Grade: 2nd
Strategy: Making Connections
Technique: Mind Mapping
Text Type: Media Literacy

The Exciting Adventure of Nova and Friends

Aims of the lesson:

- To help students make personal connections to the story "The Exciting Adventure of Nova and Friends."
- To encourage reflective thinking about their experiences with storytelling.
- To enhance creativity through writing, drawing, and acting activities.

Text for the lesson:

Nova and his friends stumble upon a mysterious picture book that comes to life! Each page holds a different story, reflecting their own experiences with creativity and media. The first page whisks them into a vibrant city where they meet Max, a young filmmaker struggling to gain confidence in his skills. As they watch him pitch a movie idea to friends, Nova recalls the time he hesitated to post his own video online. Inspired by Max's determination, Nova encourages him, reminding his friends that every filmmaker has to start somewhere.

Turning the page, they enter a colorful animation studio where they find Mia, a shy artist afraid to display her work at a gallery. Nova relates to her insecurity, thinking about when he was nervous to present a project in front of the class. With Nova's support, Mia decides to showcase her art, and when the community praises her pieces on social media, she discovers the joy of sharing her creativity.

Finally, the story leads them to an esports arena, where Leo, a talented gamer, prepares for his first live-streamed tournament. Nova remembers his own nerves before going live on his gaming channel. As Nova and his friends cheer for Leo, he gains confidence and plays exceptionally well, attracting a cheering audience. Through these enchanting stories, Nova and his friends learn that embracing their creative passions not only connects them to the media world but also strengthens their friendships.

Process Phase 1: Planning (Teachers' perspective)

During this stage, the teacher prepares:

- The story "The Exciting Adventure of Nova and Friends" for reading.
- A vocabulary list for discussion.
- Materials for drawing and writing.

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Cognitive Stage 1 (Students' perspective)
Step 1: Vocabulary Exploration
Activity:

- The teacher provides students with a vocabulary list: stumble upon, mysterious, connections.
- Students discuss their opinions on the meanings of these words and share any relevant personal experiences or examples.

Process Phase 2: (Teachers' perspective) - Teaching
The teacher encourages participation during the reading of the story and poses questions to facilitate deeper understanding and engagement.

Cognitive Stage 2 (Students' perspective)
Step 2: Reflective Writing
Activity:

- Students think about a time when they read or watched a story that captured their imagination. They write a paragraph describing that experience and how it made them feel.
- Students consider how Nova and his friends might feel when they discover the magical picture book, fostering empathy and connection.

Process Phase 3: Drawing Connections
Step 3: Favorite Scene Illustration
Activity:

- Students draw a picture of their favorite scene from a book or movie they have enjoyed.
- They then create a picture of Nova and his friends interacting with the magical picture book.
- Students reflect on how their favorite scene connects to the characters' experiences in Nova's adventure.

Process Phase 4: Making Personal Connections
Step 4: Story Comparison
Activity:

- Students choose a story from the magical picture book (as described in the text) and a story from their own experiences.
- They write two paragraphs: one describing the story from the book and one describing a personal experience that relates to it.
- After writing, students share their paragraphs with a partner and discuss the connections they made between their experiences and the stories.

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Process Phase 5: Acting Out Connections
Step 5: Story Acting
Activity:

- In pairs, students choose a story from the magical picture book and take turns acting out scenes.
- They are encouraged to add their own twist or elements of their personal experiences to make the scenes more relatable and meaningful.
- After acting, students reflect together on how their personal connections enhanced the story.

Ways to Communication:

- **Interpretive** - Students interpret the story's themes and characters, connecting them to their personal experiences.
- **Interpersonal** - Students engage in collaborative discussions and share their thoughts with peers.
- **Presentational** - Students present their drawings, written paragraphs, and acted scenes, developing their communication skills.

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