

Lights, Camera, FILM Literacy!  
Lesson Plan #23

**Topics:**

**Journal Writing**  
**Skimming Written Text for Meaning**  
**Classic Adaptations**  
**LCL! 3x3 Story Path**  
**Production**

**Outcomes:**

Students will follow organizational procedures.  
Students will see and hear applicable vocabulary.  
Students will complete production of their narrative films.  
Students will skim written text for meaning.  
Students will read *THE WONDERFUL WIZARD OF OZ* as a screenwriter writing an adaptation.  
Students will complete their narrative film productions.

**Materials:**

Writing journals  
Camcorders  
Tripods  
Computers  
Post-it notes

Book: *THE WONDERFUL WIZARD OF OZ* by *L. Frank Baum* (1 copy per student)

Handout: *Adapting a Book into a Screenplay: THE WIZARD OF OZ* (in students' folders)  
*The LCL! 3x3 Story Path* (in students' folders)

**New Vocabulary:** skimming

**Sequence of Events:**

**I. Journal Activity (15)**

Prompt:

**What are your reactions to adapting a book to a screenplay?**

**II. Skimming for Main Points (20)**

1. Direct students to *THE WONDERFUL WIZARD OF OZ* book, page 267, which is most likely further along in the book than they have yet read. Tell students you will be giving them just fifteen seconds from the time you say, "Go" for their eyes to "grab" as many words on this page as they can.
2. After 15 seconds, say "Stop," and have them close their books.
3. Ask each student to tell you one key word they remember. Make a list of these words as they are told to you.
4. Ask students if from the list of words, they can determine any meaning from the page. Hopefully, they will determine that:

*The Woodsman was making a ladder.  
The Scarecrow watched.  
Dorothy, Toto, and the Lion were sleeping.*

5. Tell students they will do this again, but this time when you say stop, they are to write down key words and then write any meaning they can gather from the page.  
Direct them to page 289 and again tell them, "Go" and then, after fifteen seconds, "Stop."  
Hopefully, they will determine that:

*The four came to a steep hill.  
They heard a voice.*

### III. Adapting THE WONDERFUL WIZARD OF OZ (80-100)

1. Tell students that they are going to continue to be guided through the experience of being the professional screenwriter who has been hired to adapt the book *THE WONDERFUL WIZARD OF OZ* into a film script.
2. Students need a copy of the book along with their step-by-step guide and the LCL! 3x3 Story Path.

BOOK: THE WONDERFUL WIZARD OF OZ

HANDOUTS: Adapting a Book into a Screenplay: THE WONDERFUL WIZARD OF OZ *(in student folders)*  
The LCL! 3x3 Story Path *(in student folders)*

3. Give students the choice of doing this work independently or being guided as you (**not students**) read the book aloud. *(Do **not** have students read aloud. Instead, you read **TO** them, as their teachers in elementary school have done. Use lots of expression and keep the story moving as fast as you can, stopping to allow students to write their individual answer choices on their worksheet where indicated.)*
4. Review section answers together as a class after you are sure everyone has answered those sections. *(Example: Your group has finished chapters one, two, and three, but independent readers are past that point. Still review only Chapters 1,2,3 and save the rest for later, so that all students feel successful. **The amount your class can handle at one sitting will vary from class-to-class. Don't push it too long at one time. You'll notice that the guide asks for fewer responses as they get into larger chunks of the story. Encourage skimming over some later sections that they know they will not use in the script. Remember the purpose of this activity. It is not to learn every detail and answer a list of literal questions, but rather to approach this book as a screenwriter would. Teach the students in your group how to skim some pages and look for key words to guide the comprehension.**)*

5. Continue reading and reviewing as much as you think your students can accomplish in this session. Then move on to Activity IV. Your students will complete their guided reading of the book in the next session.

#### IV. Completing Production (80-100)

1. Groups complete their productions.

#### V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

**What did you learn about skimming written text?**

2. Hand out Post-its on which students write and post.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned that day. Make sure to clear up any misconceptions.