experiences while others learn to appreciate and respect each other.

Include hand signals during discussions (adapted from Adrienne Gear's Reading

Power & Writing Power)

- Connection
- Question
- Idea
- Same

For students:

This will help students to develop literacy skills through various technologies and materials. This will help to improve fine motor, communication, design based skills, critical thinking skills, creativity. Explore their own identity.

Through the process of coming up with an idea and manifesting the idea into reality, students build maker mentality and maker identity.

For the community:

Building cultural awareness through culturally responsive pedagogies.

For the world:

<p>particular, students will use Flipgrid, voice recorder, textiles, clay, stop motion, comic strips, and Ozobots.</p> <p>Throughout this unit, we will ensure that there are collaborative learning opportunities. Students will be given time to think, pair, share, and design with their peers.</p>	<p>Embed elements of First Peoples Principles of Learning into each lesson such as storytelling and usage of symbols and colours.</p> <p>Utilising various tools and technologies throughout the unit will help make the unit more accessible to students of all genders.</p> <p>Allow students to choose tools to effectively showcase their learning.</p> <p>Ensure multimodal accommodations and modifications are provided for students to participate in each lesson of the unit; visuals, audio, tools and materials for fine and gross</p>	<p>Understanding that everyone is coming from a different culture.</p> <p>Everyone has a unique story to tell.</p> <p>Showcasing their experiences and stories to build connections with the rest in the world.</p>
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<p>At the end of the unit, students will create a multimodal representation of a story using at least two makerspace mediums they have explored throughout this unit.</p>	<p>motor skills, physical layout of space (chairs around tables, height of desk), lighting.</p> <p>Provide opportunities for students to work individually or collaboratively to support diverse-ability.</p>
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Instructional Strategies & Approaches:

<p>Accommodations (For all students)</p>	<p>Field Inquiry</p> <p>Study/Trips, Design-Based Collaborative/Instructional</p> <p>Experiential Thinking Strategies</p> <p>Learning STEAM</p> <p>outside the classroom</p>
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<p>No Tech, Low Tech, High Tech tools for Makerspace explorations Ex. acting something out, acting out based on a video/picture, recording a dramatic skit or creating it using a video software, drawing a picture using paper or an iPad, Ozobot or Sphero coding tech, Flip website, Stop Motion Studio app,</p> <p>Having both app based and web based tools available</p> <p>Clearly labelled materials</p> <p>Students have a choice for multiple</p>	<p>Multimodal</p> <p>Guided by</p> <p>presentation of</p> <p>stories</p> <p>- Physical books</p> <p>- Videos</p> <p>- Audio</p> <p>- Youtube (other projects and representations of stories)</p> <p>- Elder member stories</p> <p>- Personal experiences</p> <p>- Class discussions</p> <p>Multimodal</p> <p>Think-Pair-Share</p> <p>provocations at the start of every task</p> <p>Scaffolding through teacher guided lessons</p> <p>Every collaborative opportunity promotes Constructivism & Constructionism</p> <p>empathizing with the characters in a story.</p> <p>Reflection, review, and feedback on their own work and their peers' work</p> <p>Opportunities to redesign and fail.</p> <p>Voice and choice</p> <p>Offering the chance at the end of the unit to choose tools to build a summative piece.</p>
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	<p>literacies of stories - Diversity in the books we choose to read and offer students to explore under</p>	<p>Problem-Solution based tasks (backward design)</p>
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<p>means of representation of their learning.</p> <p>Students visually represent their understanding.</p> <p>Speech to text apps (ex. Google Read & Write), visuals and oral instructions</p>	<p>EDIDA frameworks</p> <ul style="list-style-type: none"> • Culture • Race • Gender <p>Multimodal representation of our tasks</p> <ul style="list-style-type: none"> - textiles - stop motion - comic strips - ozobots - craft materials - podcasts <p>Collecting found materials for tasks</p> <p>Using their personal and lived experience and prior knowledge into the activities</p>
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<p>Tech-Enabled Learning</p>	<p>Professional Resources</p>	<p>Subject</p> <p>Connection</p> <p>Parent</p> <p>Specific</p> <p>to Current</p> <p>Communication</p> <p>Concepts</p> <p>Events & Issues</p>
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<p>Voice recorder</p> <p>Stop motion</p> <p>Flip website</p> <p>Ozobots</p> <p>Spheros</p> <p>Digital comic strips</p>	<p>Adrienne Gear Reading Power https://www.readingpowergear.com/store/readin</p> <p>Writing Power https://www.readingpowergear.com/writing-power</p> <p>BC Curriculum K-3 (English Language Arts,</p>	<p>English</p> <p>Language Arts: story elements, storytelling</p> <p>ADST: Designs grow out of natural curiosity.</p> <p>Social studies: Stories and traditions about ourselves and</p> <p>Social justice issues; gender, race, de-colonization, inclusivity, equal opportunities</p> <p>Communication through online parent platforms such as Blooms, Google Classroom, ClassDojo or SeeSaw.</p> <p>We will be sharing the students' final creations with their families.</p>
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ADST, Socials
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Education

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	<p>. Science and Children, 57(6), 31-35.</p> <p>7 Norms of Collaboration</p>	
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Lesson Sequence

Lesson #1:	Lesson #2:	Lesson #3:
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Title: Story Elements

Big Idea: Students will explore story elements by creating a Flip video. Students will create a Flip based on their stories and experiences.

Formative

Assessment: ●

Student Checklist

- 2 stars & 1 wish: 2 things you liked, thought were done really well and 1 thing you think they can work on, you want to know more about
- 3-2-1: 3 things you learned, 2 things you wonder and 1 thing you want to learn more about

Assessment: Students will create their story using

Indigenous pictures and symbols. They will share their stories orally with a peer. Students will create a Flip video to tell their story in a new medium; however they will be given the choice to create their video using their own symbols and/or pictures, Indigenous

Title: Character Elements

Big Idea: Students will learn about character design by creating their own character using textiles. Students will explore elements of identity and how identity relates to community and culture.

Assessment: Students will produce a textile character and describe accompanying character traits. There are varying material choices and level of support/independence when students are using textiles. Students will use a single-point rubric to reflect on their success.

Title: Setting

Big Idea: Students will consider the spaces that characters inhabit. Students will explore settings by designing a space for specific users and creating an accompanying stop motion video.

Formative

Assessment: 3 -2 - 1

- 3- Write or draw 3 things you learned
- 2- Write or draw 2 things you are wondering more about for next time
- 1- Write or draw 1 thing that you are proud of

Assessment: Students will produce a stop motion video. Students will do a gallery walk to visit other students' park designs, setting designs, and finished stop motion videos. During the gallery walk, students can write down on a sticky note what they liked about their peer's work.

symbols and/or pictures or both. Students will then watch each others' Flip		
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videos and share 2 stars and 1 wish with them.		
Lesson #4:	Lesson #5:	Lesson #6:

Title: Problem/Solution

Big Idea: Students will examine problems and solutions in the context of storytelling. They will create a comic with characters who encounter a problem that leads to a solution and resolution.

Formative

Assessment: ●

Student Checklist:

Character, Setting, Conflict, Resolution

- 2 stars and a wish; share 2 things you thought your peers did well and 1 thing you think they can work on or change
- Question Card: Question they still have - this may be in reference to the digital comic platform or regarding the conflict & resolution creation

Assessment:

Students will create a comic on the digital platform, Make Belief Comix. Following the completion of their assignments, students will reflect on the following

Title: Plot

Big Idea: Students will investigate plot and story maps through different cultural perspectives. Students will apply their learning by creating a visual display story map that Ozobots will navigate.

Formative Assessment:

- Student Checklist; did you include character, setting, a beginning, middle, and end, conflict and resolution
- 2 stars and a wish; share 2 things you thought your peers did well and 1 thing you think they can work on or change
- 3-2-1; 3 things you learned, 2 things you wonder, 1 thing you want to learn more about

Assessment: Students will retell a story as their Ozobot moves along their story map during a gallery walk. Students will be given time to reflect on their own story map for their 3-2-1 and

Title: Oral Storytelling

Big Idea: Students will interact with elements of Indigenous oral storytelling by creating an oral story using a book with no pictures and recording their oral story on SpeakPipe.

Formative

Assessment: ●

Student Checklist

- 2 stars & a wish: Share 2 things you thought your peers did really well or enjoyed, and 1 thing you think they can work on in the future or you want to know more.

Assessment: Students will create a book with no pictures that include symbols and colours in their story. They will share their story orally with a peer. Students will produce a recording of their oral story. After the podcasts have been created, students will listen to each others' recordings, ask questions and share 2 stars & a wish on each other's creations.

<p>questions: Were you able to identify conflict and resolution? Were you able to provide personal understanding/examples of other stories? Were you capable of drafting ideas for your own story that</p>	<p>checklist and share their 2 stars and a wish on their peers projects.</p>	
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<p>demonstrated your understanding of conflict/resolution? Were you able to recreate your story using Make Belief Comix?</p>		
<p>Lesson #7:</p>		

Title: Summative assessment
Big Idea: Students will consolidate their learning by selecting at least two of mediums they have explored earlier in the unit to create a representation of a story that reflects their personal knowledge and experiences.

Formative Assessment: ●

- Thumb-check:
students show thumb in different positions to show their comfortable level with storytelling and technological tools
- Peer feedback form: use a form to show one thing they like and one thing they wish to see in their peers story

Assessment: Students will create their multimodal presentation of their stories. They will be given time to provide peer feedback and revise their creations. After students

<p>present their creations in front of peers, final creations will be assessed by a performance rubric, focusing on storytelling, multimodal representation, and maker mentality. Students are</p>		
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<p>encouraged to share their creations with their families.</p>		
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THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Primary Lesson Planning Template

<p>Created By: Clarissa Guevara</p> <p>Grade(s): Primary (K-3)</p> <p>Lesson Topic/Title: Elementary Literacy through Storytelling in Makerspaces - Lesson 1: Story</p> <p>Elements Subjects: English Language Arts, ADST, Socials Studies & Arts Education</p>

Big Ideas:

- Storytelling through Makerspace opportunities
- Language and **story** can be a source of creativity and joy.
- **Stories** and other **texts** can be shared through pictures and words.
- Everyone has a unique **story** to share.
- Effective collaboration relies on clear, respectful communication.
- Everything we learn helps us to develop skills.
- Technologies are tools that extend human capabilities

Curricular Competencies:

- Use our reading and listening skills to make meaning
- Use personal experience and knowledge to connect to other stories
- Exchange ideas and perspectives to build shared understanding,
- Identify, organize, and present ideas in a variety of forms
- Explore oral storytelling processes
- Add to others' ideas
- Use materials, tools, and technologies in a safe manner in both physical and digital environments
- Develop their skills and add new ones through play and collaborative work

Content Objectives

General Objectives:

Specific Objectives:

<p>1. Identify the elements of a story/text</p> <p>2. Use literary elements and devices</p> <p>3. Use oral language strategies</p>	<ul style="list-style-type: none"> ● story/text elements <ul style="list-style-type: none"> ○ character ○ plot ○ setting ○ structure (beginning, middle, end) ○ dialogue ● literary elements and devices <ul style="list-style-type: none"> ○ sound play images ○ colour ○ symbols ● oral language strategies <ul style="list-style-type: none"> ○ asking questions to clarify ○ expressing opinions ○ speaking with expression ○ taking turns ○ connecting with audience
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21st CENTURY COMPETENCIES:

- Creativity and Innovation
 - Drawing out their favourite story from their own imagination
 - Using their own images and symbols to represent their story

<ul style="list-style-type: none"> ● Collaboration <ul style="list-style-type: none"> ○ Orally sharing their story with their peers ○ Listening to their peers as they share their story ● Metacognition and Reflection <ul style="list-style-type: none"> ○ Thinking about how their story relates to Indigenous knowledge and ways of learning ○ Reflecting on their space and where their story could fit within a community

LEARNING GOAL(S)

- Students will be able to work collaboratively and independently to participate in each learning task.
- Students will be able to have voice and choice in how they interact with materials and technologies within each mini makerspace.
- By the end of the unit, students will have explored the different elements of storytelling through inclusive makerspace experiences

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

- Students will be able to reflect on what they know about a story and its elements
- Students will be able to tell if they have ever created their own story
- Students will be able to recall a favourite story to share with their peers

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks

Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
- *Consider what materials you will use*
- *How will you ensure all voices are included and heard?*
- *From what lens will the content be delivered?*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*

Stories for each lesson will be focused on different elements of EDIDA to expose students to a diverse set of stories. Stories will include ***This is How We Do It by Matt Lamothe***

Intersection Allies: We Make Room for All by Carolyn Choi and Chelsea Johnson

We're All Wonders by R.J. Palacio

Students' unique stories shed light on their cultures, lived experiences while others learn to appreciate and respect each other. Include hand signals during discussions (adapted from Adrienne Gear's *Reading Power & Writing Power*)

- Connection
- Question
- Idea
- Same

3

Embed elements of First Peoples Principles of Learning into each lesson

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Utilising various tools and technologies throughout the unit will help make the unit more accessible to students of all genders.

Allow students to choose tools to effectively showcase their learning

- Use of paper materials and iPads to create pictures and symbols for their story

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

- Think-Pair-Share
- Scaffolding through teacher-guided lessons
- Constructivism & Constructionism approach
- Reflection, review, and feedback on their own work and their peers' work
- Voice and choice

Accommodations:

- No Tech, Low Tech, High Tech tools for Makerspace explorations
- Having both app-based and web-based tools available
- Clearly labelled materials
- Students have a choice for multiple means of representation of their learning.
- Students visually represent their understanding.
- Speech-to-text apps (ex. *Google Read & Write*), visuals and oral instructions

MATERIALS:

Suggested Books:

This is How We Do It by Matt Lamothe

We're All Wonders by R.J. Palacio

From the Stars in the Sky to the Fish in the Sea by Kai Cheng Thom

My Sister, Daisy by Adria Karlsson

Prince and Knight by Daniel Haack

Harriet Gets Carried Away by Jessie Sima

Writing and drawing materials

- paper, pencil, crayons, pencil crayons, markers
- iPad for opportunity to digitally draw and create

Flip website

<https://info.flip.com/>

INTRODUCTION/MINDS-ON

Read one of the suggested books (or any book of choice that tells a similar story) ***This is How We Do It by Matt Lamothe***

We're All Wonders by R.J. Palacio

From the Stars in the Sky to the Fish in the Sea by Kai Cheng Thom

My Sister, Daisy by Adria Karlsson

Prince and Knight by Daniel Haack

Harriet Gets Carried Away by Jessie Sima

CRITICAL GUIDING QUESTIONS:

- What is a story?
- What do you know about a story?
- Where have you heard or read stories?
- Why are stories important?

ACTION-LEARNING EXPERIENCES:

A) EXPERIENCE 1 (Provocation/Challenge)

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning is embedded in memory, history, and story.

Learning requires exploration of one's identity.

- i. Using your own images and symbols, draw your favourite story (using guiding questions)

B) EXPERIENCE 2 (Provocation/Challenge)

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning is embedded in memory, history, and story.

CRITICAL GUIDING QUESTIONS:

A)

- Have you ever created a story?
- What's your favourite story?
- What is the beginning, middle, end of your story?

B)

- Why is this your favourite story? - What symbols did you use to retell your story?
- Why did you use those symbols to tell your story?

Learning requires exploration of one's identity.

- i. Recreate your favourite story using the Indigenous symbols provided (Figure 1)
 - a. Student choice to add words and/or sentences to their story
 - b. Student choice to include their own symbols created from the last learning experience
- ii. Using the Indigenous symbols provided, retell your story
- iii. Share your favourite story with a peer

C) EXPERIENCE 3 (Provocation/Challenge)

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning is embedded in memory, history, and story.

Learning involves patience and time.

- i. Teacher will provide a How-To video on creating a *Flip* video
- ii. Create a *Flip* video of your story to present to your peers
 - a. Student choice to create a video using original images and symbols and/or visual story with Indigenous symbols

CONSOLIDATION/CONCLUSION:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

- i. Students will have access to the *Flip* videos to watch each other's videos

- What symbols did your peer use to tell their story?
- Why did they use those symbols to tell their story?
- What is the differences between your symbols
- Why do you think you chose different symbols?

C)

- Do you think your peers will be able to tell what story you told?
- Are there any images or symbols you need to add to make the story clear?
- Are there any images or symbols you need to take away to make the story clear?

CRITICAL GUIDING QUESTIONS: -

- Can you tell what happens in the story your peers told?
- How did you know?
- Does this story remind you of another story?
- Why is it important we tell stories? - Why is it important to listen to other peoples' stories?

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

- 2 stars & 1 wish: 2 things you liked, thought were done really well and 1 thing you think they can work on, you want to know more about
- 3-2-1: 3 things you learned, 2 things you wonder and 1 thing you want to learn more about

EVALUATION OF THE LESSON

- Student is able to identify story elements
- Student is able to use some literary elements and devices
- Student is able to use some oral language strategies
- Student is able to retell & recreate their favourite story
- Student is able to use *Flip* technology
- Student is able to use personal experience and knowledge to connect to other stories
- Student is able to exchange ideas and perspectives to build shared understanding,
- Student is able to Identify, organize, and present ideas in a variety of forms
- Student is able to explore oral storytelling processes
- Student is able to add to others' ideas
- Student is able to use materials, tools, and technologies in a safe manner in both physical and digital environments ● Student is able to develop their skills and add new ones through play and collaborative work

TEACHER REFLECTION AFTER LESSON:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?



man



man (variation) -
sometimes to indicate
they are in the process
of initiation



woman or man
- defined by the
narrative of the
painting



woman and young girl
or child



woman, child and
coolamon



women with
digging sticks



adult and child



child (variation)

		
camp fire	campsite or waterhole	camp
		
travelling symbol - the circles being resting place / campsites	people sitting or women sitting or men sitting	women and children - often used together in the same painting depicting teaching
		
gathering	shelter	meeting place
		
women around campfire with digging stick / coolamon	entrance to goanna burrow	entrance to goanna burrow in spinifex country



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Nicole Meeks

Primary/Junior/Intermediate/Senior Lesson Planning Template

Grade(s): Primary (K-3) **Lesson Topic/Title:** Elementary Literacy through Storytelling in Makerspaces
Lesson 2 Character Elements

Subjects: English Language Arts, ADST, Social Studies, Arts Education

Big Ideas:

Social Studies: Stories and traditions about ourselves and our families reflect who we are and where we are from.

ELA: Stories and other texts can be shared through pictures and words.

Curricular Competencies:

ELA:

Identify, organize, and present ideas in a variety of forms

Plan and create a variety of communication forms for different purposes and audiences

ADST:

Make a product using known procedures or through modelling of others.

Social Studies:

Explain the significance of personal or local events, objects, people, or places (significance).

Arts Education:

Express feelings, ideas, stories, observations, and experiences through the arts.

Content Objectives

ELA:

-elements of story

Social Studies:

-ways in which individuals and families differ and are the same

Arts Education:

-symbolism as expressions of meaning.

General Objectives:

Specific Objectives:

<p>Students will learn about character elements.</p> <p>Students will use textiles to create their own character.</p> <p>Students will connect to, empathize with, and represent characters.</p> <p>Students will build their understanding of identity and identity construction.</p> <p>Students will learn about inclusivity through storytelling.</p>	<p>Character elements: important artifacts, name, outward appearance, clothing, facial expressions, etc.</p> <p>Textile skills: cutting, threading needles, sewing, adding details and accessories.</p>
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21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?*

Critical thinking
 -students will engage in creative processes as they determine how they will create their character
 -students will practice communication and collaboration as they develop their ideas through peer feedback.

Problem Solving/Creativity
 -providing students with a variety of tools promotes autonomy, and creativity with the use of materials -giving prompts with options for multiple means or representation (for example, when creating textile characters) encourages students to decide which option is best for them

Innovation/Collaboration/
 -students will have the opportunity to work together
 -implementing and identifying design thinking and key elements of making will help students build their maker mentality

Communication/Global Citizenship/Metacognition
 -students will recognize the importance of community to identity
 -students will learn about how our identity influences how we navigate the world around us: both in terms of the physical space as well as the social environment
 -students will explore how identity/character elements can be communicated through our bodies and body language
 -students will learn how to use textiles to communicate thoughts and ideas

Reflection
 -students will reflect on their learning through discussions
 -students will use a one-point rubric as a self-reflection piece
 -students will make connections between community, culture, and identity by reflecting on the importance of our physical and social environment

LEARNING GOAL(S) I can... I will....

I can describe character elements.

I can use textiles to represent my thinking.

I can create a character.

I can reflect on my identity, how my identity is created, and how my identity can change. I can recognize the importance of oral storytelling.

I can use elements of oral storytelling to identify characters and character elements.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

Students will be able to make personal connections to stories.

Students will be familiar with read-aloud structures.

Students will be able to identify simple elements of stories.

Students will be able to analyze and reflect on powerful stories.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA)

Frameworks Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
- *Consider what materials you will use*
- *How will you ensure all voices are included and heard?*
- *From what lens will the content be delivered?*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*

Stories for each lesson will be focused on different elements of EDIDA to expose students to a diverse set of stories.

Students' unique stories shed light on their cultures, lived experiences while others learn to appreciate and respect each other.

Include hand signals during discussions (adapted from Adrienne Gear's Reading Power & Writing Power) Connection

Question

Idea

Same

Embed elements of First Peoples Principles of Learning into each lesson.

Utilising various tools and technologies throughout the unit will help make the unit more accessible to students of all genders.

Allow students to choose tools to effectively showcase their learning.

Ensure multimodal accommodations and modifications are provided for students to participate in each lesson of the unit; visuals, audio, tools and materials for fine and gross motor skills, physical layout of space (chairs around tables, height of desk), lighting.

The stories that are selected to share with students align with EDIDA frameworks. When selecting stories, it is important to select ones that challenge dominant narratives in your community. It is important to recognize that each community is different, including learning communities. To ensure that stories are equitable, diverse, and inclusive, a range of characters and stories should be used. Students deserve to see themselves represented in stories. Because our students are diverse, we need diverse stories and narratives. To challenge racism, stories should include characters and narratives that go against racist stereotypes. Students should be exposed to stories that show the BIPOC community in everyday life. It is important that students make connections between communities and that they learn that there are similarities. When students learn to empathize, love, and identify with communities that are different from their own, they are challenging discriminatory narratives. For the decolonizing part of EDIDA frameworks, stories should investigate identity and storytelling from an Indigenous lens.

It is essential to note that the stories below are suggestions. Classroom teachers should select stories that are most appropriate to their learning communities. Use the guidelines and EDIDA framework outlined in the above paragraph when selecting stories.

The Barnabus Project explores how characters can be composed of multiple identities. Barnabus is part elephant, and part mouse. This aligns with Indigenous teachings where folks may be walking in two worlds at once.

Red: A Crayon's Story follows the story of a crayon whose label is not aligned with their colour. It draws parallels to trans folks and experiences. Importantly, it emphasizes how external character traits are only part of someone's identity.

Jacob's New Dress looks at how clothing and attire can impact a character. In this story, Jacob wants to wear a new dress to school. However, Jacob experiences some discrimination and bullying when wearing the dress to school. This story illustrates how the clothes we wear can be powerful. This aligns with EDIDA principles that recognize the importance of appearance and self-representation.

Conversations with students will explore intersections of identity. How are our identities represented by physical elements? How does it change what others think of us? How are we limited by our physical bodies? These conversations will utilize EDIDA frameworks to explore intersectionality.

Overall, an intersectional lens will be utilized to guide instructional content and interactions with students. All students will be given opportunities for equal participation through individual, small-group, and large-group work. When students create their characters, they will be drawing on their own personal experiences and funds of knowledge. Consequently, characters will be built upon a student's knowledge, culture, and identity. Conversations with peers about their characters will help to extend their understanding of culture and communication.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

Materials: depending on the user group, materials will be modified as necessary. For emergent groups, materials will be streamlined with a few distinct choices.

Delivery: Sewing support and assistance will be administered as required. It is likely that emergent textile makers will require additional support from teachers, support workers, or family volunteers.

Outcome: The outcome of creating a character can be modified for specific learners. Those who may be struggling with the creation of a character using textiles can be offered different materials or support with creation. The outcome for all students is to create a character, the way in which they meet this outcome can be variable. For example, students who experience challenges with fine motor skills may choose to use a different medium. Students who are emerging higher level thinkers may choose to represent a character they already are familiar with, rather than invent their own.

This activity is very flexible in that it can be modified for a wide variety of individuals. Teachers should be aware of their learners and differentiate instruction according to their strengths and skills.

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

Use individual/small group instruction
Check often for understanding/review

Plan cooperative learning experiences
Give directions in small, distinct steps
Demonstrate concepts
Use manipulatives
Emphasize critical information

Accommodations that are required for individual students will be determined by the classroom teacher. Any accommodations that are beyond what is offered in the differentiated instruction section above should be carefully considered and implemented. This activity is designed to be accessible to all learners and is flexible to their needs.

MATERIALS:

Stories: *The Barnabus Project* by The Fan Brothers

Red: A Crayon's Story by Michael Hall

Jacob's New Dress by Ian Hoffman and Sarah Hoffman

Variety of textiles: this will vary depending on your group of learners. This could include: felt, fabric, yarn, foam sheets, etc.

Variety of sewing materials: this will vary depending on your group of learners. This could include: pins, thread, needles (of varying styles/sizes), fabric glue, hot glue, etc. This will be used to attach the textiles.

Stuffing for the inside of the character: crumpled newspaper, rice, beans, filling, etc. Decorative materials: buttons, pipe cleaners, googly eyes, foam shapes, scrap fabric, stickers, etc. This will be used to accessorize and individualize the character.

Scissors

Paper

Colouring utensils

INTRODUCTION/MINDS-ON

Create a wonder wall. Ask students to think about the word identity. What is identity? How does identity connect to your culture, traditions, and upbringing? How does identity connect to who you are as a person and how others see you? How do things like how we identify ourselves, for example, with pronouns, impact our identity? No tech- low tech- high tech: verbal discussion, post-it note wall, Jamboard or Padlet. In these discussions, ensure that you are really teaching out identity in terms of character.

Begin with the story *The Barnabus Project*. As you read, what do you notice about the character? What do you notice about their identity? This can be internal and external identity/character traits. This can be repeated using the other stories, as well as others that you may have in your classroom. Be sure to select stories that promote diverse stories and a range of characters.

CRITICAL GUIDING QUESTIONS:

What is identity?

What is a character?

ACTION-LEARNING EXPERIENCES:

A) EXPERIENCE 1 (Provocation/Challenge)

The Barnabus challenge:

In the story, *The Barnabus Project*, what did you notice about the character?

What type of animal was Barnabus? (part elephant, part mouse). How was this related to his character? (ex. he liked peanuts and cheese). Barnabus was half of one animal, and half of another. Have a conversation with students about how characters sometimes feel like different parts. Have students ever felt this way?

Approach this conversation with an EDIDA approach. This means that you should be including

CRITICAL GUIDING QUESTIONS:

What are the parts of a character?

diverse voices, narratives, and perspectives. Use the Q-chart to start conversations about culture, community, and identity.

To decolonize this discussion, talk about 2 spirited Indigenous Peoples. You can help students make connections between the characters in the Barnabus Project and 2 spirited people. How might having two (or more) parts of identity impact how someone interacts with the world?

Following the discussion, students will use a graphic organizer (see end of lesson plan) to draw out two separate animals. For example, a lion and a dolphin. Once students have drawn these animals, they will use the graphic organizer to combine the two different animals to create a hybrid animal- just like Barnabus!

For some learner groups, this activity could be extended to characters. The teacher could display some images of different human characters from stories. The students would be challenged to select elements from each character to create a hybrid character.

For some learner groups, this activity could be modified by doing the activity as a group. Together, the class will select and draw two animals, as well as a hybrid animal. It could also be modified by using alternative modes of representation, such as Play-Doh.

B) EXPERIENCE 2 (Provocation/Challenge)

Name the character trait:

Students will engage in a game that encourages them to build their understanding of character traits and elements.

This game will begin with a discussion by the teacher of different character traits/elements. The classroom teacher should ensure they are representing this information in various forms including written text or drawings, verbal, and gestural instructions. Review the information with students and be sure they have a firm understanding before proceeding to the next step.

The teacher will gather students in a circle to ensure that all learners are included equally. This activity has several different forms, but the base challenge is for students to *make an action* using elements of drama.

No-tech, low-tech, high-tech:

No-tech: students will act out based on verbal/visual instructions.

Low-tech: students will act out based on short videos/pictures of characters displayed on a Smartboard or projector.

High-tech: students can use iPads or other technologies to record themselves

How do we feel our identity? Is it whole, partial, etc.?

How does identity relate to diversity?

How can character traits be represented?

acting out character traits, or their skit (if extending group of learners).

For emergent groups, the teacher will name a character trait (ex. cranky) and act it out. Students will copy/extend the teachers' acting. The teacher will continue to name different character traits and act it out.

An alternative form of this activity is for the teacher to act out a trait and have students try and name it, much like a game of charades.

For proficient learner groups, each student in the circle will have the opportunity to name a character trait. When they name a character trait, they will act it out while remaining in the circle. Their peers will copy this action. It will then move to the next learner for their turn to name and act out a character trait. Examples of traits can be provided to learners who may need support when thinking of an idea.

For extending learner groups, students can be placed into groups and given character traits. They will be asked to create a short skit using characters created from the traits.

Please modify this activity and select the level that works best for your group of learners.

C) EXPERIENCE 3 (Provocation/Challenge)

Creating a character:

In this challenge, students will be asked to create their own character. Students will be creating characters that will be used in later lessons. It is important to include the four key elements of making: creation, iteration, sharing, and autonomy. It is also important to think about empathy, drawing from design thinking.

Empathy: students need to be able to connect with characters and community to understand a character's identity. Students will use empathy to connect to different cultures, traditions, and people. It is essential that students can empathize with a character's lived experiences, so that they create characters that are not stereotypical or one-dimensional.

Autonomy: students will be given voice and choice over what type of character they would like to create. They may choose to work in small groups, partners, or individually. They will select materials and processes that are appropriate and relevant to their vision. Learners will decide how they would like to share their character with others.

Iteration: students will first begin by prototyping their design. Working in groups or independently, learners will decide what type of character they will be creating. Using paper and pencil, they will draw and represent their creation.

The iteration phase can be modified and adapted to your group of learners. For example, you may ask them to represent their thinking using clay. Emergent learner groups may benefit from teacher prompts. For example, group one will be asked to create a character that is sleepy, green, and has scales. Group two will be asked to create a character that is cheerful, has curly hair, and a yellow shirt.

How can I use textiles to create a character?

How do external features connect to identity?

<p>Students will meet with their peers to talk through their design. They will give and receive feedback from their peers regarding their design. Following the feedback, they will return to pencil and paper to make adjustments to their design.</p> <p>Creation: since learners have finalized their design, they will use materials to create their characters.</p> <p>The creation stage should be carefully designed by the classroom teacher to fit the needs of your learner group. Textiles and materials should be selected that expose</p>	
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<p>students to new tools and technologies. Some struggle, failure, and learning is to be expected and welcomed! However, students should not experience so much frustration that they are unable to create their character. Consequently, it is up to the classroom teacher's discretion to modify this activity to maximize learning while ensuring that it remains accessible to all learners.</p> <p>Sharing: students will be given the opportunity to share their creations with their peers. Depending on the learner group, students may choose to share in different ways. They may share verbally by describing the trait, visually by displaying their character, writing out a description, or any other means deemed appropriate by the classroom teacher.</p> <p>It is important to provide a platform for students to share and receive feedback from their peers.</p>	
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<p>CONSOLIDATION/CONCLUSION:</p> <p>Return to the wonder wall from the beginning of the lesson. Now that students have explored identity, character traits and elements and created their own characters, what do they know now about characters that they didn't know before? What new wonderings do they have?</p> <p>Display the created characters in the classroom.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <p>What do I know now about characters that I didn't know before?</p>
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ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

Diagnostic: the wonder wall will serve as a diagnostic tool to assess what students know about character elements and their level of understanding.

Formative: immediate feedback will be provided during activities to help students further their understanding of character. For example, during the acting activity, students may be asked how else they can show that character trait. During the character creation activity, students will receive formative feedback from their peers and teacher regarding their initial and subsequent designs.

Students will complete a self-reflection using the formative rubric attached at the end of the lesson. Depending on the group of learners, the classroom teacher may choose to use it as a checklist, self reflection, teacher assessment, or basis for teacher-student conference. Adapt and modify for specific students.

EVALUATION OF THE LESSON

Did this lesson successfully build my students' understanding of character?

Did my students learn how to use new making tools and technologies?

Did I implement components of EDIDA? Were all of my learners able to access the lessons equitably?

REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?

2. Did my instructional decisions meet the needs of all students? If not, what are my next

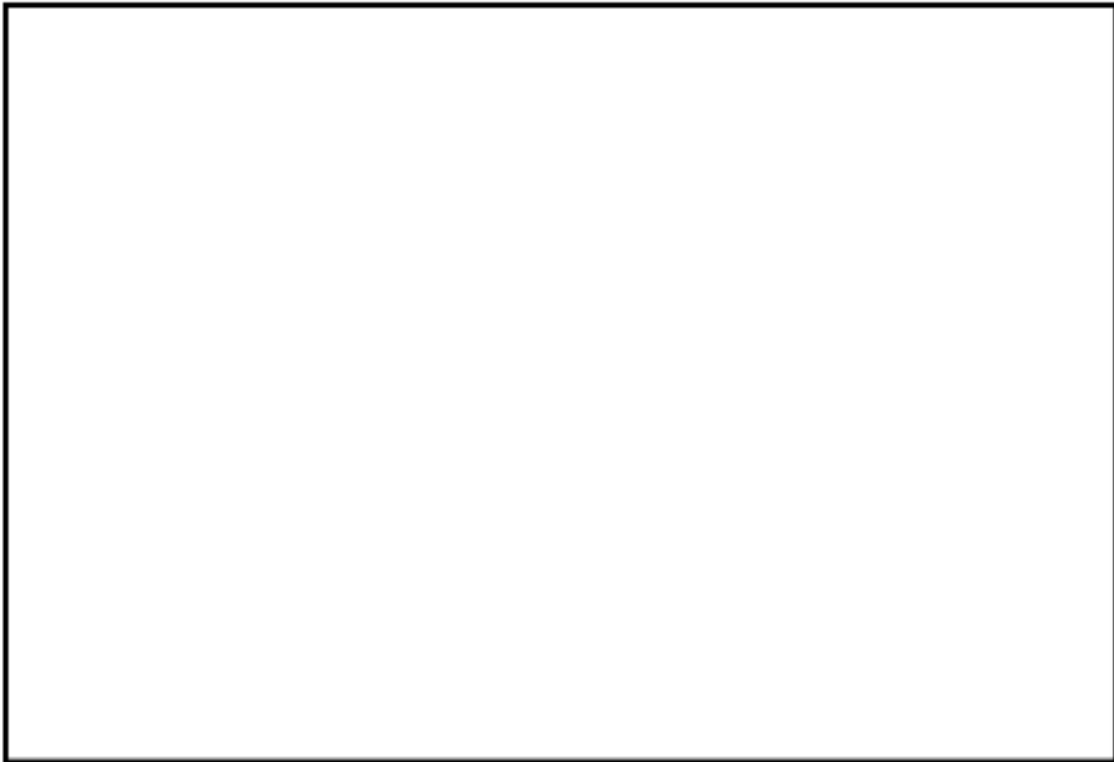
steps? 3. What worked well? Why?








4. What will I do differently

a. When teaching this lesson again?

b. For the subsequent lesson?

5. What are the next steps for my professional learning?



Developing	Proficient	Extending
	I can create a character with (learner specific #) or character traits. 	
	I can communicate my thoughts and ideas to my peers and my teacher. 	
	I can use (specific materials) to create a character. 	
	I can try new things. I keep trying when things are difficult. I can persevere. 	



Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template

Created By: Trista Svenes

Grade(s): Primary Grades (K-3)

Lesson Topic/Title: Elementary Literacy Through Storytelling in Makerspace - Lesson 3: Setting & Stop

Motion Subjects: English Language Arts, Art, ADST,

Big Ideas:

- Storytelling through Makerspace opportunities
- Language and story can be a source of creativity and joy.
- Stories and other texts can be shared through pictures and words.
- Stories and other texts help us learn about ourselves, our families, and our communities.
- Stories can be understood from different perspectives.
- Everyone has a unique story to share. Sharing these stories with one another through listening and orally sharing builds an empathetic classroom community.
- Through listening and speaking, we connect with others and share our world.
- Confidence develops through the process of self-discovery.
- Strong communities are the result of being connected to family and community and working together toward common goals.
- Effective collaboration relies on clear, respectful communication. This helps our classroom community to flourish and helps all students feel like effective learners.
- Everything we learn helps us to develop skills.
- Designs grow out of natural curiosity.
- Skills can be developed through play.

- Technologies are tools that extend human capabilities.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Curricular Competencies:

ELA

- Use sources of information and prior knowledge to make meaning
- Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- Use foundational concepts of print, oral, and visual texts
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Recognize the importance of story in personal, family, and community identity
- Use personal experience and knowledge to connect to stories and other texts to make meaning
- Recognize the structure and elements of story
- Show awareness of how story in First Peoples cultures connects people to family and community
- Exchange ideas and perspectives to build shared understanding
- Identify, organize, and present ideas in a variety of forms
- Create stories and other texts to deepen awareness of self, family, and community
- Explore oral storytelling processes

ADST

- Identify needs and opportunities for designing, through exploration
- Generate ideas from their experiences and interests
- Add to others' ideas
- Choose tools and materials
- Make a product using known procedures or through modelling of others
- Use trial and error to make changes, solve problems, or incorporate new ideas from self or others
- Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment
- Use personal preferences to evaluate the success of their design solutions
- Reflect on their ability to work effectively both as individuals and collaboratively in a group
- Use materials, tools, and technologies in a safe manner in both physical and digital environments
- Develop their skills and add new ones through play and collaborative work
- Applied Technologies
- Explore the use of simple, available tools and technologies to extend their capabilities

ART

- Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore artistic expressions of themselves and community through creative processes
- Experience, document and share creative works in a variety of ways

Content Objectives

- Students will be able to work collaboratively and independently to participate in each learning task.
- Students will be able to have voice and choice in how they interact with materials and technologies within each mini makerspace.
- By the end of the unit, students will have explored the different elements of storytelling through inclusive makerspace experiences.

General Objectives:

- Students will be able to work collaboratively and independently to participate in each learning task.
- Students will be able to have voice and choice in how they interact with materials and technologies within each mini makerspace.

Specific Objectives:

- By the end of the unit, students will have explored the different elements of storytelling through inclusive makerspace experiences.
- Students will be able to use a variety of technology to support their writing and apply their knowledge towards the learning tasks.
- By the end of this lesson students will be able to identify what a story setting is and create their own story setting using stop motion.

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?* Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/

Students will be able to:

- Collaboration
 - working together with peers to collaborate on definitions of what the setting is and how a setting can be created.
 - contribute during group activities, cooperate with others, and listen respectfully to others' ideas.
 - actively listen and speak to share ideas, connect them with others' ideas, ask clarifying questions, check for understanding, and consider the input of others.
- Critical Thinking
 - design and apply new knowledge to create a stop motion for the setting
 - ask questions, make predictions, and use their senses to gather information.
 - reflect on their work and experiences and tell others about something they learned.
 - ask open-ended questions, explore, and gather information.
 - use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions.
 - explore and engage with materials and sources.
- Innovation/Collaboration
 - have the opportunity to work together
 - implement and identify design thinking and key elements of making to build their maker mentality
- Problem-Solving/Creativity

- use a variety of tools to promote autonomy and creativity with the use of materials
- decide from options for multiple means of representation (for example, when creating their setting) which encourages students to decide which option is best for them
- overcome challenges of the stop motion app and apply understanding in the development of their stop motion.

LEARNING GOAL(S) I can... I will....

- I can create a setting
 - I can use no tech and low tech options to express my creativity in my setting
 - I can use the characters created in lesson 2 to use in my setting
 - I can reflect on my identity, community, and culture to create a setting
 - I can recognize the importance of oral storytelling
 - I can use elements of storytelling to identify the setting and how characters interact with it
-
- Students will be able to work collaboratively and independently to participate in stop motion
 - Students will be able to make personal connections to stories
 - Students will be able to learn how to create a story setting using stop motion on an iPad
 - Students can make the setting for a story that their characters can engage with using stop motion
 - Students will be able to identify simple elements of stories, particularly characters and setting
 - Students will be able to analyze and reflect on their own story as well as others.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

Prior to this lesson, students will understand what a story is. Students will be able to identify that stories have characters and the characters are in certain places.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks

Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
- *Consider what materials you will use*
- *How will you ensure all voices are included and heard?*
- *From what lens will the content be delivered?*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*

The stories in my lesson will be focused on different elements of EDIDA to expose students to a diverse set of stories. It is essential to note that the stories below are suggestions. Classroom teachers should select stories that

are most appropriate to their learning communities. Use the guidelines and EDIDA framework outlined in the above paragraph when selecting stories.

The three options of stories for students to engage in will be:

- *Iggy Peck, Architect* by Andrea Beaty
 - In this story, a young boy likes to create and build things. Iggy Peck has a diverse group of classmates whose teacher doesn't want him to build anything because of her own childhood trauma. When the students get stuck, they have to work together to build an invention that changes the teacher's perspective.
- *When We Were Alone* by David Robertson
 - This Indigenous story tells about a young girl whose grandmother tells about her experiences at a residential school. It discusses how the grandmother's clothing and hair had to conform to be like everyone else. This is a story that talks about residential schools in an accessible way for primary students.
- *A Promise Is a Promise* by Michael Kusugak and Robert Munsch
 - This story takes place in the Northwest Territories and all of the characters are based on real people. It is a play on a traditional Inuit story about a monster under the ice.

The stories that are selected to share with students align with EDIDA frameworks. When selecting stories, it is important to select ones that challenge dominant narratives in your community. It is important to recognize that each community is different, including learning communities. To ensure that stories are equitable, diverse, and inclusive, a range of characters and stories should be used. Students deserve to see themselves represented in stories. Because our students are diverse, we need diverse stories and narratives. To challenge racism, stories should include characters and narratives that go against racist stereotypes. Students should be exposed to stories that show the BIPOC community in everyday life. It is important that students make connections between communities and that they learn that there are similarities. When students learn to empathize, love, and identify with communities that are different from their own, they are challenging discriminatory narratives. For the decolonizing part of EDIDA frameworks, stories should investigate identity and storytelling from an Indigenous lens.

Found materials can be used to create the setting elements ie: ground, sky, clouds, sun etc.

Students' unique stories shed light on their cultures and lived experiences while others learn to appreciate and respect each other. These conversations will help students understand how our identities are represented and ponder how our identity can change what others think of us. We can discuss how a story setting could limit our bodies and how the characters would appropriately fit into their particular setting and why.

Include hand signals during discussions (adapted from Adrienne Gear's *Reading Power & Writing Power*)

- Connection
- Question
- Idea
- Same

Embed elements of First Peoples Principles of Learning, for example when finding materials, sharing and discussing with students the environmental impact that we have, and reminding students to use natural materials that have already fallen to the ground and aren't being taken.

All students will be given opportunities for equal participation through individual, small-group, and large-group work. When students create their settings, they will be drawing on their own personal experiences and contemplating how their characters in the previous lesson fit into their setting appropriately. Therefore, the settings created will be built upon a student's knowledge, culture, and identity. Conversations with peers about their settings and how their characters interact with them will help to extend their understanding of culture and communication.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

Think-Pair-Share

- Scaffolding through teacher-guided lessons
- Constructivism & Constructionism
- Reflection, review, and feedback on their own work and their peers' work
- Voice and choice

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- No Tech, Low Tech, High Tech tools for Makerspace explorations
- Having both app based and web based tools available
- Clearly labelled materials
- Students have a choice for multiple means of representation of their learning.
- Students visually represent their understanding.
- Speech to text apps (ex. *Google Read & Write*), visuals and oral instructions

MATERIALS:

- iPad or tablet
- Books - digital or physical
 - *Iggly Peck, Architect* by Andrea Beaty
 - *When We Were Alone* by David Robertson
 - *A Promise Is a Promise* by Michael Kusugak and Robert Munsch

- Stop motion app 'Stop Motion Studio'
- Stand for the iPad such a Dewey Stand or a stand that could be built
- Found materials to create the setting - sticks or leaves
- Figurines, plasticine, LEGO, paper
- Characters created in Lesson 2.

INTRODUCTION/MINDS-ON

Students will be able to choose to read one of the following stories:

- *Iggy Peck, Architect* by Andrea Beaty
- *When We Were Alone* by David Robertson
- *A Promise Is a Promise* by Michael Kusugak and Robert Munsch

While students read the story they will be thinking about where the characters are.

CRITICAL GUIDING QUESTIONS:

Where were the characters in the story?

What did you notice about the different books and where the characters were?

ACTION-LEARNING EXPERIENCES:

A) EXPERIENCE 1 (Provocation/Challenge)

After reading the story, students will think about park spaces in their community. These are settings that students experience. I will share examples of different parks and students will discuss what they would do there. Then, students will pick one of the following roles: 2 Year Old, Babysitter or Cousin (teenager), Mom or Dad (adult), Grandma or Grandpa (senior). Once they have chosen their role, students will think about how that role would interact with a picture of different spaces. With a partner, students can then look at a challenge to decide what a certain space would need in a given scenario. Look at the slides [here](#).

B) EXPERIENCE 2 (Provocation/Challenge)

Now that students understand how spaces can be designed for a diverse group of people, they will think about how a story setting can be designed for their character in lesson 2. Using the character that they made in lesson 2, they will design a setting. The setting will be designed using found materials such as sticks or leaves, and no-tech materials such as figurines, plasticine, LEGO, or paper that will be made into a stop motion video. For educators to understand the steps of stop motion, they can refer to this [Genial.ly](#).

C) EXPERIENCE 3 (Provocation/Challenge)

Students will make their stop motion video using an application that works for them. Students could collaborate with one another or create their own individual stop motion presentations.

CONSOLIDATION/CONCLUSION:

Students will do a gallery walk to visit other students' park designs, setting designs, and finished stop motion videos. During the gallery walk, students can write down on a sticky note what they liked about someone else's work.

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

Verbal feedback will be provided during activities to help students further their understanding of the setting and the stop motion app. During the stop motion activity, students will receive formative feedback from their peers and teacher through a gallery walk.

Formative Assessment: 3 -2 - 1. This could be completed using a paper/pencil with writing or drawing. This could also be completed digitally using a Padlet or Jamboard. In a digital setting, the students would be able to anonymously view other students' thoughts and feedback. This could help them to reflect on their own learning as well. Digital options also allow for voice notes, computer images, and digital drawings to be utilized to reach all learners in the classroom.

- 3 things you learned
- 2 things you are wondering more about for next time
- 1 thing that you are proud of

EVALUATION OF THE LESSON

- Were students able to identify and create a setting for their characters?
- Were students able to provide an understanding of what different settings could include?
- Were students able to use stop motion to create their story setting?

TEACHER REFLECTION AFTER LESSON IS COMPLETE:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?



Master of Educational Technology

Created By: Katherine Kelly

Grade(s): Primary Grades (K-3)

Lesson Topic/Title: Elementary Literacy Through Storytelling in Makerspace - Lesson 4: Conflict &

Resolution **Subjects:** English Language Arts, Art, ADST,

Big Ideas:

- Storytelling through Makerspace opportunities
 - Language and story can be a source of creativity and joy.
 - Stories and other texts can be shared through pictures and words.
 - Everyone has a unique story
 - to share.
 - Confidence develops through the process of self-discovery.
 - Strong communities are the result of being connected to family and community and working together toward common goals. •
- Effective collaboration relies on clear, respectful communication.
- Everything we learn helps us to develop skills.
 - Designs grow out of natural curiosity.
 - Skills can be developed through play.
 - Technologies are tools that extend human capabilities

Curricular Competencies:

- Use our reading and listening skills to make meaning
- Use personal experience and knowledge to connect to other stories
- Exchange ideas and perspectives to build shared understanding,
- Identify, organize, and present ideas in a variety of forms
- Explore oral storytelling processes
- Generate ideas from their experiences and interests

- Add to others' ideas
- Choose an idea to pursue
- Choose tools and materials
- Decide on how and with whom to share their product
- Use materials, tools, and technologies in a safe manner in both physical and digital environments
- Develop their skills and add new ones through play and collaborative work

Content Objectives.

General Objectives:

- Students will be able to work collaboratively and independently to participate in the assigned learning task.
- Students will be able to have a voice and choice in how they interact with materials and technologies within Lesson 4.

Specific Objectives:

- By the end of the unit, students will be able to identify the conflict and resolution in storytelling through inclusive makerspace experiences.
- Students will be capable of using a variety of technology, specifically Make Beliefs Comix, to support their writing and apply their new knowledge to their Lesson 4 learning task.

21st CENTURY COMPETENCIES:

- Collaboration - working together with peers to collaborate on definitions of conflict and resolution
- Critical Thinking - design and apply new knowledge to create conflict/resolution comic strips
- Problem Solving - Using problem-solving skills to overcome challenges of online comic platforms, being able to apply understanding in the development of comic strip

LEARNING GOAL(S) I can... I will....

- Students will be able to have to interact with materials and technologies within Lesson 4
- Students will be able to work collaboratively and independently to participate during their assigned learning task. • Students will be capable of using Make Beliefs Comix digital platform to create a comic strip to demonstrate their knowledge of conflict & resolution

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

- Recalling previous knowledge from Lessons 1- 3 students will understand that characters are key to stories • Students will be able to recognize that characters are placed within a setting of the story
- Students will also be able to identify that characters will journey through the story and experience different problems

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks

Considerations:

- Stories for each lesson will be focused on different elements of EDIDA to expose students to a diverse set of stories.
- The stories include:
 - Rosie Revere Engineer by Andrea Beaty: This book tells the story of a young girl who dreams of becoming a great engineer. She creates fantastic inventions with a Maker mentality, with everything from wire and old fans to spray cheese and doll parts. When people laugh at Rosie's gizmos, she finds the courage to follow her dreams.

2

- Going Places by Paul Reynolds: A go-cart contest inspires imagination to take flight in this picture book for creators of all ages, with art from New York Times bestselling illustrator Peter H. Reynolds. It's time for this year's Going Places contest! Finally. Time to build a go-cart, race it—and win. Each kid grabs an identical kit, and scrambles to build. Everyone but Maya. She sure doesn't seem to be in a hurry...and that sure doesn't look like anybody else's go-cart! But who said it had to be a go-cart? And who said there's only one way to cross the finish line?
- The Name Jar by Yangsook Choi: When Unhei, a young Korean girl, moves to America with her family and arrives at a new school, she begins to wonder if she should also choose a new name. Her classmates suggest Daisy, Miranda, Lex, and more, but nothing seems to fit. Does she need an American name? How will she choose? And what should she do about her Korean name? Throughout *The Name Jar*, questions about difference and identity underlie Unhei's consideration of taking an American name rather than using her given Korean name at school. Is it good to be different or bad to be different? How do we respond to difference? Is a name just another word, or it is something more?

The stories that are selected to share with students align with EDIDA frameworks. When selecting stories, it is important to select ones that challenge dominant narratives in your community. It is important to recognize that each community is different, including learning communities. To ensure that stories are equitable, diverse, and inclusive, a range of characters and stories should be used. Students deserve to see themselves represented in stories. Because our students are diverse, we need diverse stories and narratives. To challenge racism, stories should include characters and narratives that go against racist stereotypes. Students should be exposed to stories that show the BIPOC community in everyday life. It is important that students make connections between communities and that they learn that there are similarities. When students learn to empathize, love, and identify with communities that are different from their own, they are challenging discriminatory narratives. For the decolonizing part of EDIDA frameworks, stories should investigate identity and storytelling from an Indigenous lens.

- Students' unique stories shed light on their cultures, lived experiences while others learn to appreciate and respect each other.
- Include hand signals during discussions (adapted from Adrienne Gear's *Reading Power & Writing Power*)

Connection

- Question
- Idea
- Same
- Utilising various tools and technologies throughout the unit will help make the unit more accessible to students of all

genders. • Allow students to choose tools to effectively showcase their learning

- Embed elements of First Peoples Principles of Learning, for example when finding materials, sharing and discussing with students the environmental impact that we have, and reminding students to use natural materials that have already fallen to the ground and aren't being taken.
- All students will be given opportunities for equal participation through individual, small-group, and large-group work. When students create their settings, they will be drawing on their own personal experiences and contemplating how their characters in the previous lesson fit into their setting appropriately. Therefore, the settings created will be built upon a student's knowledge, culture, and identity.

3

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

- Think-Pair-Share
- Scaffolding through teacher-guided lessons
- Constructivism & Constructionism
- Reflection, review, and feedback on their own work and their peers' work
- Voice and choice

Accommodations:

- No Tech, Low Tech, High Tech tools for Makerspace explorations
- Having both app-based and web-based tools available
- Clearly labelled materials
- Students have a choice for multiple means of representation of their learning.
- Students visually represent their understanding.
- Speech-to-text apps (ex. *Google Read & Write*), visuals and oral instructions

MATERIALS:

- Chromebook/iPad
- Books:
 - Rosie Revere Engineer by Andrea Beaty
 - Going Places by Paul Reynolds
 - The Name Jar by Yangsook Choi
- Website: Make Beliefs Comix
- Pencil/Paper/Pencil Crayons
- Planning Page

INTRODUCTION/MINDS-ON

- To begin the lesson teacher will choose one of the selected books:
 - Rosie Revere Engineer by Andrea Beaty
 - Going Places by Paul Reynolds
 - The Name Jar by Yangsook Choi
- Before the story begins, the teacher will introduce the words “Conflict” and “Resolution”
- Students can use prior knowledge of books/stories to reflect on what they think conflict and resolution are in correlation to the books they are thinking about

CRITICAL GUIDING

QUESTIONS:

- What do you think conflict means? Can you think of an example within a story?
- What do you think resolution means? Can you to think of what happens next in the story you shared?

ACTION-LEARNING EXPERIENCES:

EXPERIENCE 1 (Provocation/Challenge)

- Students will listen to the chosen story :
 - *Rosie Revere Engineer by Andrea Beaty*: This book tells the story of a young girl who dreams of becoming a great engineer. She creates fantastic inventions with a Maker mentality, with everything from wire and old fans to spray cheese and doll parts. When people laugh at Rosie’s gizmos, she finds the courage to follow her dreams.
 - *Going Places by Paul Reynolds*: A go-cart contest inspires imagination to take flight in this picture book for creators of all ages, with art from New York Times bestselling illustrator Peter H. Reynolds. It’s time for this year’s Going Places contest! Finally. Time to build a go-cart, race it—and win. Each kid grabs an identical kit, and scrambles to build. Everyone but Maya. She sure doesn’t seem to be in a hurry...and that sure doesn’t look like anybody else’s go-cart! But who said it had to be a go-cart? And who said there’s only one way to cross the finish line?
 - *The Name Jar by Yangsook Choi*: When Unhei, a young Korean girl, moves to America with her family and arrives at a new school, she begins to wonder if she should also choose a new name. Her classmates suggest Daisy, Miranda, Lex, and more, but nothing seems to fit. Does she need an American name? How will she choose? And what should she do about her Korean name? Throughout *The Name Jar*, questions about difference and identity underlie Unhei’s consideration of taking an American name rather than using her given Korean name at school. Is it good to be different or bad to be different? How do we respond to difference? Is a name just another word, or it is something more?
- Teacher will stop/start throughout the story with guiding questions to enhance student understanding:
 - What do you think conflict means?
 - Can you think of an example within a story?
 - What do you think resolution means?
 - Can you think of what happens next in the story you shared?
- When students hear the problem in the story they can give a “thumbs up” signal to themselves, when they hear the resolution they can give two thumbs up to themselves
- When the story is done, students can think-pair-share to determine what the conflict & resolution were within the story - Students will share how they were able to identify the conflict and resolution

EXPERIENCE 2 (Provocation/Challenge)

- Next, the teacher will have students log onto their Chromebooks and go to Make Beliefs Comix
- Teacher will explain that students that they will be creating their own comic strip + story to demonstrate their understanding of conflict and resolution
- The students will focus on the guiding question: “ _____ wanted but _____ so _____ then _____ ” to help in the construction of their comic strip
- Using the planning page, students can design a rough copy of their story

EXPERIENCE 3 (Provocation/Challenge)

- Once students have completed their planning page, they can begin on Make Belief Comix
- Teacher will also provide students with a “How To” Video for using the online comix platform
Youtube Link: <https://www.youtube.com/watch?v=HoNQfUWWRMk>
- Students will design their final project on Make Belief Comix - they are welcome to add speech bubbles or demonstrate their understanding through pictures
- Teacher will provide support where needed

CRITICAL GUIDING QUESTIONS:

“ _____ wanted but _____ so _____ then _____ ”

CONSOLIDATION/CONCLUSION:

- Once students have completed their Make Belief Comix, teacher will create a digital class book for students to view online to see their peers conflict and resolution stories

ASSESSMENT**Student Self Reflection:**

Student Checklist:

- Criteria: Character, Setting, Conflict, Resolution
- Star: One thing they did well
- ?: Question they still have

EVALUATION OF THE LESSON

- Were students able to identify conflict and resolution?
- Were students able to provide personal understanding/examples of other stories?
- Were students capable of drafting ideas for their own story that demonstrated their understanding of conflict/resolution?
- Were students able to recreate their story using Make Belief Comix?

TEACHER REFLECTION - AFTER LESSON :

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?

b. For the subsequent lesson?

5. What are the next steps for my professional learning?

7



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Campus

Master of Educational Technology

Created by Jamie Husereau

Grade(s): Primary (K-3)

Lesson Topic/Title: Elementary Literacy through Storytelling in Makerspaces - Lesson #5 Plot/Story

Map Subjects: English Language Arts, ADST, Social Studies, Arts Education

Big Ideas:

- **Everyone has a unique story to share.**
 - Stories can help us to connect with our own identities through self-discovery
 - Confidence develops through the process of self-discovery
 - We can connect with stories in ways to develop and portray our own experiences and perspectives
- **Strong communities are the result of being connected to family and community and working together toward common goals.**
 - Effective collaboration relies on clear, respectful communication
 - Stories can build a sense of community by celebrating and respecting diversity
- **Storytelling through Makerspace opportunities**
 - Language and story can be a source of creativity and joy
 - Stories and other texts can be shared through pictures and words
 - Everything we learn helps us to develop skills
 - Designs grow out of natural curiosity
 - Skills can be developed through play
 - Technologies are tools that extend human capabilities

Curricular Competencies:

- Use our reading and listening skills to make meaning
- Use personal experience and knowledge to connect to other stories
- Exchange ideas and perspectives to build shared understanding,
- Identify, organize, and present ideas in a variety of forms
- Explore oral storytelling processes
- Generate ideas from their experiences and interests
- Add to others' ideas
- Choose an idea to pursue
- Choose tools and materials
- Decide on how and with whom to share their product
- Use materials, tools, and technologies in a safe manner in both physical and digital environments ● Develop their skills and add new ones through play and collaborative work

Content Objectives

General Objectives: Specific Objectives:

Develop a sense of cultural identity and inclusivity through storytelling

cultural experiences

- using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details;
- talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer

Celebrate various perspectives and experiences cultural diversity

Develop an understanding of story/text elements of story

literary elements and devices

Build strategies and processes to understand stories

reading strategies

oral language strategies

metacognitive strategies

writing processes

- explore own cultural identity and experiences through storytelling - create safe spaces for exploring and sharing stories from their own experiences and perspectives

- celebrate the diverse experiences of peers' through collaboration, positive interactions, self-assessment, and peers feedback

- character, plot, setting, structure (beginning, middle, end), and dialogue - language, poetic language, figurative language, sound play, images, colour, symbols

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?*

Critical thinking and Problem Solving

- how to promote a spirit of inquiry by seeking to understand a variety of cultural differences and perspectives
- how to use what I have learned and apply this to and advocate for my own idea related to my own experiences - how to navigate story elements and create a visual design using technology (low tech, no tech, and high tech) - how to use different mediums and technologies to display own elements of culture
- how to analyze story structures to indicate the main events and important story elements and how they relate to cultural - how to understand the story elements and apply this knowledge to the stories that are created from own perspective and experiences

Creativity and Innovation

- how to create a visually appealing design that represents my own cultural experiences
- how to use the materials provided in innovated ways to display story elements that thoughtfully represent my own culture - how to interact with the materials provided to create an authentic story map of my own
- how to inspire myself and others through the creation of a story map using the story elements
- how to celebrate my own culture and the diverse cultures of others through creative ways

Collaboration

- how to allow space for reflection, time to pause and allow myself and others to think about cultural significance and differences - how to probe one another to clarify and understand one another's unique cultural experiences
- how to put various ideas on the table to respectfully assist and navigate one another through their own stories - how to collaborate through the story map process with peers by paying attention to how they receive feedback (body language) - how to create spaces of positive collaboration when sharing personal experiences of cultural significance - how to reflect on and revise my own story map based on peer collaboration and feedback
- how to offer constructive and productive feedback to improve my peers' story maps
- how to work together to better understand story elements and how to complete tasks appropriately

Communication

- how to efficiently paraphrase my ideas to help my peers understand my own perspectives and experiences - how to communicate effectively and appropriately through feedback and collaboration by respecting various life experiences - how to effectively communicate my ideas and cultural traditions through the storytelling design
- how to communicate with myself to recognize when I may need assistance in completing tasks

LEARNING GOAL(S) I can... I will....

- I can empathize and understand that everyone has unique experiences and stories.
- I can use my understanding of story elements and culture to support the well-being of myself and my community. ● I can create something that is reflexive, reflective, experiential, and relational to my own experiences.
- I can explore my own identity through storytelling processes.
- I can create spaces for my peers' to share their diverse experiences.
- I can reflect on my own cultural experiences.
- I can celebrate the diverse experiences of my peers'.
- I will know the elements of a story including character, setting, conflict and resolution, and plot.
- I will know how elements of a story can be developed through different experiences and perspectives.
- I will work collaboratively and independently to participate in each learning task.
- I will have a voice and choice in how I interact with materials and technologies within each makerspace.
- I will have explored the different elements of storytelling through inclusive makerspace experiences.
- I will be creative in the way I display my understanding of story elements.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

- Students will be able to identify story elements (character, setting, conflict & resolution, and oral storytelling) - Students will be able to create their characters, develop their story setting, create a conflict and resolution for their story, and retell their story orally.
- Students will be able to creatively engage with literature and their own ideas to communicate their understandings of story elements,

Equity, Diversity, Inclusion, Decolonization, and Anti-Racism (EDIDA) Frameworks

Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?* - focusing on the development of identity and inclusivity through storytelling by highlighting cultural diversity - engaging with a variety of books to promote understanding around differences in culture, experiences, and perspectives - having students reflect on their own experiences in relation to story elements to develop, share, and celebrate differences - guide students through the elements to develop a sense of identity and share their own cultural experiences - Embedding elements of First Peoples Principles of Learning into each lesson
 - recognizing that experiences and knowledge are sacred
 - voice and choice in the texts that students engage with will encourage diversity and inclusivity

- choice is imperative in this task to ensure students can relate with texts, see themselves in literature and story design, and create their own relevant experiences through story development
- opportunities to create innovative projects with a low barrier to entry in each task allows for more equitable opportunities to display knowledge and learning

- if IEP accommodations and modifications are necessary, students should be involved in the process

● *Consider what materials you will use*

- promoting the use of materials and technologies that are significant to a student's culture;

materials can be used to symbolize various cultural experiences and perspectives

- materials can be used to showcase their unique cultural traditions

- utilizing various tools and technologies throughout the unit will help make the unit more accessible to students with diverse abilities - allow students to choose tools to effectively showcase their learning, low tech, no tech, high tech, or a combination -

ensure multimodal accommodations and modifications are provided for students to participate in each lesson of the unit;

- ensure books being used as examples are coming from the appropriate voices of who the books are written about - visuals, providing pictures along with text for students to better understand the task

- labels on material should be clear, colour coding where possible

- work stations should be labelled and materials organized (ie. book station, reading station, materials, technology, etc.) - provide opportunities to read books (hard copies if possible) and copies online to read

- chunk the information and the directions to assist students

- audio, provide directions and feedback orally as well as options to listen to audio independently

- where possible, provide books online for students to listen to (read-alouds)

- provide tools and materials that are accessible to all students; for fine and gross motor skills

- physical layout of space should ensure inclusion of all students; a variety of chairs around tables to accommodate all students, and removal of chairs to allow space for students in wheelchairs

- heights of desks and work stations should be adjustable where possible

- lighting of work space and room should accommodate students with visual impairments

- lighting of workspace should be cognizant of students with self-regulation (both hyper and hypo sensitive to light) - areas near the work space should be provided for students to find refuge from over stimulation

● *How will you ensure all voices are included and heard?*

- encouraging voice and choice within each student, students' unique stories shed light on their cultures - celebrating diversity and students' unique lived experiences while others learn to appreciate and respect each other is empowering - Include hand signals during discussions to ensure all students feel respected, seen, and important

- allowing time and space for student sharing as a whole class and within their partners/groups allow for voice - reiterate and scaffold think/pair/share classroom strategies

- voices from literature are an important place to ensure the materials being used represent the diversity of a classroom - students need to see themselves in the literature to feel empowered to create their own stories

● *From what lens will the content be delivered?*

- acknowledging a teachers own perspectives, biases, and the lens through which they view the world and teach is imperative - developing a space where students are empowered to reflect and analyze the content through their own lens by relating the content to their own experiences and scaffolding the connections they can make to literature and their own lives
- encouraging students to construct their own stories and knowledge rather than telling them what to create - the choice in books aims to ensure the lens at which the literature is being delivered allows for more diversity - the array of books from authors of various lived experiences and cultural backgrounds aims to celebrate diversity - literature can be a powerful way to deliver content that is not solely from the lens of the teacher
- reflecting on and discussing elements on each stories can lead to deeper discussions on social issues found in each story - development of story maps and story elements including plot (main events) can encourage students to reflect on social justice issues found in the literature and in their own lived
- when students read authentic lived experiences of people in stories, they find relations to their own lived expereicens which is a powerful teaching and learning tool
- students will have the choice to use the texts provided (and any others they find relevant) to view the activities in the makerspace through their own lens, or a lens that reltes to their experiences by the texts they choose

● *How will you present and implement the content in a way that is culturally responsive and relevant?*

- culturally responsive pedagogy highlights the ways in which culture, community, and the lived experiences of students are relevant to the creation of knowledge
- celebrating the constructivist approach in these mini makerspace activities, specifically through building story maps about story plots, allows for students to create knowledge relevant to their own lived experiences
- having students creatively display their understandings on the given texts or on their own experiences empowers students to connect curricular content (story elements) to their own lived experiences of the communities in which they live

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

Materials:

- loose materials that promote a variety of learners with diverse abilities (fine motor, gross motor skills) to participate - providing an array of materials inspires students to think outside the box and interact with the materials that they see fit - clearly labeled materials (Ozobot markers labeled with colour names for visually imparied students)
- a variety of sizes of materials where possible (ie. rock crayons, small pencils and markers, fat markers and crayons, etc.) - materials that accommodate for diverse learners, scaffolding tasks to meet students with where they are at (Ozobot templates for lower level all the way to block coding for higher level)
- no tech, low tech, and high tech materials for students to enter makerspaces where they are comfortable

Delivery:

- Multimodal forms of delivery with visuals (text and pictures)
- Audio (both in person and option to hear recorded instructions)
- Think-Pair-Share teaching strategies
- Scaffolding through teacher-guided lessons
- Constructivism
- Constructionism
- Reflection, review, and feedback on their own work and their peers' work
- Voice and choice in the literature and project

Outcome:

- proficiency in completing the task with a wide array of possible outcomes to display knowledge of story elements - based on IEP's (accommodations and modifications) with appropriate consultations with case managers, administration and other paraprofessionals

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- No Tech, Low Tech, High Tech tools for Makerspace explorations
- Having both app-based and web-based tools available
- Clearly labeled materials
- Students have a choice for multiple means of representation of their learning.
- Students visually represent their understanding
- Speech-to-text apps (ex. *Google Read & Write*), visuals, and oral instructions

MATERIALS:

Books (hard copy/digital copy/audio copy)

Pencil (brainstorming map)

Ozobots

Ozobot markers

Ozobot directions for markers (Ozocodes)

IPad or computer for Toontastic App

Blockly website (through Ozobot website)

White Paper (for Ozobot markers)

Craft materials (clay, pipe cleaners, popsicle sticks, glue, cotton balls, toothpicks, play dough)

Paper materials (for building, gluing, etc.)

Markers, crayons, drawing, and art materials (paint)

INTRODUCTION/MINDS-ON

EMPATHIZE: How can we seek to understand different cultures and experiences through plot? - The teacher will gather students for a whole group discussion

- As culture and identity are the main focus for the development of the story plot in this task, the teacher will review what each of these is from the previous lessons on character development - The teacher will introduce the word "Plot" (utilize multimodal means where possible) - chart paper, smart board, visuals, interactive introduction
 - <https://www.youtube.com/watch?v=NpWHZJZQDSE> - Plot Mountain
 - <https://www.youtube.com/watch?v=8yzY6buMflo> - Learn Plot Diagram Using Disney
 - <https://www.youtube.com/watch?v=PL00BybFu2I>
- Students can use prior knowledge of books/stories to reflect on what they think the plot is in correlation to the books they are thinking about
- The teacher/students will choose one of the selected books (democratic means) to read as a class together:
 - *What's my Superpower?* by Aviaq Johnston
 - *Just a Walk* by Jordan Wheeler
 - *We Sang you Home* by Richard Van Camp
 - *When we were Alone* by David A. Robertson
- Students will listen to the chosen story provided by the teacher, whether reading the hard copy, watching a digital copy, or listening to the audiobook (or a combination)
 - A whole-group discussion will happen in the class to talk about the plot of the story, what the main events are, and the cultural significance of each element (*this is an important step to scaffold student learning, plot may be an entirely new concept for some of this primary students*)
- Facilitate the discussion to discuss the cultural significance of each story element by have students reflect on what they may (or may not) know about different cultures,
 - how empathizing and seeking to understand more about this story, the character, their experiences is free of judgement and heavy on reflection
 - how culture is represented in each of the elements
 - how identity is developed throughout the story for the characters
 - how the setting is relevant to the characters culture
 - how the beginning, middle, and end of the story is related to the characters experiences
- Using multimodal means, visually represent the main events in the story, use chart paper or smart board to visually write down and represent these elements
- You may choose to build a story map together as a whole class (I do, we do, you do), this will work as a scaffolding step for your students

CRITICAL GUIDING QUESTIONS:

- What does plot mean?
- What are the main elements of the story?

- What do we notice about the different elements of the story and how it relates to cultural identity?
- What personal features has the author used to create the character's cultural identity?
- What setting features has the author used to create a sense of place or cultural belonging?
- What has the author used in the beginning, middle, and end of the story to develop a cultural experience?

- What do you think the author was trying to portray about cultural experiences in this story?
- What teachings can be passed down through plot development?
- Why is plot important to culture?
- How does the plot portray the main idea of culture?

- this may heavily guide students in a certain direction, which may be required for younger primary students. It is a step we want to move away from to encourage inspiration and innovation independently.
- we want to guide students appropriately for success, however, models can result in students doing the same thing and plugging in their own elements, we want to empower creativity and imagination

ACTION-LEARNING EXPERIENCES:

A) EXPERIENCE 1 (Provocation/Challenge)

DEFINE: How do we use our understanding of culture to create personas and story elements to reflect our own experiences?

- Students will work individually for this task, as each individual has unique stories to share - Students may choose a different story from the list provided to pull out the main elements if accommodations and modifications are necessary, or if they feel uncomfortable sharing their own experiences (we need to recognize that some knowledge and experiences are sacred) - Students will develop their own elements of a story as it relates to their own experiences, culture, and identity
 - reflect on your understanding from lesson 2 on character development and identity
 - reflect on your understanding from lesson 3 on setting development
 - reflect on your understanding from lesson 4 on conflict and resolution
 - reflect on your understanding from this lesson about cultural experiences
- Using previously learned knowledge, students will brainstorm on each of the story elements, how they will develop them from their own experiences and perspective, and how they will communicate their cultural experiences through their story map
 - they can use various materials and technologies for this brainstorming task

B) EXPERIENCE 2 (Provocation/Challenge)

IDEATE: How can we combine our elements to share a story of our own experiences? -

- Students will develop the beginning, middle, and end of their story by combining the elements from A and developing a story to visually display in the next section
 - students can add details to each element to share with their peers to highlight the cultural significance of their stories
- Students can take turns telling their story to a peer (think-pair-share)
 - this collaborative piece will be guided and facilitated with the 7 Norms of Collaboration - students are encouraged to share constructive feedback based on the Norms to assist in the development of their peers' stories

CRITICAL GUIDING QUESTIONS:

- Can you relate to the different elements of the story we just read? In your experiences what is the same? What may be different?
- What are the main elements in your own story and how will you develop them to highlight your own cultural experiences?
- How will you develop and combine the main elements with telling your own story of culture and experience from your perspective?
- Why do you think this is important to share about your cultural experiences?

C) EXPERIENCE 3 (Provocation/Challenge)

PROTOTYPE: How can we create a visual display to tell our story?

- Students will gather any required materials and technology to create a story map of their own stories, they may be as creative as they like
 - students can use materials to create their “maps”, including building characters, and developing their setting (drawing/building trees and landscapes)
 - it is like building a diorama that the viewer will journey through
 - facilitate students along this journey if required, allowing choice, innovation, and “thinking-outside-the-box” are at the essence of this task
- Materials and technology use in the space will be used at the students choice - They can use no tech materials; loose materials, materials found outside, materials from home (with permission), and any other crafting materials available
 - students may connect with materials in different ways and wish to pull in creative ideas for materials to display their cultural experiences
- They may choose to use low tech materials; apps such as Toontastic, Minecraft for Education, Plotogon, etc. or Ozobot markers and Ozobots to create a path through their story map - They will have access to high tech materials; coding apps for Ozobots to journey through their story maps

CONSOLIDATION/CONCLUSION:

TEST: How do we know if we have communicated our cultural story? What works and what should we change?

- Once complete, students will be invited to tour around the classroom to visit their peers’ story maps and creative displays of their story elements and plot of their story
- If time allows, students can be directed and guided on how to record their visual journey to upload to a web-based tool to share (and save) for their class, their parents, their community (and beyond)
- Students will be asked to provide feedback on their peers’ projects (see below)

- How will you display your own cultural identity through the development of your character, setting, conflict and resolution, beginning, middle, and end?

CRITICAL GUIDING QUESTIONS:

- How are we celebrating the diverse cultural experiences of our peers through storytelling?
- How have we explored and developed story plot to display stories from our own perspectives?

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

- Give your students time to sit and reflect on what they have created and what their peers' have created;
 - tell them to think about how they are feeling, how they may have inspired themselves, how their peers have inspired them
 - tell them to pause and sit with their thoughts and emotions
- Student Checklist to indicate what they have included;
 - character, setting, conflict and resolution, a beginning, middle, and end
 - include a section where students can describe their thought processes of including their own cultural experiences, the perspectives with which they created their visual display, and the choice of materials and tools they used to represent their cultural experiences
- 2 stars and 1 wish to complete on their peers' story maps; (refer to Norms of Collaboration)
 - share 2 things you learned about your peers' cultural identity
 - 1 thing you would like to know more about a peers' cultural background
- 3-2-1 (KWL);
 - 3 things you knew about your culture before developing your story plot
 - 2 things you wonder about your culture
 - 1 thing you learned about yourself through the development of your story

EVALUATION OF THE LESSON

- Were students able to clearly identify the plot/main events of their story?
- Did the students explore their own cultural experiences throughout the development of their plot?
- Were students able to visually display the plot of their story (or the story of their choice?) and communicate their cultural experience?
- Did students participate in a peer reflection?

REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?



Master of Educational Technology

Created By: Connie Sim

Grade(s): Primary (K-3)

Lesson Topic/Title: Elementary Literacy through Story-telling in Makerspaces - Lesson 6: Oral

story-telling **Subjects:** English Language Arts, ADST, Socials Studies & Arts Education

Big Ideas:

- Storytelling through Makerspace opportunities.
- Language and story can be a source of creativity and joy.
- Stories and other texts can be shared through pictures and words.
- Stories and other texts help us learn about ourselves, our families, and our communities.
- Stories can be understood from different perspectives.
- Everyone has a unique story to share. Sharing these stories with one another through listening and orally builds an empathetic classroom community.
- Through listening and speaking, we connect with others and share our world.
- Confidence develops through the process of self-discovery.
- Effective collaboration relies on clear, respectful communication. This helps our classroom community to flourish and helps all students feel like effective learners.
- Everything we learn helps us to develop skills.
- Designs grow out of natural curiosity.
- Skills can be developed through play.

Curricular Competencies:

ELA

- Use sources of information and prior knowledge to make meaning
- Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- Use foundational concepts of print, oral, and visual texts
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Recognize the importance of story in personal, family, and community identity

- Use personal experience and knowledge to connect to stories and other texts to make meaning
- Recognize the structure and elements of story
- Show awareness of how story in First Peoples cultures connects people to family and community
- Exchange ideas and perspectives to build shared understanding
- Identify, organize, and present ideas in a variety of forms
- Create stories and other texts to deepen awareness of self, family, and community
- Explore oral storytelling processes

ADST

- Identify needs and opportunities for designing, through exploration
- Generate ideas from their experiences and interests
- Add to others' ideas
- Choose tools and materials
- Make a product using known procedures or through modeling of others
- Use trial and error to make changes, solve problems, or incorporate new ideas from self or others
- Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment
- Use personal preferences to evaluate the success of their design solutions
- Reflect on their ability to work effectively both as individuals and collaboratively in a group
- Use materials, tools, and technologies in a safe manner in both physical and digital environments
- Develop their skills and add new ones through play and collaborative work
- Applied Technologies
- Explore the use of simple, available tools and technologies to extend their capabilities

ART

- Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore artistic expressions of themselves and community through creative processes
- Experience, document and share creative works in a variety of ways

<p>Content Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to work collaboratively and independently to participate in each learning task. ● Students will be able to have voice and choice in how they interact with materials and technologies within each mini makerspace. ● By the end of the unit, students will have created a podcast with the different elements of storytelling through inclusive makerspace experiences. 	
<p>General Objectives:</p>	<p>Specific Objectives:</p>

- Students will be able to work collaboratively and independently to construct their story.
- Students will be able to have voice and choice in how they interact with materials and technologies to complete their task.
- Students will have the opportunities to review the different elements of storytelling that they have explored through inclusive makerspace experiences.
- By the end of this lesson, students will be able to use oral language features (tone, volume, inflection, pace, gestures), structures and conventions to tell a story.
- Students will be able to clarify, express opinions, speak with expression and connect with the audience.
- Students will be capable of using a variety of technology, specifically Speak Pipe, to record their podcasts.

21st CENTURY COMPETENCIES: *Which COMPETENCIES will be addressed and how?* Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection

Students will be able to develop competencies such as:

- Collaboration
 - contribute during group activities, cooperate with others, and listen respectfully to others' ideas.
 - actively listen and speak to share ideas, connect them with others' ideas, ask clarifying questions, check for understanding, and consider the input of others.
 - working together with peers to collaborate on creation of books with no pictures and podcasts.
- Critical Thinking
 - design and apply new knowledge to create a podcast
 - reflect on their lived experiences and tell others about something they learned.
 - ask open-ended questions, gather information and clarify understanding.
 - use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions.
 - explore and engage with materials and sources.
- Innovation/Collaboration

- have the opportunity to work together
- implement and identify design thinking and key elements of making to build their maker mentality
- Problem-Solving/Creativity
 - use a variety of tools to promote autonomy and creativity with the use of materials
 - decide from options for multiple symbols and colours when creating their book with no picture in encouraging students to decide which option is best for them
 - overcome challenges of making podcasts and apply understanding in the development of their podcast.

LEARNING GOAL(S) I can... I will....

- I can create a podcast.
- I can use no tech and low tech options to express my creativity in telling my story.
- I can reuse the characters and settings created in previous lessons in my story-telling.
- I can reflect on my identity, community, and culture.
- I can recognize the importance of oral storytelling.

- Students will be able to make personal connections to stories
- Students will be able to analyze and reflect on their own story as well as others.
- Students will be able to ask questions to gather information and clarify understanding.
- Students will be able to create a book with no pictures that include symbols and colours to tell their story.
- Students will be able to work collaboratively and independently to create a podcast for their story.

PRIOR KNOWLEDGE

- Students will be able to recall previous knowledge from previous lessons to create a story.
- Students will be able to work collaboratively and independently to participate during their assigned learning task.
- Students should be familiar with the different story elements in their story-telling.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks

Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
- *Consider what materials you will use*
- *How will you ensure all voices are included and heard?*
- *From what lens will the content be delivered?*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*

The stories in my lesson will be focused on different elements of EDIDA to expose students to a diverse set of stories. Students are provided with three books to choose from. It is important to note that these are suggested books and teachers have the option of choosing books that are more relevant to their classroom communities. Use the guideline listed in the *Considerations* paragraph above when selecting stories.

- *I Am Jazz by Jessica Herthel and Jazz Jennings*

- This is a story of a transgender child based on the real-life experience of Jazz Jennings. Since she was two years old, Jazz knew she had a girl's brain in a boy's body. This story follows the gradual acceptance by Jazz's parents, teachers and friends of her transgender identity.
- *The Great Big Book of Families by Mary Hoffman*
 - This is a story that showcases diverse families and their lives together. This book provides windows for readers into the various types of family structure, from single parent families to same sex couple parents and extended families. Differences in race, ethnicity and economic class are also celebrated.
- *The Proudest Blue by Ibtihaj Muhammad and S.K. Ali*
 - This book explores the first experiences of wearing a hijab from a little girl's perspective. When others make hurtful comments to the little girl on her hijab, she finds new ways to be strong.

The selected stories to share with students should be aligned with EDIDA frameworks. When selecting stories, it is important to select stories that challenge the dominant narratives of the learning community. Recognizing that every community is unique, stories that are equitable, diverse, and inclusive should be used to ensure students see themselves represented in the selected stories. Further, students should be exposed to stories that show the BIPOC and 2SLGBTQ+ community to provide mirrors and windows for them to make connections and learn about each other's similarities and differences. By learning to empathize and realizing that everyone should be respected, students are encouraged to be aware of their own biases and challenge their discriminatory perspectives. Also, students are decolonizing traditional classroom practices by investigating identities through Indigenous lenses and the inclusion of storytelling practices.

When students share their unique stories and through the stories, they learn to appreciate and respect each other. Encouraging students to respectfully ask questions would allow them opportunities to gather more information about one another and understand how their own identities would change what others think of them.

Embed elements of First Peoples Principles of Learning, for example using symbols and colours in their stories, sharing and discussing with students the symbol and colour choices in their story. These conversations will help students to reflect on their reasons for their choice when creating their book with no picture.

All students will be given opportunities for equal participation through individual, small-group, and large-group work. When students create their books with no pictures and podcasts, they will be drawing on their own personal experiences and contemplating how their characters

and setting in the previous lesson fit into their story appropriately. Therefore, the stories created will be built upon a student's knowledge, culture, and identity. Conversations with peers about their stories will help to extend their understanding of culture and communication.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

- Students are given a choice of three books to use to draw connections with their personal experiences.
- Think-Pair-Share
- Scaffolding through teacher-guided lessons
- Constructivism & Constructionism
- Reflection, review, and feedback on their own work and their peers' work
- Voice and choice

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- No tech, low tech, high tech tools for task completion
- App-based and laptop
- Recorded instructions for visually impaired
- Choices for different means to showcase their learning
- Choices of working individually or with peer(s) to support diverse-ability.

MATERIALS:

Materials:

- iPad or tablet
- Books - digital or physical
 - *I Am Jazz by Jessica Herthel and Jazz Jennings*
 - *The Great Big Book of Families by Mary Hoffman*

- *The Proudest Blue by Ibtihaj Muhammad and S.K. Ali*
- Stand for the iPad such as a Dewey Stand or a stand that could be built \
- Microphone
- Found materials, figurines, plasticine, LEGO, paper
- Characters and setting created in previous lessons
- Access to SpeakPipe website (<https://www.speakpipe.com/voice-recorder>)

<p>INTRODUCTION/MINDS-ON</p> <ul style="list-style-type: none"> ● Read one of these suggested books: <ul style="list-style-type: none"> ○ <i>I Am Jazz</i> by Jessica Herthel and Jazz Jennings ○ <i>The Great Big Book of Families</i> by Mary Hoffman ○ <i>The Proudest Blue</i> by Ibtihaj Muhammad and S.K. Ali 	<p>CRITICAL GUIDING QUESTIONS:</p>
<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) EXPERIENCE 1 (Provocation/Challenge)</p> <p>Warm-up</p> <ul style="list-style-type: none"> ● Students are asked if they have a connection to the story they read. Students who have connections to the story share their responses while others are encouraged to ask questions to obtain additional information and clarify understanding. <p>B) EXPERIENCE 2 (Provocation/Challenge)</p> <ul style="list-style-type: none"> ● After students have drawn connections with the story they read, they can now create a book with no pictures to tell their story. Students are asked to include symbols and colours in their story. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>What is your connection to the story? What happened after that? How did you feel about it?</p> <p>What is your story? Do you have a story that you heard from one of your family members? Where are you from? What land do you live on? Why do you have these symbols in your story? Why do you use these colours?</p>

<p>C) EXPERIENCE 3 (Provocation/Challenge)</p> <ul style="list-style-type: none"> ● Teacher will also provide students with a “How To” Video for using the Speak Pipe Youtube Link: How to Use SpeakPipe Voice Recorder . Students will then create podcasts of their story (https://www.speakpipe.com/voice-recorder). 	
<p>CONSOLIDATION/CONCLUSION:</p> <p>When they are done, they will listen to each other’s stories and ask each other questions.</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <ol style="list-style-type: none"> 1. Why / How did that happen? 2. Did you mean by ...?

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

Students will be given a checklist to help students independently monitor their task completion. At the end of the lesson, students are asked to share their 2 stars & a wish: share 2 things you thought your peers did really well or enjoyed, and 1 thing you think they can work on in the future or you want to know more.

Verbal feedback will be provided during activities to help students further reflect on their personal story and share their understanding of the story heard. After the podcasts have been created and shared, students will receive formative feedback from their peers and teacher.

EVALUATION OF THE LESSON

Will students be able to use personal experience and knowledge to connect to other stories?

Will students be able to tell their story through a podcast?

Will students be able to use oral language features (tone, volume, inflection, pace, gestures), structures and conventions to tell a story?

REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?

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4. What will I do differently
 - a. When teaching this lesson again?
 - b. For the subsequent lesson?
5. What are the next steps for my professional learning?

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Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template

Created By: Trista Ding

Grade(s): Primary (K-3)

Lesson Topic/Title: Elementary Literacy Through Storytelling In Makerspaces - Lesson 7:What Is Your Story? (Summative Assessment) **Subjects:** ELA, ADST, Arts, Social Studies

Big Ideas:

- Language and story can be a source of creativity and joy.
- Stories and other texts can be shared through pictures and words.
- Everyone has a unique story to share.
- Confidence develops through the process of self-discovery.
- Designs grow out of natural curiosity.
- Skills can be developed through play.
- Technologies are tools that extend human capabilities

Curricular Competencies:

English Language Arts

- Use personal experience and knowledge to connect to other stories
- Exchange ideas and perspectives to build shared understanding
- Identify, organize, and present ideas in a variety of forms
- Explore oral storytelling processes

ADST

- Generate ideas from their experiences and interests
- Add to others' ideas
- Choose an idea to pursue
- Choose tools and materials
- Decide on how and with whom to share their product
- Use materials, tools, and technologies in a safe manner in both physical and digital environments
- Develop their skills and add new ones through play and collaborative work

Content Objectives

General Objectives: Specific Objectives:

Story

- Structure of Story

- Students can identify the story elements (characters, setting, conflict, resolution).
- Students can create a story with a complete structure (beginning, middle, end).
- Students can produce a multimodal representation of their stories.

Strategies

- Oral language strategies

- Students can make connections to other people's stories and provide feedback.

21st CENTURY COMPETENCIES:

Critical Thinking and Problem Solving

Students need to generate ideas and critically select one to pursue. The process of producing their multimodal representation offers students opportunities to practice their problem-solving skills.

Creativity and Innovation

Students will be given time, tools, and agency to explore the process of composing a story and use their creativity innovatively to create unique multimodal representations for storytelling.

Communication

Students will have time to share their stories with a peer and give feedback to each other.

LEARNING GOAL(S) I can... I will....

- I can create a complete story generated from my personal knowledge and/or experience.
- I can select and use at least two different mediums to create a multimodal representation for my story.
- I can give feedback to other people's production.

- I can use the feedback I received to improve my production.

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

- Students will be able to identify the story elements and create a complete story.
- Students will be able to use various technology tools (voice recorder, Stop motion, Flipgrid, Ozobots, and Digital Comic Strips) as well as materials (clay and textiles) for content creation.

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-

- Students are encouraged to create stories that represent their own personal knowledge and experiences, shedding light on their cultures, lived experiences while others.
- First Peoples Principles of learning will be embedded in this lesson: learning is embedded in memory, history, and story; learning requires exploration of one's identity; learning involves patience and time.
- Through celebration and listening to each other's story, all learners' voices are included and heard and build a sense of appreciation for other people.
- Enough tools will be provided to students so every student has equal opportunities for the selection of the mediums.

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

Learning Materials:

- The provocations will be displayed for visual learners.
- Tutorial videos on instructions for the technology will be provided for students who need extra support.

Ways of Learning:

- Students of different needs and learning styles are given time to engage with the storytelling process with the medium of their choice.

Ways of Demonstrating Learning:

- Students can share their final products with the choice of an in-person presentation or a showcase of their final product. ● Students who are English Language Learners can choose to create their story in their first language, and use translation Apps if they want.

Accommodations:

<ul style="list-style-type: none"> ● One-on-One: The teacher will work one-on-one with struggling students to ask them key questions to guide them through the process of creation. ● Small-Group: The teacher will provide small group instructions if a group of students is struggling with a certain type of technology. ● Extra time: This will be provided to students who need additional support with creating their multimodal presentations and sharing. <p>Extensions:</p> <ul style="list-style-type: none"> ● Students are encouraged to use more mediums in their multimodal representation or develop their story elements in great detail. 	
<p>MATERIALS:</p> <ul style="list-style-type: none"> ● Paper, pencil, markers, pencil crayons, scissors, tape, clay, textiles ● Ipads with the needed apps installed 	
<p>INTRODUCTION/MINDS-ON</p> <ul style="list-style-type: none"> ● Share an example of multimodal storytelling. Ask students: What have you noticed? How does the storytelling make you feel? How does the multimodal representation affect the storytelling? ● Have a discussion around the guiding questions. Invite students to share their experiences with interacting with the technology so far with a thumb check. ● Inform students of the project they are going to work on and share the shape of the lesson. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>What have you learned about narrative/storytelling?</p> <p>What have you learned about creating multimodal presentations with different tools?</p>
<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) EXPERIENCE 1 - Student Work Time</p> <ul style="list-style-type: none"> ● Students plan their stories and select the tools they want to use to create the multimodal presentations. ● Students spend time working on their own stories. Encourage students to innovatively problem-solve. ● The teacher observes and provides support as students need. 	<p>CRITICAL GUIDING QUESTIONS:</p> <p>How can you apply what I have learned to create a story that represents my personal knowledge/experience?</p> <p>What are you trying to achieve? What is challenging? What can you do to solve your problem?</p>

B) EXPERIENCE 2 - Peer Feedback

- Students will share their multimodal representations with a peer. They need to give feedback to their peers using the form.
- Students use the feedback they receive to improve their production.

C) EXPERIENCE 3 - Group Sharing

- Students share their multimodal presentations.
- Students share their takeaway from their creation process.

CONSOLIDATION/CONCLUSION:

- Everyone has a unique story to share.
- Students celebrate their learning and share it with their families.

How can you improve my production based on the feedback I receive?

What is your biggest takeaway from this process?

CRITICAL GUIDING QUESTIONS:

How does your story affect the people around you?

ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE

Diagnostic Assessment

- Use the provocations and a thumb-check to assess students' prior knowledge and comfort level with storytelling and the technology they have been exposed to so far.

One thing you like about your peer's story
One thing you wish to see in your peer's story

Summative Assessment Form

Storytelling Makerspace Challenge Rubric			
	Moving towards the Expectations Anecdotal	Meet Expectations	Exceeds Expectations Anecdotal
Storytelling		<ul style="list-style-type: none"> The story is an original creation that reflects personal knowledge and/or experience 	

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		<ul style="list-style-type: none"> The story has a complete structure All the story elements are included and clearly developed in the story 	
Multimodal Presentation		<ul style="list-style-type: none"> Utilize at least two different mediums/technological tools in their story creations The multimodal presentation is finished and sufficiently delivers the story 	

Maker Mentality

- Use the provocations and personal interest to generate ideas for the creation

- Open to exploring new ideas/tools
- Able to select an idea and choose appropriate tools to pursue the idea
- Willing to share ideas and add to each other's ideas
- Able to use feedback to improve the creation

EVALUATION OF THE LESSON

- Can students identify the story elements (characters, setting, conflict, resolution)? Are students able to create a multimodal representation for their stories using at least two mediums?
- Are the EDIDA frameworks effectively applied during the class?

REFLECTION:

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?