HOPSCOTCH GOES HIKING

Episode 3
Conflict

DIGITAL TOOL CONTENTS

- Animated Video (3 Formats)
  - "Hopscotch Goes Hiking" Episode
  - "Hopscotch Goes Hiking" Episode with Conflict Literacy Lesson
  - Literacy Lesson: Conflict
- 9 Conflict Activities
- EDITABLE Templates of Conflict Activities
- Suggestions for Implementation
- Digital Links for Google Drive™
- Answer Keys for Applicable Activities!

HOPSCOTCH GOES HIKING: EPISODE 3

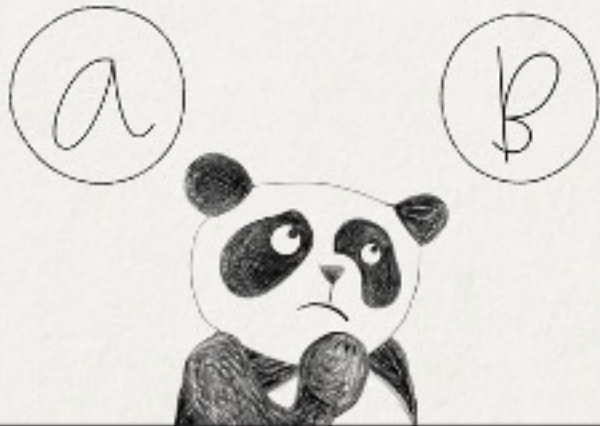> Engaging Animated Short Film

> Embedded Literary Skills

> Focus Skill: Conflict

> Replay to Rewatch, Review & Relearn

LITERACY LESSON VIDEO

CHARACTER VS. SELF

> Conflict Definition

> Animated Example of Identifying & Analyzing Conflict

THE POP-UP THUNDERSTORM POSED A SERIOUS DANGER TO SAM'S FAMILY AS THEY HIKED ALONG THE TRAIL. THEY QUICKENED THEIR PACE AND ANXIOUSLY SEARCHED FOR A SAFE PLACE TO STOP AND WAIT OUT THE STORM.

> Explanation of Literary Skill

> Utilize **Replay** for Skill Review

CONFLICT ACTIVITIES

THE ADVENTURES OF
Hopscotch

Name:

Conflict Activity 3: Conflict-Resolution

Directions: There is a serious problem! The short film "Hopscotch Goes Hiking" contains many different conflicts, and the characters need your help. First, select a conflict. Then, brainstorm some ideas to help the characters resolve their problem in a **safe**, **productive**, and **appropriate** way. Complete the organizer below. Then create a script for a skit that acts out the resolution you think will work best. Your skit can include characters from the video or additional characters you create. Finally, make a prediction and explain what you believe the characters will do to resolve their conflict by the end of the story.

Define the Conflict:

Potential Solution 1:	Potential Solution 2:	Potential Solution 3:
Why might solution 1 work?	Why might solution 2 work?	Why might solution 3 work?

What solution do you think will be the best option? Why?

➤ 9 Conflict Activities

➤ Graphic Organizers, Advice Column & More!

➤ Varying Levels of Difficulty

➤ Scaffold Students' Learning

THE ADVENTURES OF Hopscotch

Directions: The short film "Hopscotch Goes Hiking" contains a number of different conflicts. For this activity, choose a pivotal moment in the film that also captures a conflict the characters face. Draw a snapshot of the moment and summarize it. Then, answer the prompts in the graphic below to dig deeper into that conflict and uncover how it influences many other elements of the story.

Pivotal Moment Summary

Summarize the moment. What happens? Why?

_____

_____

_____

_____

_____

_____

What conflict most closely connects to this moment? What type of conflict is it?

How are the characters influenced by this conflict in this moment?

How does this moment build suspense in the story?

What other conflicts or actions does this moment cause or contribute to later in the story?

Activities Come in EDITABLE Templates

Create Assignments for Any Text

Digital Conflict Workbook

Allows for Flexible Implementation

RESOURCE ALSO INCLUDES...

Conflict Answer Keys ● Google Drive™ 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 – conflict. 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, conflict, at two points during the film. The instructional component includes the definition, explanation, brief example, and conflict question.
- Literacy Lesson is the stand-alone instructional component. Its inclusion will allow students to replay the lesson whenever they need to review or refresh their understanding.
- Use whichever format best suits the needs of your students and classroom context.

Implementation Model	Suggestions
Part of Rotation & Centers	• If implementing a rotation model or centers in your classroom, the Hopscotch conflict activities can be used as a center. • Conflict 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	• 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 conflict analysis graphic organizer for independent work and work on suspense comics in a small group.
Remediation	• 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 conflict, they can watch Hopscotch's story and complete a conflict 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	• 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 conflict 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…
• 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.	• 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.

CREDITS

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