

HOPSCOTCH SAVES *the* DAY

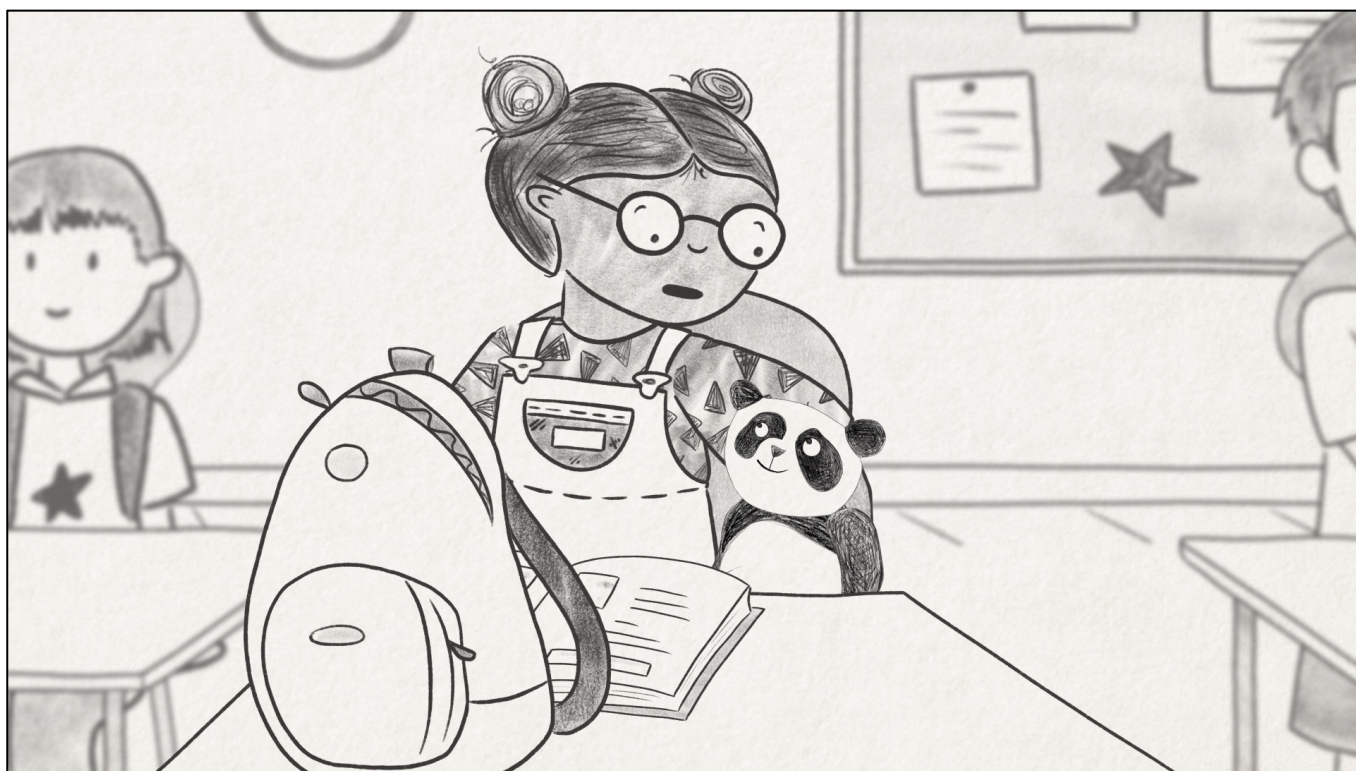


Episode 8
Symbolism

DIGITAL TOOL CONTENTS

- Animated Video (3 Formats)
 - “Hopscotch Saves the Day” Episode
 - “Hopscotch Saves the Day” Episode with Symbolism Literacy Lesson
- Literacy Lesson: Symbolism
- 9 Symbolism Activities
- EDITABLE Templates of Activities
- Suggestions for Implementation
- Digital Links for Google Drive™
- Answer Keys for Applicable Activities!

HOPSCOTCH SAVES THE DAY: EPISODE 8



➤ Engaging
Animated Short
Film

➤ Embedded
Literary Skills



➤ Focus Skill:
Symbolism

➤ Replay to
Rewatch, Review
& Relearn

LITERACY LESSON VIDEO

SYMBOL

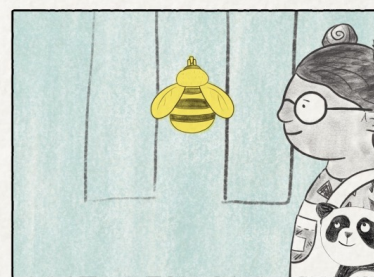
DEEPER MEANING

REPRESENTS SOMETHING ELSE

Symbolism
Definition

Animated
Example of
Identifying
Symbols

FINALLY, THE CAR SLOWED AND TURNED INTO A DRIVEWAY, PARKING IN FRONT OF A SQUAT, CHARMING HOUSE. AS SAM AND HOPSCOTCH WALKED TO THE FRONT DOOR, HE SPIED THE DOOR'S **BUMBLEBEE KNOCKER**. FOR REASONS HE DIDN'T QUITE KNOW, HE FELT HOPEFUL. "WELCOME TO OUR NEW HOME, HOPSCOTCH."



BUMBLEBEE KNOCKER
HOME
COMFORT
FAMILY

Explanation of
Symbol
Analysis

Utilize **Replay**
for Skill Review

SYMBOLISM ACTIVITIES


THE ADVENTURES OF
Hopscotch

Name: _____

Symbolism Activity 1: Surrounded by Symbols

Directions: The following "sentences" contain symbols that provide a clue as to the missing word's meaning. Read each statement carefully. Then, next to the symbol, write down what the word's literal meaning *and* the symbolic meaning. Use the sample as your guide.

Sample Sentence

Sam was so  when she won Hopscotch at the dentist.




Literal Meaning: **4-leaf clover**

Figurative Meaning: **lucky**

What word does the symbol represent in the sentence?

lucky

1 Hopscotch  to play games with Henry, help Sam with homework, and listen to Langston's jokes.



Literal Meaning: _____

Figurative Meaning: _____

What word does the symbol represent in the sentence?

2 Sam and Langston were so excited for  to be over. Their trip to the  was days away!



Literal Meaning: _____

Figurative Meaning: _____

What word does the symbol represent in the sentence?



Literal Meaning: _____

Figurative Meaning: _____

What word does the symbol represent in the sentence?

3 As Hopscotch struggled to think of a plan, Henry shouted to Hopscotch that he had an  .



Literal Meaning: _____

Figurative Meaning: _____

What word does the symbol represent in the sentence?

9 Symbolism Activities

Symbol Sentences, Concrete Poem & More!

Varying Levels of Difficulty

Scaffold Students' Learning

THE ADVENTURES OF Hopscotch

Name: _____

Symbolism Activity 8: Layers of Meaning

Directions: Sometimes, when authors use symbolism in their stories, those symbols change meaning or take on new meaning as the narrative progresses. For this activity, you will examine how the symbolic meaning of the bumblebee necklace transforms over the course of "Hopscotch Saves the Day." Complete these steps in the graphic below.

1. For the top layer or the "mountain," explain the literal meaning of the object.
2. Then, for each section of the story, explain the symbol's deeper meaning.
 - a. Provide evidence to support interpretation.
 - b. Explain how the deeper meaning develops or why the meaning has changed or transformed.

1 What is the literal meaning of the bumblebee necklace?

2 What is the deeper meaning of this symbol? Explain in each section.
Part I: START – Hopscotch left on bus
Evidence to support meaning:
How does the author create this meaning?

3 Part II: Sam returns home – Hopscotch spends night at school
Evidence to support meaning:
How has the meaning changed?

4 Part III – Sam finds Hopscotch – END
Evidence to support meaning:
How has the meaning changed?

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Creative &
Engaging
Assignments

Utilize Replay
for Review

Differentiate
for Students'
Needs

Allows for
Flexible
Implementation

RESOURCE ALSO INCLUDES...

Answer Keys • Google Slides™ Links

IMPLEMENTATION NOTES

Implementation Suggestions

The Adventures of Hopscotch materials are designed to provide teachers with a variety of resources to teach students the literary elements – in particular – symbolism. The collection of materials can be overwhelming. Due to the wide range of needs, the following “road map” provides suggestions for utilizing the activities and maximizing the resources included. The resources can be used for **any** and **all** models.

Video Formats

- Short Film Format A is the original film and does not include the instructional component.
- Short Film Format B includes a brief literacy lesson of the focus skill, symbolism, at two points during the film. The instructional component includes the definition, explanation, brief example, and symbolism questions.
- Use whichever format best suits the needs of your students and classroom context.

Implementation Model	Suggestions
Part of Rotation & Centers	<ul style="list-style-type: none"> • If implementing a rotation model or centers in your classroom, the Hopscotch symbolism activities can be used as a center. • Symbolism activities can be assigned, students may select their work, or utilize the choice board to implement the center over several class periods. No matter the assignment choices, a center maximizes their exposure to this skill in a small amount of time.
Pull-Out/Small Groups	<ul style="list-style-type: none"> • Select the activities from the Hopscotch materials that students would benefit from having teacher assistance readily available. Guide students in small groups while the rest of the class engages in independent work or a rotation model. • Use the resources to differentiate for students' needs when working independently as well. For the periods when students are working independently, the assignments are structured in ways that enable accommodation. For example, assign seeing the signs work and complete symbols for self in a small group.
Remediation	<ul style="list-style-type: none"> • The video and activities can be used over the course of a unit, semester, or even entire school year. Each time students need a refresher on symbolism, they can watch Hopscotch's story and complete a symbolism activity. Activities can be assigned by increasing difficulty as the year progresses, ensuring students are being challenged in appropriate ways throughout the year. • The video and activities can also be used to accommodate the needs of all learners. The visual elements allow the resources to be accessible to all students from all backgrounds. The resources can be a teaching tool, remediation tool, and even a re-teaching tool.
In-Class Instruction & Virtual Hybrid	<ul style="list-style-type: none"> • If you engage in in-class instruction and distance learning at the same time, the resources can help facilitate this model. Especially since this model requires a wealth of resources to keep students engaged with a variety of assignments – both in the classroom and independently at home. • For in-class students, direct instruction and small groups provide them with the help they need to master skills and overcome obstacles. Work can be tailored to their specific needs. For instance, a small group may need to focus on the more challenging symbolism assignments, while another group may benefit most from the choice board. In all cases, students engage with work that is differentiated and appropriately rigorous. • When learning takes place at home, access to the video and resources allow for flexible implementation. The video can serve as a re-teaching tool and provide students with an avenue to engage with the material and do so independently. They can then practice the skills they learned in class and do so successfully at home.

Suggestions for Classroom Use

Options to Maximize Learning

Tips for Multiple Instructional Models

Single Class to Year-Long Scope

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You May...	You May NOT...
<ul style="list-style-type: none">• Use the video and/or resources for your own personal use.• Use the video and/or resources for your own classroom and/or students.• Copy the video and/or resources for use in your classroom for your students.• Upload and add the video and/or resources to your secured, password-protected classroom website that only your students and parents can access.• Upload and add the video and/or resources to your classroom's Google Drive.	<ul style="list-style-type: none">• Give the video and resources to others.• Copy the video and resources for the use by others.• Upload and post the video and/or resources on a website, including a personal site, public classroom website, school or district website, or any other public website, such as YouTube or Vimeo.• Sell any part of the video and/or resources.• Modify any part of the video and/or resources for resell or for free.• Sell supplementary curricular materials to accompany the video.

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CREDITS

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Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.

