

THEIR OWN MAGIC SCHOOL BUS ADVENTURE

FOCUS:

Engender creative thinking and output in students as well as exercising their ability to write coherently, reflect their own ideas, and relate their thought processes to others in a low-stress activity.

RATIONALE:

Fan-fiction, as a concept, is an easy way to bridge the idea of writing fiction to students who can write for a world they already know and understand versus a completely blank slate. A peer reviewed article written by Tracey K. explains that “students reported it was motivating when they were able to select topics that interested them, when they were able to write creatively, and when they were writing for an audience”.

LANGUAGE:

Not only will the assignment require a solid understanding of vocabulary in order to pen out their script summaries, but they will have to exercise it auditorily as well. They will need to:

- *Seek information out on a research topic*
- *Describe events*
- *Describe their thinking process*
- *Interpret information*
- *Clarify findings*
- *Structure findings into a creative format*
- *Describe their finalized product*

OBJECTIVES:

- *Build an “episode”*
- *Show proper citation and sourcing of their information*
- *Present their findings*

EVALUATION:

FORMATIVE: Checking in with students throughout the lesson to workshop ideas, spitball plots, and get the ball rolling for each of them as well as revisiting to serve more questions in an effort to get them moving.

SUMMATIVE: By the end of the lesson, students will be presenting a summation of the information they researched to the rest of the class.

INTRO: *Following a watching of an episode of “The Magic School Bus”, students will be asked to come up with a concept of their very own Magic School Bus episode featuring characters from the show.*

PROCEDURE: *Students will be tasked with thinking of an educational topic (such as exploring the solar system, how electricity works, what global warming is) and melding the idea into an episode format where Magic School Bus characters would learn and interact with the students’ topic. The idea can come from research through technology or from the students’ own personal interest. They will need to come up with a (cited) way in which Mrs. Frizzle and the school bus involve the students in another fantastical adventure involving their topic.*

OUTRO: *The following class day (at teacher's discretion), students will be asked to present their custom made episode and explain the questions above, elaborating on their research topic and confirming their own mastery of knowledge in the field while also relating their ideas cohesively and coherently to the other students.*

QUESTIONS:

-How do the students learn about the topic first hand?

-What "dangers" or situations, if any, do the students face when learning about the topic?

-How do the students leave or "escape" by the end of the episode?

-What will the students have learned by the end of the episode?

**50 questions for directing towards students found below plan and citation*

SAFETY: *Students may likely wish to use their technology for purposes unrelated to this assignment, so be milling around keeping everyone on task while checking in on their work and where they can go from there.*

ADAPTATIONS: *Laptops should be provided for any student who does not have the ability to research with their own material. Additional assistance should be offered to students struggling to claim a topic and/or build an "episode" around them. Depending on needs, the number of questions students need to answer may be less or more. Further, some students may need be exempt from having to present.*

WORKS CITED:

Tracey Kell's Using Fan Fiction to Teach Critical Reading and Writing Skills

50 QUESTIONS:

1. What do you make of this episode?
2. What did you like about this episode?
3. What did you dislike about this episode?
4. Why do you think you liked and disliked the things you did in the episode?
5. Which character was your favorite?
6. Which character was your least favorite?
7. Why do you think you liked and disliked the characters you did in the episode?
8. If you were in Ms. Frizzle's class, would you be scared to go on one of her trips?
9. Why or why not would you be scared to go on one of her trips?
10. How do the students learn about the topic first-hand?
11. What "dangers" or situations, if any, do the students face when learning about the topic?
12. How do the students leave or "escape" by the end of the episode?
13. Did the 'research topic' of the episode interest you?
14. Why or why not did the research topic of the episode interest you?
15. What research topic or topics would interest you more?
16. Why would that topic or those topics interest you more?
17. If you had to pick just one, which of these topics is your favorite?
18. Where might you go to learn more about this topic?
19. What resources might you use to learn more about this topic?

20. How might you gather all information you consider interesting and worth knowing in one place?
21. How might this topic appear in a Magic School Bus episode?
22. How might the characters react to the topic in a Magic School Bus episode?
23. What sort of dangers could the characters meet if the topic were a Ms. Frizzle Field Trip?
24. What character would be the most scared of the topic and its dangers?
25. Why do you figure this character would be the most scared?
26. What character would be the most brave in relation to the topic and its dangers?
27. Why do you figure this character would be the bravest?
28. How might these characters and Ms. Frizzle 'defeat' the topic's dangers, or how will they escape?
29. What will these characters have learned after a field trip with the topic?
30. What joke do you think Carlos will make after a field trip with the topic that'll trigger groaning from the students?
31. What do you know about plot overviews?
32. How might you write a plot overview for the Magic School Bus episode we watched as a class?
33. How may you write a plot overview using the answers you've given to the questions pertaining to your topic and the Magic School Bus?
34. How might you "flesh out" your answers?
35. Will you write any dialogue?
36. If you wish to write dialogue, which characters might you write line(s) for?
37. How might you explain your plot overview to another classmate?
38. How might you convey what's most important overall in your plot overview?
39. What sort of visuals may help you in presenting your plot overview?
40. Would a followup project in which plot overviews are fleshed out with scripts sound fun or interesting to you?
41. Why or why not would this followup project sound fun or interesting?
42. What troubles are we having with finding research topics?
43. What troubles are we having with narrowing down research topics to just one?
44. What troubles are we having with remembering the structure to a Magic School Bus episode?
45. What troubles are we having with guessing how Magic School Bus characters may act?
46. What troubles are we having with deciding what Magic School Bus characters may do?
47. What troubles are we having with creating a conclusion for the Magic School Bus episode?
48. What troubles are we having with writing a plot overview?
49. What troubles are we having with conveying a plot overview?
50. What troubles are we having... in general?