

Little Bits Reader's Theatre Lesson

Lesson Overview:

This lesson is a blend of traditional reader's theatre and technology. Students show their interpretation/comprehension of a portion of a story through the development of a Little Bits model and presentation. This activity is a challenge not a competition. It allows for student voice and choice in terms of how they interpret the text and design their representation of that interpretation. There are no set rules on what students could create as long as it relates to their portion of the text.

Big Ideas for the Lesson:

- Literacy can be enhanced using technology
- Language Arts outcomes can be addressed in a digital reader's theatre setting
- Using technology incorporates creativity, critical thinking, communication, and collaboration while comprehending and interpreting a story
- We add our personal lens/interpretation to what we read and this may be different from what other people see/interpret

Essential/Inquiry Questions:

- What does this text mean to me?
- How can we creatively represent what we read/interpret?
- How can we enhance our representation?
- How did we apply feedback to improve our design?

Assessing Student Progress during this activity:

- Teachers will see evidence of collaboration, iteration, critical thinking/problem solving, communication, and creativity/innovation. Students will be able to show case their iterations and thought processes through the completion of a logbook template.
- Peer feedback (kind, helpful, and specific feedback) will help students to modify or enhance their designs.
- This is a good lesson to introduce to students and can help them to practice skills that will be used again in other activities as opposed to using this lesson as a summative activity.

Related Outcomes: (interdisciplinary)

English Language Arts

- Read, view and listen to a variety of text types and genres, including those of Aboriginal origin

Social Studies

- representations of the world according to the religious, spiritual beliefs, myths, stories, knowledge and languages of past civilizations and cultures

Arts Education

- create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation and purposeful play
- experience, document, perform, and share creative works in a variety of ways

Time required: (3-50 minutes blocks + 1 90-minute block)

This lesson has been divided into four parts:

1. Pre-lesson- DI run through with log book template- in “Explo-Zone” but could be done in classroom
2. Intro lesson- reading the story, and introduction to Little Bits- in classroom
3. Lab time to create interpretation- in “Explo-Zone”
4. Presentation and Reflection- in classroom

Materials Needed:

Various craft
supplies
Logbook

1. Pre-Lesson- DI run through with log book template (50 minutes)

Objectives:

- Students will understand the design process using a DI challenge and log book template
- Students will read through the entire story a first time
- Students will experiment with Little Bits and how the pieces come together
- Students will come to understand that problems are part of the process and that “failing forward” is an integral part of the design process

21st Century Skills:

Communication
Creativity/
Innovation
Collaboration

In this lesson, students will be presented with a challenge to build a bridge or tower mirror the task they will be given during the lab time. Students will work through the challenge by first brainstorming their ideas for how they think they can meet the challenge. Students will show their ideas to the teacher for approval to move onto the next step.

Critical Thinking
Iteration

Then students will analyze their ideas and will combine their ideas to find the best solution. Once they think they know what they will do, they will then draw/sketch/label a prototype. Again, students will check-in with their teacher before they go onto the next step.

Communication
Critical Thinking

The teacher will then give a brief talk about what makes a good critical friend and will give examples of kind, helpful, and specific feedback. Students will be given a sheet with sentence starters that can be used to help frame ideas. Students will practice using a few examples. Then students will present their design to another group and will receive kind, helpful, and specific feedback from their peers through the use of a tuning protocol.

Reflection
Communication
Critical Thinking
Problem-Solving

After students have received their feedback, they will regroup and review the comments/suggestions they have been given. Based on that feedback, students will make modifications/enhancements to their design. Groups will check-in with their teacher before proceeding to the next step.

Students will then begin to build and test their design.

Reflection

Students will reflect on any problems that came up as their group worked together and how they resolved those problems. Students will come to understand that problems are part of the process and that “failing forward” is an integral part of the design process.

2. Intro lesson- reading the story, and introduction to Little Bits- in classroom (50 minutes)

Objectives:

Materials Needed:

Story
Little Bits
Internet

- Students will understand the story that they will be working with
- Students will identify characteristics of the story that could be connected to an interpretation
- Students will understand that they can apply their creativity to how they interpret the story
- Students will understand how Little Bits work and how various combinations work together

21st Century Skills:

(20 minutes)

This lesson begins with the teacher explaining that what the students are going to do today will help them in the next lesson. Today, they will be exposed to a story that they can interpret and will also learn how Little Bits work. Then the teacher reads the story out loud to the class. Students will be cued to use metacognition while listening to the story. Questions that could guide their thinking could be:

Communication
Active Listening

- Who is in the story and what are their roles? (Characters)
- What are the characters doing and where are they? (plot)
- What is the setting of the story? (Setting)
- What is going on in my head while I hear this story?

Once the story is done, teacher will lead a reflective discussion on what the students noticed about the story. Some guiding questions for this discussion could be:

Critical Thinking
Reflective Thinking

1. What in the story stood out to you?
2. What do you think are the most important details of the story?
3. What is the message of this story?

(20 minutes)

Students are introduced to Little Bits by being shown the Little Bits website and video (video is 2 minutes long). The video link is: <http://vimeo.com/45446852>

Creativity/
Innovation
Problem-Solving
Communication
Collaboration

After the video, students will be given Little Bits kits and allowed to explore how the pieces go together and what different combinations can do. Students start with a blue bit and work from there.

As a wrap-up, students will be reminded of the story they listened to. They will understand that they will be working with the Little Bits to create an interpretation of a portion of the story during the next part of this lesson. They will use the

logbook (similar to the one they completed the last day) to record their ideas and thinking while they work through their interpretation.

3. Lab time to create interpretation- in “Explo-Zone” (90 minutes)

Materials Needed:

Little Bits
Story
Logbook

Objectives:

- Students will work with their portion of the story to interpret
- Students will use collaboration, creativity, critical thinking, and communication as they plan and build their interpretation
- Students will give and receive feedback on their plans/designs
- Students will use the feedback they receive to revise and improve on their design
- Students will plan how they will present their interpretation at the next part of the lesson

21st Century Skills:

Students start off the session with hearing the shape of the day. They will then reread/review the story from the last session. Students are then split into triads and given a portion of the story that they will create an interpretation for.

Communication
Collaboration
Creativity/
Innovation
Voice/Choice

Students take their story portion and will brainstorm different ideas of what they can build/design using Little Bits that reflects their interpretation. Then, students will work through the challenge by first brainstorming their ideas for how they think they can meet the challenge. Students will show their ideas to the teacher for approval to move onto the next step.

Critical Thinking
Decision Making

Then students will analyze their ideas and will combine their ideas to find the best solution. Once they think they know what they will do, they will then draw/sketch/label a prototype. Again, students will check-in with their teacher before they go onto the next step.

Communication
Critical Thinking

The teacher will then give a brief talk about what makes a good critical friend and will give examples of kind, helpful, and specific feedback. Students will be given a sheet with sentence starters that can be used to help frame ideas. Students will practice using a few examples. Then students will present their design to another group and will receive kind, helpful, and specific feedback from their peers through the use of a tuning protocol.

Reflective Thinking
Problem-Solving
Creativity/
Innovation
Fail Forward
Technology use

After students have received their feedback, they will regroup and review the comments/suggestions they have been given. Based on that feedback, students will make modifications/enhancements to their design. Groups will check-in with their teacher before proceeding to the next step.

Students will then begin to build and test their design.

Reflection
Communication

Students will reflect on any problems that came up as their group worked together and how they resolved those problems. Students will come to understand that problems are part of the process and that “failing forward” is an integral part of the design process.

Materials Needed:

Little Bits creations
Story

4. Presentation and Reflection- in classroom (50 minutes)

Students will sit in a circle, in order of the story, with their creation in front of them. Students will then read their portion of the story and then activate/demonstrate their creation for the class. This continues until the whole story is read.

Reflection:

Communication
Reflective Thinking
Self-Assessment
Critical Thinking

As a class, reflect on the project by asking questions such as:

- What was the most enjoyable part of this project?
- What was the least enjoyable part of this project?
- How could you change this project to make it better next time?
- What was the role of your Critical Friend? Did their feedback help you? If so, how?

As individuals, have students complete a self-reflection about their contributions to the project and also their learning.

Students may also participate in a gallery walk to see all of the models/interpretations in action.