

Lights, Camera, Literacy!
Lesson Plan 13

Topics Covered Today:

Journal Writing
Film reviews
Context Clues
Inferencing
***SEARCHING FOR BOBBY FISCHER* deconstruction**

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will read film reviews.
Students will use context clues to determine meaning.
Students will state inferences about the film *SEARCHING FOR BOBBY FISCHER*.
Students will use deconstruction skills in the film *SEARCHING FOR BOBBY FISCHER*.

Materials:

writing journals
Computer Dictionary
Chart paper and markers
Chart paper and post-its
Scene by scene film notes for *SEARCHING FOR BOBBY FISCHER*
(located after the lesson description/before the handouts)

Book: *SEARCHING FOR BOBBY FISCHER*

DVD: *SEARCHING FOR BOBBY FISCHER*

Handouts: "From the Message Board"
"Back Cover/Take A Guess"

New Vocabulary: context, smitten, waned, emerged, prodigy, insular, navigate,
elusive (Most are words on the "Back Cover/Take a Guess" handout.)

Sequence of Events:

I. Journal Activity (15)

1. Today's Prompt:

How did you feel about the scene that you finished yesterday?

What did you think was most successful about your scene?

What were your challenges?

II. Introduce *Searching for Bobby Fischer* (40)

1. Read "From the Message Board" as a class.

HANDOUT: "From the Message Board"

Point out that these two movies are often compared to each other and that Lawrence Fishburne plays a child's tutor in both.

2. Hold up the book *SEARCHING FOR BOBBY FISCHER*.

Point out that this is a book with more challenging vocabulary... just what Akeelah loved... It's a true story written by a father of a little boy.

3. Give students the handout "Back Cover/Take a Guess." Show the back cover of the book and explain that the two paragraphs on the handout are from the back of the book. Read these two paragraphs together as a class.

HANDOUT: "Back Cover/Take A Guess"

Point out that in order to understand the meaning of these paragraphs, it's important to know the vocabulary that might be new to them and that without a dictionary, sometimes you can get the gist of the meaning from the way the words are used in a sentence.

4. Small groups discuss what they think the seven words at the bottom of the page mean... They make their best guess, based on its use in the sentences...in the **CONTEXT** in which it is used.

5. On seven pieces of chart paper...one for each word... have each group write their best guesses. Review as a class. Direct them to the dictionary icon on their laptops and have them find the meaning for each. Read the dictionary meanings aloud and compare to the guesses listed on the chart paper.
6. Reread the paragraphs. Discuss how the meaning is much clearer now and so you want them to stretch their thinking...Ask:
Who is Bobby Fischer?
Who is searching for him? Why?
Or is it not *REALLY* just him they are searching for?
Is it a symbolic title that really means they are searching for something else and if so what?

(Tell them that choosing an intriguing title is something that writers take a long time to decide.)

III. Inferencing (30)

1. They are experts at this! Tell them they are going to watch the movie *SEARCHING FOR BOBBY FISCHER* in sections and you'll prove to them that they are experts at both making inferences and watching movies like filmmakers.
2. Tell them that when we watch a movie, we are thrown into a character's world and very quickly we look for clues to establish the who, what, and where of a story.
3. Talk them through the opening to *SEARCHING FOR BOBBY FISCHER*, stopping as you do a "metacognition: think-aloud."
Mention your/their hypotheses for who, what, where... List these.
Discuss support for these hypotheses.
4. When the class has strong hypotheses for who, what, and where that continue to be reinforced by support, then they will have their **INFERENCES** of the who, what, and where of the story (In *AKEELAH AND THE BEE*, when Akeelah opens with a voiceover, she TELLS them these things, but in this film, no one has told them.. They had to infer them!)

IV. Deconstructing Searching For Bobby Fischer (100)

1. Continue to watch *SEARCHING FOR BOBBY FISHER*, stopping at the end of each section to discuss and apply what they have learned so far in this program. (...as time allows. To be continued tomorrow.)

V. Reflection (15)

1. Direct students to the hanging chart papers labeled:

What I Learned About Using Context For Meaning
What I Learned About Inferencing

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