Lesson Title: Speech Bubble Riddles
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Grade: Grade 3

Curriculum Area(s): Language

Prior Knowledge: Using speech bubbles to write dialogue and characteristics of a variety of text forms

Curriculum Expectations:

Language: Reading
- 2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story, graphic texts such as a comic book, and informational texts such as a nature magazine

Language: Writing
- 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

Grouping:

Individual, Whole group

Assessment:

These lessons provide opportunities for teachers and students to gather evidence through teacher, peer, and self-assessments; and learning goals and success criteria. See Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Chapter 4 for more information.
Materials/Resources:

iPad or computer (1:1 or partner) with wireless internet access
Scratch Jr. app
Animated Genres Classroom Curriculum for Grades K-2
Clear instructions for task on chart paper or interactive whiteboard / LCD projector

Lesson:

Minds on:
Review the prior knowledge, including the use of speech bubbles and characteristics of text forms (e.g., characters, settings).

Guide a discussion regarding riddles (e.g., there is a question and an answer; there is humour; there is a pause between the question and the answer).

Explain that the students will be creating a scene in which two characters in a setting will exchange a riddle and answer.

Action:
Teacher projects iPad for display and models the creation of a simple sequence involving two characters with motion blocks and a speech bubble (using two new blocks).

Students will copy this sequence onto their iPads, and they can insert their own text into the blocks.

The teacher introduces the students to the “wait for” block. This block pauses a program for a certain amount of time determined by the number entered on the block. The “wait for” block should be used to slow down the program after one character asks the riddle before having the other character provide the answer.

Students are given the opportunity to play with the different characters and settings, and include the dialogue for a riddle and answer in the speech bubbles.

Consolidation, Connection, and Reflection:

After students have finished creating their riddle scene, they are invited to share their projects with the rest of the class.

Students are encouraged to explain what they created, which blocks they used, and why they chose the setting and characters they used.
Students save their programs.

**Modifications:**

Students who find the “wait for” block challenging could skip this step and consider the scene one panel of a graphic novel.

**Next Steps:**

Students can learn how to use the “voice recorder” and “change page” blocks to incorporate multiple pages and sound.

**Extension Links**

Students could work on creating their own stories in the next project.

Next Steps extension: Review Lesson 7 and refer to *Project 2: Story in Animated Genres Classroom Curriculum for Grades K-2*