

Lights, Camera, Literacy!

Lesson Plan #4

Topics Covered Today:

Journal Writing Discussion and Analysis of a Spelling Bee Spelling Reversals

Outcomes:

Students will follow organizational procedures.

Students will *see*, hear, and use applicable vocabulary.

Students will assume a filmmaking role and collaborate with a filmmaking team.

Students will analyze *AKEELAH AND THE BEE* through class discussion.

Students will participate in a spelling bee!

Students will compare the spelling bee as portrayed in the film *AKEELAH AND THE BEE* with the text How To Spell Like a Champ.

Students will analyze elements of a "reversal" in film and work to create a "reversal" in their own scenes.

Materials:

writing journals

video cameras

chart paper and Post-its

LCL! Spelling Bee Word List (after the lesson description/before the handouts)

Handouts: "The Thrill of the Bee"

Storyboard shell

Books: *HOW TO SPELL LIKE A CHAMP*

DVD: *AKEELAH AND THE BEE*

New Vocabulary: spelling bee, reversal, hook

Sequence of Events:

I. Journal Activity (15)

Today's Prompt:

What are your reactions to *AKEELAH AND THE BEE* and the writer/director Doug Atchison?

II. Discussion (20)

1. Free form discussion about the film and Doug Atchison.

III. Spelling Activity (70)

1. Hand out How to Spell Like a Champ. Each student has time to browse through and react to the book.
2. Read pages 1&2 together.
Discuss "What can you infer about how Paige Kimball feels about words? Why do you think that? Support from the text?" One example students might share is because she says, "I was on fire about words." Point out that this is an idiom and review the meaning of an idiom (figurative vs. literal language).
3. Try a **SPELLING BEE!!!**
Most students may never have taken part in a spelling bee. Explain the ground rules for this class bee:
 - a) Repeat the word, spell it, and say it once more at the end.
 - b) Once a word is started, the letters already stated cannot be "taken back."
 - c) If you spell the word wrong, you must sit down at your seat and watch the bee or browse through the Scripps book.
 - d) If only two people are left, they must have an equal amount of turns to win. If both spell a word incorrectly at this end round, they each get another word to spell. If both get their wrong again, there is no winner of the bee.

LCL! Spelling Bee Word List
(after the lesson description/before the handouts)

When the bee is over, discuss with students the feelings they experienced as they participated. Do they think Akeelah felt the same or differently than they did? What support from the movie can they offer for their opinions?

IV. Analysis of a Spelling Bee (25)

1. Refer students to the book *HOW TO SPELL LIKE A CHAMP*.
2. "Let's take a look at chapter 6: The Thrill of a Bee. Pg. 123 - top of 126. With your small group, you will analyze this description of the bee and compare it with the events that occurred in the film. Record your findings on the 2-column graphic organizer that you have been given. Then we will share your findings as a class."

Handout Lesson 4 "The Thrill of a Bee"

3. Have students work in their groups with the graphic organizer. Discuss with their small groups.
4. Share findings as a class. "Why were some parts included and others not?"
5. Discuss the fact that filmmakers must choose what to include in their shots. Sometimes it's due to inaccessibility, sometimes, intentional, sometimes, oversight.
6. Explain to students that analyzing films such as *AKEELAH AND THE BEE* will help students become better at both visual and text communication. They will become better filmmakers and better readers.

V. Reversals/Hooks (55)

1. Show *AKEELAH AND THE BEE* Scene #5 "Dr. Larabee" up to when Akeelah leaves the yard through the gate.
2. Discuss the conflict in the scene.

3. Discuss how the scene might have been storyboarded. Did anyone imagine the storyboard as they watched the scene? If so, it means that they now can "see" the individual shots of the camera like a filmmaker.
4. Ask them to identify the surprise at the end of the scene.
5. Tell them this is a "**HOOK**" that makes the viewer want to watch the next scene. Filmmakers call this a "**REVERSAL**," because it takes the viewer in a new direction. Filmmakers strive for this in every scene.
6. Watch more "**REVERSAL**" examples in **AKEELAH**:
Scene #12 "I'm not in the Mood" up to seeing the picture of Akeelah's father and mother in the album.

Scene #18 "Off to DC" up to **AKEELAH** holding up the plane tickets for her friend.
7. Hand out students' individual storyboards (collected yesterday).
8. Groups meet to share these, combine ideas to create one set of storyboards that they all agree on.
9. The group brainstorms reversals for their scene and adds to their groups' storyboard to show this reversal.

VI. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What I learned from AKEELAH AND THE BEE today

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.