

Teacher Candidates: Cecilia Lamb, Brad Smith, Melissa Carbone, Chris Cochrane
Subject: Literacy **Grade/Class:** Grade 7
Date: Wednesday, November. 13th 2019 **Time:** 1:35pm – 2:50 pm
Duration (minutes): 75 minutes **Lesson Topic:** Literary Tropes

CURRICULUM EXPECTATIONS:

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Writing

1. generate, gather, and organize ideas and information to write for an intended purpose and audience

SPECIFIC EXPECTATIONS: By the end of the lesson students should/will be able to:

Oral Communication

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

1.5 develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation

1.7 analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements (e.g., listen to two sides of an argument in a debate, make a judgement, and develop a personal position on the topic)

Writing

4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

LEARNING GOALS: By the end of the lesson students should/will be able to:

- Understand how different tropes influence a story or genre
- Use teamwork to effectively problem-solve
- Create a character and evaluate how their character choices influence the story
- Connect their learning to other stories and media

SUCCESS CRITERIA:

- Utilize critical thinking skills to effectively understand the tropes and problem-solve successfully
- Work collaboratively with peers to complete the game
- Be creative and imaginative in the designing of your character
- Be able to discuss other stories, shows and games with their peers

TEACHING LEARNING RESOURCES:

- Slideshow/PowerPoint
- Character Cards
- Computer
- Projector

LESSON SEQUENCE:

Introductory Activity: Quick Review of Tropes

- The teacher will briefly go over a review from last class on tropes - what it is, where we see them and ask students to give examples.
- This activity will take approximately 5-7 minutes.

Developmental Strategies:

Differentiated Instructional Strategies:

- Brief review on previous lesson as a group
- Using oral, visual and collaborative learning strategies
- Exit Tickets

Activity 1: Setting Up

- Break students into table groups (if not already done)
- Instruct students on how Time Travellers and Tropes will run
- Distribute characters templates and allot class time to create their individual characters/tropes
- This activity will take approximately 10 minutes

Culminating Activity: Time Travellers and Tropes

- Students will participate in the interactive roleplaying game of Time Travellers and Tropes within their small table groups. The teacher will be leading the entire class and using slides to advance the story.
- Students are responsible for the design and decisions of a character that plays cooperatively with other characters through a storyline. In more refined versions, students can be eliminated from the game if their decisions are wrong or are inappropriate for the class.
- Players will use their turns to make decisions or implement parts of their character card into the story. For example, a student who fills out a prompt for Favourite Song might later be tempted by sirens singing that song and luring them towards their doom. The rest of the group will need to work together to correct course and save the day.
- The teacher should be as creative and animated as they like in making the game fun and immersive. Voices, sound effects, video immersion and tactile prop objects are all useful multimodal additions.
- Each time a new trope is used or introduced, the teacher should segue briefly to discuss how it works and allow students to provide more examples from their own schema.

ON-GOING ASSESSMENT/EVALUATION:

- Students will fill out an exit ticket at the end of the class- what did they like, what did they not like, what would they change about the story, how did their decisions influence the story... etc.

REFLECTION & SELF-EVALUATION:

Highlights: _____

Lowlights: _____

Reasons things might have not worked: _____

What and how you would/could do better: _____

Character's Name: _____

A Funny Catchphrase: _____

Power Snack: _____

Choose 1:

Super Speed

Music Talent

First Aid

Character's Name: _____

Favourite Song: _____

Good Luck Charm: _____

Choose 1:

AirPods

Polaroid

Unicycle

Character's Name: _____

Biggest Fear: _____

Name of Pet: _____

Choose 1:

Feather

Shoelace

Screw