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| **MLP Lesson Plan “Three Stories Up” Board Game** |
| **Date (s) and Time (s):** October 26th, 2023    **Unit:** Strand C: Reading and Literature Studies    **Title of Lesson:** “Three Stories Up” Board Game: Understanding Indigenous Short Stories Through Multiliteracies    **Unit of Study:** Understanding Short Stories    **Course:** English: Understanding Contemporary First Nations, Metis, and Inuit Voices, Grade 11    **Length of Lesson:** 75 Minutes    **Instructor:** Matt Keith, Ryan Delisle, Curtis Bondy, Will De La Cruz |
| **Background Information:**   * Students would have background knowledge of all the texts that would be used for the board game, the same texts that would be used in our short story section of the lesson: * Sugar Girl- Joseph Boyden * Cattle Thief - Pauline Johnson * A Drug Called Tradition - Sherman Alexie * Additionally, students will have crafted symbols which relate to major themes across these stories. These crafts will be used in the activities for the board game. |
| **Assessment/Evaluation:**    Formative Assessments:   * Assessment of students based on how well they answer questions and complete the board game to understand where the majority have gotten things wrong – possible points to revisit and revisions for test material if students are struggling.     Summative Assessments:  This lesson will build towards a unit test which evaluates student knowledge of the three chosen stories, literary devices and terms, and test reading comprehension skills. This board game lesson will serve as a review for this unit test. |
| **Learning Goals/ Expectations:** By the end of this lesson, we will be able to distinguish different kinds of literary devices when asked about them, show retention and understanding of both literary elements and historical content from the different short stories, and connect them to larger ideas in the corner activities.    By the end of this lesson, we will be able to:     1. Identify various types of literary devices found in Indigenous literature 2. Analyze multiple pieces of literature through their content, plot, and characters 3. Examine the reasonings behind why these pieces were created 4. Identify what messages are being portrayed through each piece of Indigenous literature using symbols from these stories |
| **Curriculum Expectations:**    Overall Expectations:  **C1: Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, using a range of strategies to construct meaning  **C2: Understanding Form and Style:** identify a variety of text forms, text features, and stylistic elements in texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources, and demonstrate an understanding of how they help communicate meaning    **C4: Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading texts from First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources  Specific Expectations:  **C1.1:** read a variety of student- and teacher-selected contemporary texts from diverse First Nations, Métis, and Inuit cultures, and, as appropriate, relevant texts from non-Indigenous sources and historical texts, identifying specific purposes for reading  **C1.3:** identify the most important ideas and supporting details in texts from First Nations, Métis, and Inuit cultures, and, as appropriate, in relevant texts from non-Indigenous sources, including increasingly complex or difficult texts  **C1.6:** analyse texts, including increasingly complex or difficult texts, in terms of the information, themes, ideas, and issues they explore in relation to First Nations, Métis, and Inuit cultures, explaining with increasing insight how various aspects of the texts contribute to the presentation or development of these elements  **C2.1:** identify a variety of characteristics of literary, informational, and graphic text forms, and explain, with increasing insight, how they help communicate meaning or reflect a world view  **C4.1:**explain which of a variety of strategies they found most helpful before, during, and after reading texts from and/or related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as readers and identify the steps they can take to improve their skills.  **Success Criteria:**  >Board game activity involving collaboration and answering questions based on knowledge of the three works of literature covered in class.  >Small “exit ticket” reflection where students can reflect on how they felt about the game such as what they enjoyed and did not enjoy |
| **Learning Environment:**    >Students will be organized into pod-formation in assigned groups so that there will be set sections to play the game. Each pod will have a copy of the game on the desk with all necessities including question cards, rule worksheet, and dice.    >Pod-formation makes it easier for the students to engage with the game without being distracted by non-group members. It also assists teachers with monitoring students’ learning as the open concept creates space for teachers to move throughout the class and see how the games are being played.    >If there are any issues with groups regarding the game, proper action and changes will be made to ensure all students are participating in an engaging manner. |

**Lesson Timeline:**

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| **Materials:**    Teacher Materials:  > “Three Stories Up” Board Game  >Rule Sheet  > 6-Sided Dice and Player pieces  >Question Cards  >Exit Ticket Reflection Sheet  Student Materials:    >Writing materials  >Board Game (From teacher)  >Rule Sheet (From teacher)  >Question Cards (From teacher)  >Exit Ticket Reflection Sheet (From teacher) |
| **“Minds On” Activity/ Activation** (10-15 minutes)    Students will arrive in class and be greeted by the teacher while receiving a number assigning them to a group for the board game. Once groups have been assembled, the teacher will run a quick game of “one word story” in which each group will create a story by contributing one word at a time followed by the person next to them. Students will quickly present these stories before the game begins. |
| **Lesson:**   * The majority of lesson time is spent playing the “Three Stories Up” Board game. (rules attached) * Each group will control a piece which traverses the board from the start and the first team to reach the start again will win the round. Each red and blue square coordinates to a small deck of red and blue cards which are drawn when students land on a coloured square. * Once a group reaches a corner besides START, the game will pause, and students of that group will each choose a symbol from a collection of student-made-artefacts based on the symbols from the stories which have been studied in the unit thus far. Each student must orally present their symbol, the name, the cultural significance, and the significance of the symbol to a character from the story of the corner they landed upon. If any students in the group cannot recall the symbolic meaning, they can get help from their group or else the whole group is pushed back 1 square and will try again next round. If the group wins, they continue around the board. |
| **Consolidation:**    Near the end of class time, the teacher will conclude the currently active game and distribute sticky notes to each of the students and write a prompt on the board for the exit ticket.    The prompt will ask students “would you play this game again? Did this game help you remember the parts of the short stories? Did you have fun?”    Students must submit the sticky notes as an exit card for the end of class |

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| **Learning Categories:**    -Knowledge and Understanding    -Application    -Thinking    -Communication |
| **Multiple Intelligences:**    -Verbal Linguistic    -Spatial    -Interpersonal Intelligence    -Intrapersonal Intelligence |
| **Differentiated Instruction Strategies:**  Students who require differentiated instruction may choose to prepare for the unit test independently and receive a practice test to complete during class time.  Additionally, students can receive a Questions and Answer sheet for the coloured cards from the game so they may follow along with the game or quiz themselves/ their peers. |
| **Modifications/Accommodations/ Inclusivity:**    Auditory accommodations:   * Question cards will have text written on them to aid students who struggle with hearing issues     Visual accommodations:   * Question cards will be read out to allow for students with sight issues to answer effectively     Students with learning disabilities and social anxiety  The presentation aspect of the corner activities can be given 1 on 1 with the teacher or not at all if a student feels more comfortable. |

