

Assignment #2: Timeline and Competencies

Alison Deringer

Concordia University

Subject Area: English Language Arts (ELA)

Cycle and Grade Level: Cycle 3 grade 6

Subject specific competency related to the lesson and its key features

Competency 3: to represent her/his literacy in different medias:

- To follow a production process in order to communicate for specific purposes to a specified audience.

(Éducation et Enseignement Supérieur du Québec, 2019b, p. 91 & 92).

Cross-curricular competency

Competency 1: To use information.

Competency 4: To use creativity.

Competency 6: To use information and communications technologies (ICT).

(Éducation et Enseignement Supérieur du Québec, 2019a, p. 16, 20, 22 & 28).

Essential Knowledges

Production Process: Production

- Production of the texts listed above in groups with peers that:
 - Incorporate images, symbols, signs, logos and/or words to communicate meaning or message.
 - Function as information-based text type:
 - communicates information to familiar audience

- follows an appropriate, prescribed procedure to locate, organize and present information, with guidance, on a familiar topic.
- gathers and sorts information, as a beginner and with guidance, on a familiar topic from various media, e.g. Internet, multimedia software, television, books, etc.
- o Use mixed media, e.g. images and words.
- o Use mixed media and multimedia resources, e.g. images and words, computer, VCR.

(Éducation et Enseignement Supérieur du Québec, 2019a, p. 97).

Progression of Learning

C. Production Process (Media)

In a given context or situation, the student, working within a team, applies all stages of the media production process to produce a text:

1. Preproduction

- a. Understands the purpose for the production (e.g. to sell something, to influence the way people think, to give information, to entertain)
- e. Identifies and gathers material, resources, expertise for the production
- f. Determines criteria for production of a familiar text type (e.g. features of an effective poster or PSA, target audience)

2. Production

- b. Uses images and/or print and/or sound to produce a familiar media text

- d. Uses appropriate technology resources for the specific production as needed (e.g. downloading digital images for a multimedia picture book, using a still or video camera, adding visual effects and/or animation to a comic strip)
3. Postproduction
- a. Reviews images, records narration, adds titles or text, adds transitions, depending on the production and its message/meaning
 - b. Edits, depending on technology resources

(Éducation, Loisir et Sport du Québec, 2009, p. 8)

Objectives

1. The students will *recall* the important characters of their literature circle novel.
2. The students will *identify* major events that are essential to the plot/timeline of their literature circle novel.
3. The students will *interpret* the meaning of their literature circle novel with the help of the characters and events.
4. The students will *support* their ideas using evidence from their literature circle novel.
5. The students will *create* an online timeline using the information chosen from their novel, ending with the meaning of their novel.

Resources

- Access to Sutori.com: <https://www.sutori.com>

- o Sample Timeline of Wonder:
 - https://www.sutori.com/story/wonder--UgvHCFrLZLNJkytp4r9qUeNwN
 - Smartboard to show the sample timeline
- Access to a computer and access to internet
- Access to a novel read collectively in class prior to literature circle:
 - o Wonder, by R. J. Palacio
- Their literature circle novel:
 - o Because of Winn-Dixie, by Kate DiCamillo
 - o Hatchet, by Gary Paulsen
 - o Bridge to Terabithia, by Katherine Paterson
 - o Holes, by Louis Sachar
 - o Where the Red Fern Grows, by Wilson Rawls
- Appendix A: Hand out of Sample Timeline Sheet to organize and pencils

Procedure

1. Introduction: How would you introduce the lesson?

I will introduce the lesson by having the students discuss in their literature circles. They will discuss the important characters and which events they believe were important from their literature circle novel. Next, they will brainstorm together the meaning in the novel. This will be a discussion to engage them in the task coming up and help the students brainstorm on their novel before completing the task.

After their discussion, I will introduce the activity by showing them my timeline. We will go through my timeline together and complete the activities. The novel from my

timeline is Wonder by R.J. Palacio. This novel is a novel read together in the class prior to the literature circle. It is used as a sample. After completing the timeline activities, I will hand out the organizer (Appendix A). This hand out is to help the students organize their thoughts from the discussion and brainstorm with their peers. They will be asked to include the important characters, major events, and the meaning of their literature circle novel. This activity is to allow them to explore timelines.

Sample Timeline

<https://www.sutori.com/story/wonder--UgvHCFrLZNJkytp4r9qUeNwN>

Reflection

I enjoyed Sutori.com. It is a valuable timeline resource. It is a very interactive tool that allows students to reflect on the organization of their ideas. While using this tool, was very comfortable. It was easy to use, and all the features were well explained. It is a teaching tool I would use with my class. It does not only allow students to use technology interactively, but it also allows the students to think of quizzes, “did you know”, and more. The freedom of the features provides the students with critical thinking skills about the information that is valuable to their timeline and the information that is not as valuable. Thus, the simplicity of the tool, the engagement, and the critical thinking skill development is why I would use it in my teaching.

The advantages of Sutori.com is that it is free and accessible to anyone. It is easy to use. There are also so many features for the users which makes it engaging and enjoyable to work with. Additionally, this timeline template can be used for any topic and subjects. There are a few disadvantages, however. While exploring the internet, looking

up Sutori.com, I noticed that the timelines are not private. This may be an issue when using the tool with your students. Also, when I was creating my timeline, there were several bugs when I was trying to write. It would delete things when I was typing.

Another disadvantage is that the timeline is vertical. This may not be an issue for most subjects; however, if doing a timeline with history, students may be more comfortable with a horizontal timeline. Overall, I really enjoyed this tool, and I will definitely be using it more in the future, whether it is in one of my classes or classrooms.

References

- Éducation et Enseignement Supérieur du Québec. (2019a). Chapter 2: *Cross-curricular competencies*. Retrieved from http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_competences-transversales-primaire_EN.pdf
- Éducation et Enseignement Supérieur du Québec. (2019b). Chapter 5: *Languages*. Retrieved from http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf
- Éducation, Loisir et Sport du Québec. (2009). Progression of learning: *English Language Arts*. Retrieved from http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PDA_PFEQ_English-language-arts-primaire_2009_EN.pdf

Timeline References

GradeSaver. (2019). Wonder: Summary and analysis. Retrieved from

<https://www.gradesaver.com/wonder/study-guide/summary-part-viii-august>

IMDb. (2019). *Jacob Tremblay*. Retrieved from

https://www.imdb.com/name/nm5016878/?ref_=ttawd_awd_7

Palacio, R. J. (2012). *Wonder* [Kindle Paperwhite]. Retrieved from

<https://www.amazon.ca>

Wonder the Book. (n.d.). *Characters*. Retrieved from

<https://wonderthebook.com/characters>

Pictures:

Heading:

<http://shanahan1.pbworks.com/w/page/99364863/Wonder>
<http://shanahan1.pbworks.com/w/page/99364863/Wonder>

Movie: <https://augustman.com/my/pop-culture/-/wonder-movie-review/>

Video: <https://www.youtube.com/watch?v=IJRfYBQtF8E>

Setting: <https://www.tripsavvy.com/new-york-city-4139734>

