

Lights, Camera, Literacy!
Lesson Plan 12

Topics Covered Today:

Journal Writing
Interpreting a Script
Production of Scene
Comparing scenes

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will create their interpretation of a scripted scene.
Students will present their work and participate in a class critique.
Students will analyze and discuss their scenes.

Materials:

writing journals
video cameras
tripods
computers with editing software
Yesterday's handouts (in student folder)

New Vocabulary: (no new vocabulary today)

Sequence of Events:

I. Journal Activity (15)

1. Today's Prompt:

**What are your thoughts about
the Lights, Camera, Literacy! program?**

II. Groups work on "INT. A ROOM" script scene (110)

1. Organize for today's work. Set time limits, establish work zones, and see who needs help.
2. Groups work on a variety of production tasks including storyboarding, shooting video, editing, adding music.
3. Teachers facilitate, troubleshoot, and consult.

III. Groups watch the "INT. A ROOM" scenes and compare (60)

1. Each group presents their scene by hooking their laptop to the LCD projector.
2. Individuals offer critique. What was successful? What was challenging? Compare the different uses of camera angles and techniques. Analyze scenes through the literary, dramatic, and cinematic lenses.

IV. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What I Learned About Scene Interpretation

2. Hand out Post-its on which students write an item to post on the chart.
3. Teacher wrap-up to review any clear up any misconceptions.