

Lights, Camera, Literacy!
(Part Two)
Lesson Plan #25

Topics:
Journal Writing
LCL! 3x3 Story Path-Act I
Film Deconstruction Chart
Vocabulary in Context
Scrabble

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will view and critique films created by other groups.
Students will examine the LCL! 3x3 Story Path-Act I.
Students will determine Steps I. b. and I. c. for their film.
Students will complete a deconstruction chart for their film's Act I.
Students will determine the importance of context clues in reading.
Students will play Scrabble with an understanding of the official rules.

Materials:

Writing journals
Video cameras
Tripods
Mini-dv tapes or memory cards
Computers with editing software
LCD projector
Chart paper
Post-its
Individual student pocket folders

HANDOUTS: LCL! 3x3 Story Path-Act I for *AKEELAH AND THE BEE*
LCL! 3x3 Story Path-Act I Planning sheet
Context Activity Vocabulary
Scrabble Rules

New Vocabulary: mentor (Add to this list any words that the class places on the chart from the Scrabble rules/context clues activity.)

Sequence of Events:

I. Journal Writing (15)

1. Today's Prompt:

How did using a shot list help you in creating step one of your film?

II. View and Critique (45)

1. In turn, show each of the groups' films.
2. After viewing each film, have students share their thoughts about what works and suggestions for how Steps One and Two might be even more effective.

III. LCL! 3x3 Story Path-Act I (45)

1. Refer students to the LCL! 3x3 Story Path (in their folders).
2. Point out that the Beginning scene and Step I. a. have now been created but to complete Act I, they still need to show Steps I.b. and I.c. Step I.b. is when the main character makes a statement or acts in a way that shows they don't want to go on this journey. "DON'T MAKE ME GO!" is the message that comes across to the viewer.
3. Ask students to think of films they have enjoyed and to try to remember I.b. in these films...when the main character has held back from going on their journey and had to be coaxed or forced to move forward. Allow time for each group to discuss what finally made the character move forward on their journey and then share these with the entire class.

If they cannot think of a movie, suggest any of the following:

The Wizard of Oz (The tornado takes her to a new world.)

Shrek (The only way to keep his swamp is to rescue the princess.)

Finding Nemo (A father must rescue his son.)

Toy Story (Woody must rescue Buzz to redeem himself.)

Pirates of the Caribbean (Elizabeth is kidnapped.)

4. Tell students that the transition from Act I to Act II...from the "Usual Life" into "Life in New Surroundings"... happens in Step I.c. as the main character meets someone who can offer advice in adjusting to the new life...a MENTOR.
5. Ask students to elaborate on these three Act I steps for the film *AKEELAH AND THE BEE*. Distribute the Act I planning sheet for this film that shows the answers filled in.

HANDOUT: Act I Planning Sheet for *AKEELAH AND THE BEE*

6. Ask students to think about their box scene production. Has their main character already shown hesitation? If so, they have already completed step I. b. Explain that the amount of hesitation usually depends on the length of the film. *AKEELAH AND THE BEE* is a feature film and there was time for Akeelah to show her hesitations in a number of ways. Since the students are creating a short film, they most likely will have a shorter, maybe just a slight hesitation, but there must be reluctance before the main character moves forward to leave their usual life.
7. Tell students that Doug Atchison had to think long and hard about who Akeelah's mentor should be. Have them imagine how different the film might have been if he had chosen a student from another school or a grandmother in the neighborhood to be the mentor. In just the same way that Doug Atchison came up with Akeelah's mentor, they will need to be brainstorm in their groups to determine who their main character's mentor should be.
8. Direct groups to complete an ACT I Planning Sheet to turn in for your review.

HANDOUT: ACT I planning sheet

IV. Scrabble (80)

1. Write "Context Clues" on the board. Remind students that this is a skill they practiced in the LCL! intro class. Ask students to recall the meaning.
2. Distribute the vocabulary list and review the directions together.

HANDOUT: Context Activity Vocabulary

3. Allow just a few minutes for students to complete and turn in.
(Make sure students' names are on their papers.)
4. Remind students how much Scrabble has been enjoyed in the class and that if they are going to continue to play and get better and better, they should know the official rules for the game.
5. Hand out the Scrabble Rules sheet and direct students to review these rules in their groups. They should circle any words for which they are unsure of the meaning and write these words (without duplicating any already listed) on a chart paper hanging in front of the class.

HANDOUT: Scrabble Rules

6. Before reviewing the rules as a class, together count the number of words on the chart paper. Mention to the class that this number is many fewer than the words they circled on their individual lists, yet these very same words were on both papers. Restate the importance of "context" clues in reading and explain that this is why the more you read, the larger your vocabulary will become.
7. Review the Scrabble rules together, with the class guessing the meaning of words on the list and then checking the meanings in a dictionary.
8. Allow time for students to play Scrabble.

V. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

How do you know when Act I is ending?

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