HOPSCOTCH & THE LOCKY CLOVER



Episode 6





DIGITAL TOOL CONTENTS

- Animated Video (3 Formats)
 - "Hopscotch & the Lucky Clover" Episode
 - "Hopscotch & the Lucky Clover" Episode with Point of View Literacy Lesson
 - Literacy Lesson: Point of View
- 9 Point of View Activities
- EDITABLE Templates of Activities
- Suggestions for Implementation
- Digital Links for Google Slides[™]
- Answer Keys for Applicable Activities!

HOPSCOTCH "THE LUCKY CLOVER: EPISODE 6

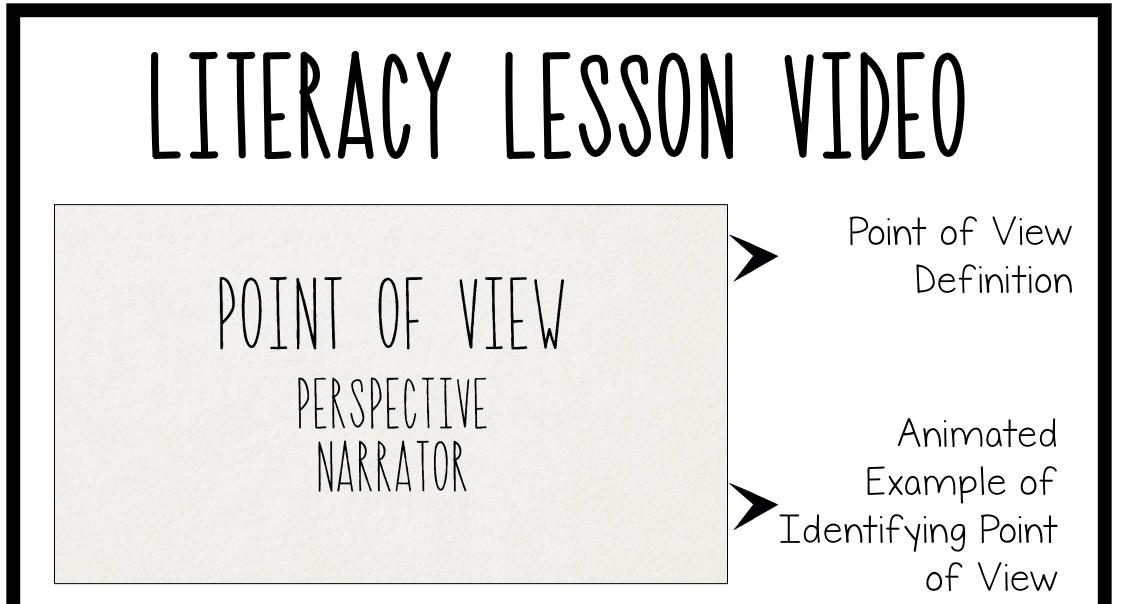


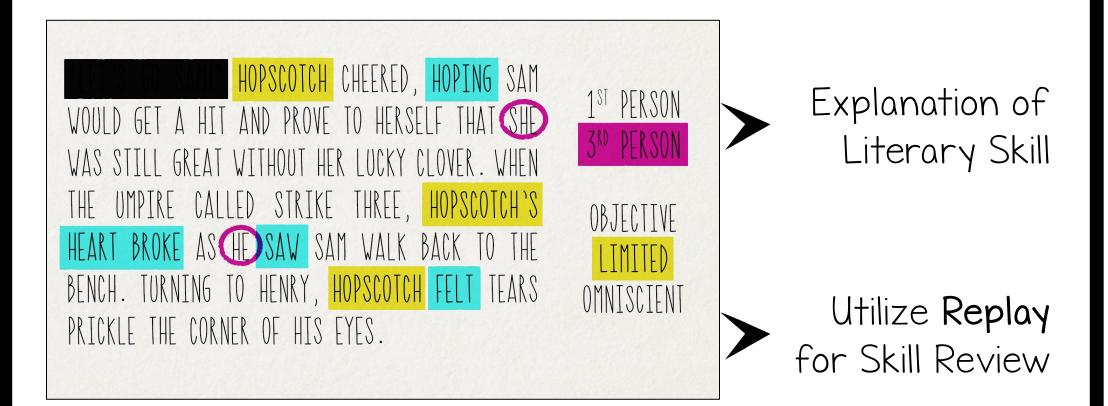
Engaging Animated Short Film

> Embedded Literary Skills

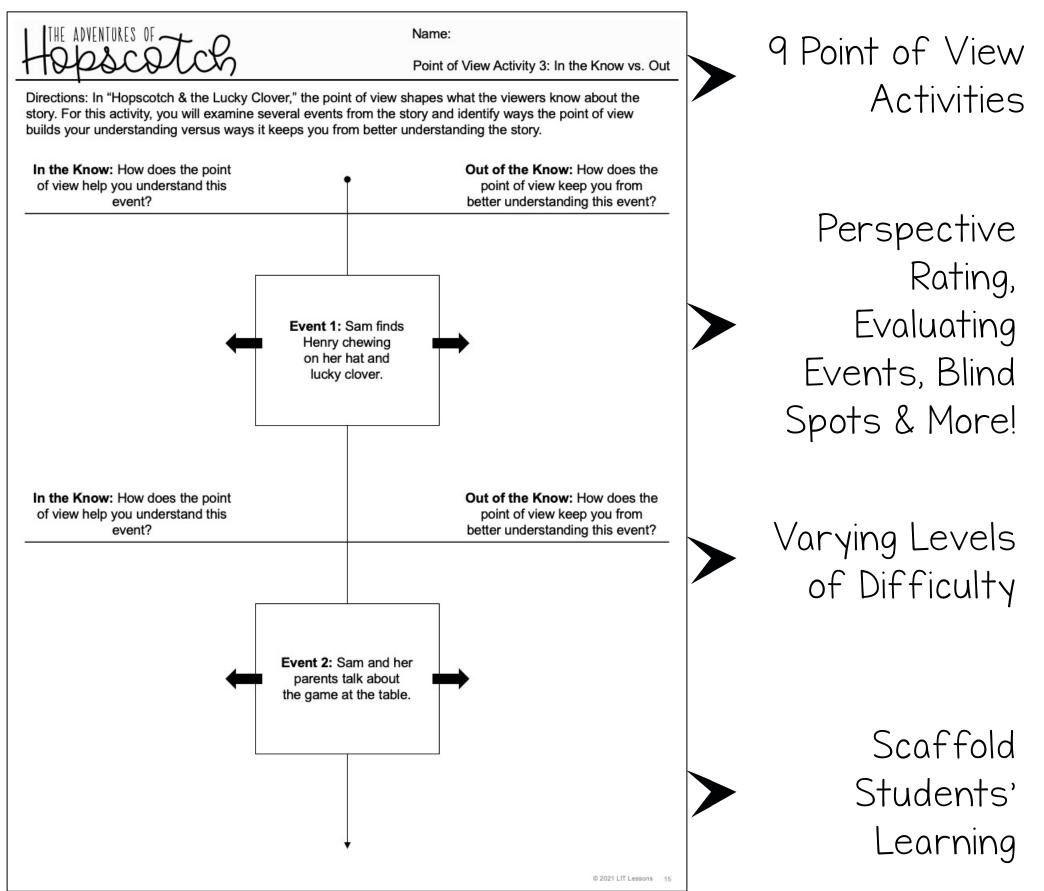
> Focus Skill: Point of View







POINT OF VIEV ACTIVITIES



[TEXT NAME]

Name:

Point of View Activity 6: By the Numbers

Activities Come

in EDITABLE

Directions: Consider the point of view of **[TEXT NAME]**. Complete the in-depth analysis of the point of view by rating the categories below. Include evidence from the story.

Trustworthiness – As a read	Templates	
Evidence to prove the narrator is trustworthy:	Evidence to prove the narrator is not trustworthy:	remplates
On a scale of 1 to 10, how <u>trustworthy</u> do you conside the boxes that corresponds with your opinion.	r the narrator? (1 not at all to 10 extremely) Shade in	Create
		> Assignments
Reliability – As a view, car	for Any Text	
On a scale of 1 to 10, how <u>reliable</u> do you consider the boxes that corresponds with your opinion.	e narrator? (1 not at all to 10 extremely) Shade in the	Digital Point of View Workbook
Forthcoming – Do you think the n	arrator is informative and helpful?	
Evidence to prove the narrator tells too little: On a scale of 1 to 10, how <u>forthcoming</u> do you conside not at all to 10 extremely) Shade in the boxes that cor		Allows for Flexible Implementation

RESOURCE ALSO INCLUDES ...

Point of View 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 – point of view. 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, point of view, at two points during the film. The
 instructional component includes the definition, explanation, brief example, and point of view questions.
- · 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 point of view activities can be used as a center. Point of view 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 graphic organizer work and work on perspective ratings 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 point of view, they can watch Hopscotch's story and complete a point of view 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 point of view 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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CREDITS

Germantown Studios, Breakthrough Visuals, Yadi Angel Art, and Katrina Kopeloff Illustration are owed a big <u>Thank You</u> for helping bring Hopscotch to life. I cannot thank them enough for their contributions both to the story and the project. Their hard work, dedication, and feedback helped make it all possible. For more information on their work, please click on their logos below.



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katrina kopeloff.com

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

