

Summer Ellis, Sydney Peats, Jess Taylor, Emma Thwaites

EDUC5356: English (Teachable Subject)

Dr. Susan M. Holloway

October 26, 2023

The Multiliteracies Project: Facilitating Student Based Learning Through Inquiry

<b>Lesson Plan</b>	
<b>Topic of Lesson:</b> Identifying Instruments in Film and Text that Contribute to Differences in Meaning	<b>Course Code:</b> Grade 7
<b>Subject:</b> Language	<b>Time Frame:</b> 75 minutes
<b>Differentiated Instruction</b>	<ul style="list-style-type: none"><li>• Students will be supported in a variety of ways throughout the entirety of the lesson. This lesson incorporates both independent work and group work giving students the opportunity to do both. If students would like to participate in the inquiry box activities on their own, they are able to do so. Giving both independent and group work allows for students to have a balance and differentiation within the classroom. They are able to work collaboratively but also on their own if they choose to do so.</li><li>• This lesson uses graphics throughout for visual learners to reference. Rather than just speaking the prompting questions during the hook activity, students will be able to look at the board and re-read the questions if they need to. The teacher will write the students ideas shared with the class on a KWL chart (that is on chart paper) for students to reference throughout the rest of the unit.</li><li>• Students will be moving around the classroom throughout this lesson, helping kinesthetic learners who need physical movement during class time. After each inquiry box activity, students will move to the next one. Students will also be speaking with</li></ul>

	<p>their peers during this time, bouncing ideas off of one another and progressing in their learning as a team.</p> <ul style="list-style-type: none"> <li>● This lesson also allows linguistic learners to succeed as the students must write down their ideas in their KWL chart. Students may jot notes down on their chart throughout the lesson and activities, enabling effective note taking skills in a classroom setting.</li> <li>● This lesson fosters collaboration in many different aspects which encourages peer teaching and discussion throughout the room. In doing so, this also allows the teacher to move around the room and check-in with students as they are working. This is also a great opportunity for the educator to re-visit specific concepts with students who don't fully understand, and/or provide meaningful feedback to students about their work thus far.</li> <li>● Students with learning exceptionalities will be accommodated for. The slide show will be printed out for students who have trouble note taking. The educator may need to scribe for some specific individuals within the class when filling out the KWL chart.</li> <li>● ELL or ESL students will be accommodated throughout the lesson. ELL and ESL students will have someone (either the educator or an EA) scribing for them to fill out the KWL chart.</li> <li>● If technology goes down, the slideshow will be printed out for students to reference. Students would then have this resource with them for the remainder of the unit.</li> </ul>
--	--

<p><b>Overall Expectations</b></p>	<p><b>B1. Oral and Non-Verbal Communication:</b> apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences</p> <p><b>C1. Knowledge about Texts:</b> apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by</p>
------------------------------------	--

	<p>creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres</p> <p><b>C2. Comprehension Strategies:</b> apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts</p> <p><b>C3. Critical Thinking in Literacy:</b> apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts</p> <p><b>D1. Developing Ideas and Organizing Content:</b> plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics</p>
--	---

<p><b>Specific Expectations</b></p>	<p><b>Effective Listening Skills:</b> P B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes</p> <p><b>Text Patterns and Features:</b> C1.3 analyze text patterns, such as cause and effect in an expository text, and text features, such as a bibliography and accessible fonts, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning</p> <p><b>Visual Elements of Texts:</b> C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p><b>Elements of Style:</b> C1.5 identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre</p>
-------------------------------------	---

	<p><b>Point of View:</b> C1.6 identify the narrator’s point of view, including first, second, or third person, in a variety of texts, providing evidence, and explain how using an alternative point of view would change each story</p> <p><b>Prereading: Activating Prior Knowledge:</b> C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts</p> <p><b>Literary Devices:</b> C3.1 describe literary devices, including foreshadowing, allegory, and symbolism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience</p> <p><b>Developing Ideas:</b> D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences</p> <p><b>Making Inferences:</b> C3.2 make local and global inferences, using explicit and implicit evidence, to develop interpretations about various texts and to extend their understanding</p> <p><b>Analyzing Cultural Elements of Texts:</b> C3.4 analyze cultural elements that are represented in various texts, including values, rituals and ceremonies, architecture, art, and dance, by investigating the meanings of these elements, making connections to their lived experience and culture, and sharing their interpretations with others</p>
--	---

<p><b>Learning Goals</b></p>	<ul style="list-style-type: none"> <li>● Students will have a basic understanding of what inquiry is.</li> <li>● Students will be able to reflect on the process of inquiry and what they learned throughout</li> <li>● Students will have attained the necessary knowledge about <i>The Lorax</i> to be able to proceed with the lesson next class.</li> <li>● The students are applying their knowledge gained from the Inquiry box to the other areas of the curriculum.</li> <li>● Students can independently consider what they were taught and complete a reflection regarding their observations and learnings.</li> </ul>
------------------------------	---

<b>Success Criteria</b>	<p><b>I can</b> identify unique attributes within samples of the Lorax shown in class and think critically about how they influence the text.</p> <p><b>I can</b> relate larger ideas, such as climate change and deforestation to the themes in the Lorax.</p> <p><b>I can</b> organize my ideas and observations surrounding the text into a variety of formats, such as charts, point form and paragraphs.</p>
-------------------------	---

<b>Action/Development of Lesson</b>	
<p><b>Minds on/Hook Activity (13 minutes)</b>            Before we begin the lesson, students will be given a “KWL Chart”. Students will be prompted with the question “What do you know about inquiry? . Students will answer this question by filling in the “Knowledge” section. Students will then be asked “What do you want to learn about inquiry?”. Students will fill out the “Wonder” section of the KWL chart. After letting them write for 5- 7 minutes, give students the opportunity to share their thoughts with the rest of the class.</p> <p>The students will leave the “Learn” section of the KWL chart until the end of the lesson.</p>	<ul style="list-style-type: none"> <li>● KWL Chart</li> <li>● Chart Paper</li> <li>● Markers</li> </ul>
<p><b>Body of the Lesson (52 minutes)</b>            The educator will introduce the pedagogical tool which is the Inquiry Box. The educator will set the classroom into four distinct sections using desk groups. The educator will then split the students into four groups and send them to each different table group or ‘station’. The educator will instruct students that they will have 13 minutes to complete the activities laid out for them specific to each station. The stations are as follows:</p> <p><u>Station 1: Book Illustrations vs. Movie Animations</u>            Students will have 13 minutes to study the different aspects of the illustrations from the 1971 book “The Lorax” vs. the animations from the 2012 movie “The Lorax.” Students will be given three images from both the movie and the book. The teacher will supply the students with chart paper and markers. The students' tasks will be to create a Venn diagram on the chart paper in which they will compare and contrast the</p>	<p>Station 1            Instructional            Package:</p> <ul style="list-style-type: none"> <li>● <b>Student Handout:</b>  <i>Found in Resources</i></li> <li>● Chart Paper</li> </ul>

different visual aspects from both the book and the movie. The students will label the Venn Diagram “Book Illustrations” on the left circle, “Movie Animations” on the right circle and “Both” where the two circles overlap. The students will work with their peers to distinguish the similarities and differences between the visual aspects of the book and movie.

Station 2: News Article Analysis and Action Plan

Students will have 13 minutes to read and analyze a short fictional news article based on the Lorax. The news article will address the environmental implications of the creation and manufacturing of the ‘Thneed’. Once students have finished reading the article, they will answer key questions such as:

- Identify the who, what, where, when, why, and how

The students will then have to create an action plan using chart paper and markers for the regeneration of Thneedville. They will come up with realistic ideas on how they can fix the environment and bring back the ecosystems destroyed by the Once-ler.

Station 3: Plot Timeline

Students will have 13 minutes to discuss and predict the sequence of events that occur throughout the book, The Lorax. Students will be given seven different artifacts that relate to the book in some way (without giving them direct images from the book itself), and will be tasked with putting them in the proper order on a plot diagram (supplied by the teacher). Students must critically think about the book before actually reading it. The artifacts given are symbolic of the messages being portrayed throughout the story. The students will work with their peers to create a visual diagram that will be submitted to the teacher at the end of class.

Station 4: Book vs. Movie Excerpts

Students will have 13 minutes to analyze three book vs movie excerpts side by side. Each comparison will include a number of pages from The Lorax book and either a piece of script or video from the movie. Students will be given a graphic organizer to guide their reflections, which will include a key question for each comparison. The questions will be focussed on textual aspects of each excerpt, such as format and perspective, but will not mention any specific literary devices. The goal of the inquiry activity is for students to begin discovering these specific

- Markers

Station 2  
Instructional  
Package:

- **Student Handout:**  
*Found in Resources*
- Chart Paper
- Markers

Station 3  
Instructional  
Package:

- **Student Handout:**  
*Found in Resources*
- Glue
- Scissors

**Station 4**  
**Resources:**

- **Student Handout:**  
*Found in Resources*

<p>devices, such as rhyme, narration and dialogue, prior to them learning about them in class.</p> <p>Once each group has been to each station, the educator will transition to the consolidation portion of the lesson plan.</p>	<ul style="list-style-type: none"> <li>● Student Graphic Organizer</li> </ul>
---	---

<p><b>Consolidation / Debrief (10 minutes)</b></p> <p>Students will have fill out the final part of their KWL chart. We will have a think-pair-share with their elbow partner. Give students 5 minutes to discuss what they have learned. Then, give them 3-4 minutes to write down what they discussed in the “Learned” column of the chart. Students will then have the remainder of the class time to share their thoughts and ideas with the rest of the class if they choose to do so.</p>	<ul style="list-style-type: none"> <li>● KWL Chart</li> <li>● Chart Paper</li> <li>● Markers</li> </ul>
---	---

<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>● The next steps for this lesson will start with reading the Lorax as a class and taking a deeper look at the literary techniques used in it, as well as what the illustrations in the book are conveying.</li> <li>● The class will complete different literary worksheets that go along with book which look at the different social justice issues within the Lorax, such as environmentalism.</li> <li>● At the end of the unit, we will watch the movie as a class and discuss the different techniques that were used in the film and how they convey meaning that differs from meaning in the book.</li> <li>● The final culminating activity will have students write a compare and contrast essay regarding the different aspects of the Lorax movie and the Lorax book.</li> </ul>
---

<p><b>Reflection of the Lesson:</b></p> <p>The teacher will ask themselves the following questions upon the completion of the lesson:</p> <ul style="list-style-type: none"> <li>● What worked well?</li> <li>● Did my learning goals flow from the previous lesson?</li> <li>● How can I scaffold the learning from this lesson into my next lesson?</li> <li>● What do I need to improve?</li> <li>● Were the students engaged? If not, how can I make the lesson resonate more with them?</li> </ul>
---

<b>Assessment</b>	
<ul style="list-style-type: none"> <li>● The instrument that will be used to document student learning is the KWL chart, where students can answer the questions about what they know about inquiry, what they want to know</li> </ul>	<p><b>Resources/Materials</b></p> <ul style="list-style-type: none"> <li>● KWL chart</li> </ul>

about inquiry, and what they learned following the inquiry-based lesson. Students will be able to reflect on their previous experiences and knowledge and think about how they can expand their knowledge and how they want to do so.

- This diagnostic will help the educator understand how they can move forward with the unit following this lesson. The educator can get a better understanding of what concepts students have grasped vs. what they haven't quite grasped and the necessary steps the teacher will need to take for students to get a better understanding of the material.

**FOR:**

- The tool used for assessment for learning is the “L” portion of the KWL chart. This section of the chart will allow students to show the educator what they have learned from the lesson. The educator will be looking for complete sentences, thoughtful responses, and a fundamental understanding of the content provided throughout the lesson. The teacher can provide feedback to the learner that will include prompting them to complete deeper insights of the topics provided in class.

**AS:**

- The tool used for the assessment as learning is the “K” and “W ” portions of the KWL chart, which will focus on student's reflection and metacognition of their own experiences with financial literacy. Each portion of the KWL chart will be marked with a total of five possible points. The expectation is that students will write five complete points for each question that provide specific examples of personal experiences that show what they know about inquiry-based learning and specific ideas of what they want to learn to expand their knowledge of financial literacy. The entire assignment will be marked out of 15 possible points.

**OF:**

- The assessment of the learning tool will be used at the end of the unit. This assessment will be a compare and contrast essay regarding the different aspects of the Lorax movie and the Lorax book. A rubric and feedback will be used for assessment.



## **Resources**

- KWL Chart Handout
- Pedagogical Tool; Inquiry Box
  - Station One Instructional Package, Chart Paper, Markers
  - Station Two Instructional Package, Chart Paper, Markers
  - Station Three Instructional Package, Glue, Scissors
  - Station Four Instructional Package, Graphic Organizer, Pen/Pencil

## References

“Language (2023).” *Language*, [www.dcp.edu.gov.on.ca/en/curriculum/elementary-language](http://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language).

Accessed 23 Oct. 2023.

Renaud, Chris, and Kyle Balda. *The Lorax*. Universal Pictures, 2012.

The New London Group. “A pedagogy of multiliteracies: Designing social futures.” *Harvard*

*Educational Review*, vol. 66, no. 1, 1996, pp. 60–93,

<https://doi.org/10.17763/haer.66.1.17370n67v22j160u>.

*The Lorax - Learning U*,

[yale.learningu.org/download/91736886-e31e-47c0-8a3b-f1c1843a6f7c/H3146\\_The%20Lorax\\_Storybook.pdf](http://yale.learningu.org/download/91736886-e31e-47c0-8a3b-f1c1843a6f7c/H3146_The%20Lorax_Storybook.pdf). Accessed 25 Oct. 2023.

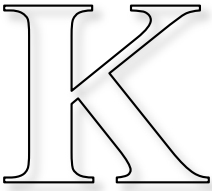
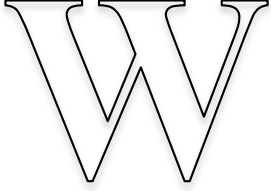
Name: \_\_\_\_\_

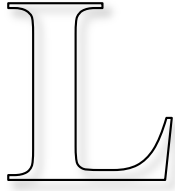
Date: \_\_\_\_\_

## Introduction to The Lorax K-W-L CHART

/15

**Instructions:** Answer the following questions in complete sentences. You must complete five complete thoughts for each question.

<p style="text-align: center;"></p> <p style="text-align: center;"><b>What do I know about Inquiry?</b></p> <p style="text-align: right;"><i>/5</i></p>		<p><b>Feedback:</b></p>
<p style="text-align: center;"></p> <p style="text-align: center;"><b>What do I want to learn about Inquiry?</b></p> <p style="text-align: right;"><i>/5</i></p>		<p><b>Feedback:</b></p>



**What did I learn about  
Inquiry?**

*/5*

**Feedback:**